



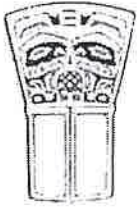
SCHOOL DISTRICT NO. 92 (NISGA'A)
BOARD OF EDUCATION
REGULAR MEETING
SCHOOL BOARD OFFICE VIA TEAMS
GITLAXT'AAMIKS, BC

TUESDAY, OCTOBER 20, 2020 – 6:30 PM

A G E N D A

1. CALL TO ORDER			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA FOR OCTOBER 20, 2020	Action		
4. ADOPTION OF MINUTES OF PRIOR MEETING: 4.1 Regular Meeting – September 22, 2020	Action	Attachment	Page 1-16
5. BUSINESS ARISING FROM THE MINUTES:			
6. PRESENTATION: 6.1			
7. EDUCATION: Superintendent 7.1 District Enrolment 7.2 New Teacher Orientation 7.3 Professional Development 7.4 School Plans for Student Success 7.5 Teacher Recruitment & Retention	Information Information Information Information Information	Attachment Attachment Attachment Attachment Attachment	Page 17 Page 18 Page 19 Page 20-30 Page 31
8. BUSINESS: Secretary Treasurer 8.1 Monthly Financial Statements – September 2020 8.2 Day Care Update	Action Information	Attachment Verbal	Page 32-36
9. POLICY DEVELOPMENT: 9.1			
10. TRUSTEE REPORTS: 10.1			
11. CORRESPONDENCE RECEIVED: 11.1			
12. PUBLIC QUESTION PERIOD:			
13. ADJOURNMENT:			

Note: Next Board Meeting: November 17, 2020



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #4.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	October 20, 2020
Topic:	Minutes of the Regular Meeting of the Board – September 22, 2020		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the Minutes of the Regular Meeting of the Board held on September 22, 2020 be approved.

Presented by: Board Chair

**SCHOOL DISTRICT NO. 92 (NISGA'A)
BOARD OF EDUCATION
REGUAR BOARD MEETING
SCHOOL BOARD OFFICE VIA TEAMS
GITLAXT'AAMIKS, BC**

TUESDAY, SEPTEMBER 22, 2020 – 6:30 PM

In attendance:	Norman Hayduk Jill Jensen Kory Tanner Sharlene Grandison	Nass Camp Trustee Superintendent of Schools Secretary Treasurer Recording Secretary
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Via Microsoft Teams:	Elsie Davis, Board Chair Floyde Stevens Charlene Ousey Alvin Azak	Laxgalts'ap Trustee Gingolx Trustee Gitlaxt'aamiks Trustee Gitwinksihlkw Trustee
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1. CALL TO ORDER:

Trustee Stevens, Chairing the meeting.

The meeting was called to order at 6:36 p.m.

2. DECLARATION OF QUORUM:

Board Chair declared a quorum

3. APPROVAL OF AGENDA FOR JUNE 16, 2020:

R02-1321

That Board of Education approve the September 22, 2020 Agenda as presented.

Trustee Ousey/Trustee Hayduk

Carried

4. ADOPTION OF MINUTES OF PRIOR MEETING:

R02-1322

That the Minutes of the Regular Meeting of the Board held on June 16, 2020 be approved as presented.

Trustee Ousey/Trustee Azak

Carried

5. BUSINESS ARISING FROM THE MINUTES:

none

6. PRESENTATION:

none

7. **EDUCATION:**
Jill Jensen, Superintendent

7.1 Enrolment

Projected enrolment for 2020/2021 was 382 students on which the budget is based. Current enrolment as of today is:

NESS: Elementary – 89 / Secondary – 117 = 206

GES: 27

AAMES: 77

NBES: 36

Total: 346

For information only

7.2 School Start Up

School startup went well despite our one-week delay of getting students into the classroom. Yesterday was our first day of classroom instruction, it seemed to go really well. Visited Nathan Barton Elementary School today, and the students seemed very happy to be back at school. Teachers seemed happy to have them back and it was really nice after six months to have teachers and students in the building. Thanks to the Operations Department for helping to have everything ready and in place for a safe start.

- Start up went as smoothly as possible under the circumstances
- Professional Development Day was well received and included: staff sharing of practice in like-level groupings with a focus on cross-curricular, project and place-based learning; core competencies; MyEd; health & safety protocols, safe work procedures and understanding guiding documents (District Response Plan, BCCDC Guidelines for K-12 schools, and WorkSafe BC protocols); language and culture; draws & door prizes
- Week one for students started September 14 with at-home learning plans
- Looking forward to working with Peter and having an expert in language & culture overseeing district programming, building staff capacity, and enhancing student learning

For information only

7.3 2020/2021 School Calendar

- The School Calendar was adjusted due to the Education Conference scheduled for September 21, 2020 was postponed due to COVID.
- The Conference is tentatively scheduled for February 5, 2021

For information only.

7.4 Student Achievement Report

Normally in the Spring we have a whole range of student assessments that we do and because of COVID last year, we were unable to do those Spring Assessments. We do not have a clear picture of where our students ended academically last year. We do have their assessments from the Fall. In the Fall students in grades 4 and 7 write the Foundation Skills Assessment. Students will be writing that again this year between October 5 and November 13. Below is a brief summary of our results from last year.

Grade 4	Participation Rate		Emerging		On-Track		Extending	
	#	%	#	%	#	%	#	%
Reading	33	97	21	65.6	11	34.4	0	0
Writing	33	93.9	15	48.4	16	51.6	0	0
Numeracy	33	97	29	90.6	3	9.4	0	0

Grade 7	Participation Rate		Emerging		On-Track		Extending	
	#	%	#	%	#	%	#	%
Reading	31	84	16	61.5	10	38.5	0	0
Writing	31	64.5	12	60	8	40	0	0
Numeracy	31	77.4	24	100	0	0	0	0

For information only.

Trustee Ousey:

Saw a lot of posts on facebook of kids first day of school and lining up. Parents expressed concern that there was not a lot of social distancing. Are there supervisors outside to remind students of social distancing?

Superintendent Jensen:

Staff should be outside reminding, and we knew when students returned this week, the first task for our teachers would be educating students on safety measures, school is different. One thing teachers are very good at is setting up routines and teaching children how to follow routines. When I was a NBES today, it was amazing how well the children at day 2 were starting to pick up the routines.

Trustee Azak:

With the fear that I hear from the parents in the community, what percentage of the registered students actually show up in the classroom?

Superintendent Jensen:

My understanding is that all of the registered students are showing up. With our plan right now, we have extremely small class size learning, teams and cohorts are very small. We have students in class 50% of the time, and they are engaging at home learning 50% of the time. Teachers are trying to be more intentional with their instruction when children are there and give them activities they can do independently when they are at home. I feel we are very fortunate based on our

smaller size that we are able to address those concerns and I hope that having students back will help to ease them of those concerns as parents see the safety measures that are in place.

Trustee Davis:

I would like to take this opportunity to thank our teachers, our staff, our Administration, our Operations and especially the parents and caregivers of our children for all of the work that has been put into ensuring that our children are safe in our district and all of the understanding. It is not an easy time right now and we are all fearful. Thank you especially the parents for understanding and working with the district to ensure that are kids are getting an education in the safest possible way.

Trustee Hayduk:

On the assumption, let's hope that we do not get to that situation where there is a COVID positive event in one of the schools. Has that been sorted out as to how the district would respond if that was to come about?

Superintendent Jensen:

There are Provincial protocols in place and unfortunately there have been several schools in the Province that have already dealt with COVID cases with students and staff. There are very clear protocols in place. Should that happen, we work very closely with Nisga'a Valley Health. We have been in close communication with Nisga'a Valley Health over the summer and the start of the school year.

Trustee Hayduk:

When it comes to the FSA in the 4 and 7 level, is there any kind of modification of expectations? This is province wide, and students not having the regular school opportunities, does that change anything when it comes to expectations for FSA results?

Superintendent Jensen:

My guess would be no because the FSA's are based on curricular outcomes. They are basically assessing where students are at by the end of grade 3 in accumulating of skills they have developed in K-3. I think provincially it will give us a good measure of where our students are at and how and if COVID has affected their achievement, and it's just one measure of assessing.

7.5 Language & Culture Report

District Principal for Language & Culture, Peter McKay presents his Language and Culture report:

A few concerns and successes pulled from the report:

Success:

Have a wealth of knowledge in our district, the language and culture program in our building. That material has been sitting there for a long, long time. Somethings have been there since the 70's. What I have started doing is revamping some of the useful pieces that we could use a curriculum in the

school setting ex: Have an older version of a reader that is used for teaching language, it is used for teaching conversation. The book and its layout are not very appealing to children, it is a beautiful resource. What I have decided to do is to take the document as such and start revamping them. So we have in the printing press right now through the generosity of the NESS FNEC Program a new version of the book, a digitized version that will be used in the classroom setting, something that is appealing not only to children, but all learners.

Trustee Azak:

Peter, for the time you have been there, have you come up with any specific plans as to where you want to go in the near future with the language and culture program?

Peter McKay:

It would be great if at the high school level, we had a position for a high school teacher. I have come to learn that over the years that position fell out of existence because of low enrolment. When I arrived back at the district, I was put in that classroom and enrolment started to come up again. Still it sits as an option for high school teacher or high school students to enroll for credit option. I would like for the high school programming because there is time to do it for all Nisga'a students in high school, that it become mandatory for them from grade 8 – 12 to take our language, not just for credit, but to have that infused in their daily experience at NESS. We have the resources to do that, so that needs to be developed. The curriculum in BC calls for an infusion of Aboriginal content. We have a wealth of information that we can develop so that it is of use to students on a digital platform and in the classroom setting. Currently I am working with two primary teachers who have started the process of taking Nisga'a seasonal calendar and incorporating that into the lesson planning and year planning so that there is an infusion of Nisga'a content in the classroom aside from language learning. So, the plan is that eventually we will get to the space where the rest of the Province is saying "look what the Nisga'a are doing" let's follow their lead.

Trustee Azak:

You mentioned all the resources that are in the building, are you going to be able to as one person do as much as you want with the resources that are there?

Peter McKay:

Knowing that we have aboriginal enhancement fund in our district, I have lobbied for one of our E.A.'s to be released and return to the title of Language Assistant, so that we can go through boxes and decide what do to with them. So, lobbying for assistance with Human Resources that we have currently in the district. I know another project that we are doing right now, and this is only through the FNEC Grant, and has nothing to do with the district, but students I am working with, will receive credit for the painting of the house front of the long house/smokehouse, so why can't we rely on student body as well as to received credit for digitizing sorts of things. There is a lot of ideas there.

Trustee Ousey:

I have been with PAC, not recently. One of the main concerns from PAC has been that there is a curriculum for Nisga'a language and culture and I am not sure if I heard you correctly, but what I heard was, this teacher is pulling from the calendar, I am just hoping that there is a curriculum so that if somebody, a family moves from Kincolith to Greenville, their children are learning the same thing in each Nisga'a class. Is that happening?

Peter McKay:

Yes, we are in the first stages of that happening. Through the First Nations Language Essential Program. The school district did develop a K-3 primary focused curriculum, that curriculum has been in use because the digitization process is lacking in our district. There are recordings there that we can no longer access. So, there is work to be done to bring that back in use. There is also a language program I did encounter in the files at the Language and Culture building, an immersion program, so at one point our district did have an immersion program, a curriculum developed, it has been sitting. Having found these three different types of curriculum that we do use or that have been developed in the district is going to be a few moons before we use that again effectively. Again, we lack Human Resources in the teaching of Nisga'a language.

Trustee Davis:

Thank you, Mr. McKay, for your very thorough and honest report. A couple of questions, and I'm not sure if you would be the person to answer, possibly our Secretary Treasurer might answer them. Looking here it says that our simalgax teachers are currently employed at .5, it was my understanding that our simalgax teachers are employed full-time at the schools. Since you have been here, a two-part question:

Are the teachers in the schools full-time and the other part of this question is if they are in the schools full-time, where are the dollars coming from for that?

Peter McKay:

Currently the teacher we have are not full-time, and they are .5. Which basically is 2 ½ days of time to deliver just the language. It is a small portion of time for our teachers, one thing that we know can happen is we risk losing them, just like anywhere else in the Province, you need more than that to survive on. If we were to and I know their wages come from the fund 131 Aboriginal Enhancement dollars. A beautiful thing happening right now with the FNEESC Grant is we are able to bring a few more people on board. However, that's not going to last. So, we have to really digest that and look deeper as to what are we going to do as a district at district level, once those funds dry out.

Trustee Davis:

In regard to the delivery of the language at Laxgalts'ap Elementary, last year they were utilizing the AskMe document. I do know that there was some

success in that. I was able to be present at a few presentations where Kindergarten students were creating their own songs in Nisga'a language, creating games online with Nisga'a language. The AskMe document, are you seeing this as part of the future?

Peter McKay:

Yes, I think that as we work with the document and translate it. We've just been translating as we go, it is quite a thick document. It's absolutely beautiful and useful and the students are retaining the learning in that document. The document itself, the version we have is level one. There is going to be a level two and level 3 that will come from the Chief Atahm School in Chase, BC. It's a program that is utilized all throughout the Province, all aboriginal schools are using this curriculum. We're hopeful that when we do receive level 2 and 3, that this will really kick start and be a foundation, not only for students, but for adults to learn from. It's been a good device to train the teachers we've hired.

Board Chair:

I've been on the record myself as a Trustee, advocating the language and culture program for the district. We must do everything we can to ensure that our children are learning the language. We put very high value on that for our Nation. If we draw on resources from other people within our Nation to assist us, then we should look at that. To me a Nisga'a language teacher is important as the English teacher. It's the future of our language. One of the things I suggested in the past, when COVID hit, and Nisga'a home sent home, that maybe develop a handbook for young parents who may not know the language, or an answer sheet, so they can interact with students at home.

Trustee Ousey:

You are trying to recruit an E.A. to return back, if that is successful, would the E.A. be replaced? If you take somebody away, then somebody has to be replaced.

Peter McKay:

Currently our E.A.'s are employed through the Aboriginal Enhancement Agreement dollars, and for recording purposes we need evidence that Aboriginal Enhancement is taking place in our schools and evidence isn't always there. If we're using the money to support E.A. wages and so it will be a changing of title with one E.A. in a school setting that had as many E.A.'s so it falls within the guidelines of the money set aside for such a purpose.

Trustee Ousey:

I need to follow up with that then; I thought we had children tested and if that child tests at a certain level, then a E.A. was assigned to that child. That's not Aboriginal Enhancement, that's student learning.

Peter McKay:

Anywhere else in the Province, there is a separate account for that. There is a whole other route for those dollars.

Trustee Ousey: So, we have been spending our money incorrectly?

Peter McKay: Do not know. Been here only a few weeks.

Trustee Davis:

A bit of a follow up to Trustee Ousey's question. The dollars are there for children to be tested and to have an E.A. assigned to them. However, that is not happening in a lot of our schools. It is very difficult to 1) begin that conversation with parents and 2) we have just followed history again where there is an E.A. in most classrooms and that just has not changed. The kids that we do have are, that are designed does not reflect the amount of 8 E.A.'s that we have in the district.

Board Chair:

I think there are a few take aways here that we can contemplate, 1) there is the notion of moving the Nisga'a Language Program out of the elective stage and into mandatory stage. That would be something for the Superintendent to look at and see whether or not we can do that. When I attended NESS, it was mandatory Grade 8 – 12, so I took Nisga'a from K – 12. Making Nisga'a language a mandatory course from 8-12, I think would solve the problem with low enrolment numbers.

8. BUSINESS:

Kory Tanner, Secretary Treasurer

District Auditor presented an overview of the 2019/2020 Audited Financial Statements to the Board.

- 8.1 The Auditor has completed a final review of the Financial Statements and Notes to the Statements prior to the September 22, 2020 Board meeting. The Statements must be approved and submitted to the Ministry of Education by September 30, 2020. The Auditor will present the Financial Statements to the Board of Education.

R02-1323

That the Board of Education approves the 2019/2020 Audited Financial Statements Version: 3362-2617-9634 of School District No. 92 (Nisga'a) as presented.

Trustee Hayduk/Trustee Davis

Carried

- 8.2 Monthly Financial Statements – September 30, 2020

There are no Monthly Financial Statements until the 2019/2020 Audited Financial Statements are approved, the year is rolled over and the annual budget is entered. Usually by the end of October.

8.3 Maintenance Report – May 31, 2020

Director of Operations, Calvin Morven presented his May 31, 2020 report:

Continuing with housing improvements, unit – 48 complete repaint, 75% completed, unit – 52 – minor repairs and painting, completed, unit - 17 Kitchen cabinet replacements, minor renovations, painting and floor replacements, completed, unit 1 – minor repairs, painting, bathtub replacement, kitchen cabinet replacement and flooring replacement, completed, unit - 10 Minor renovation, completed, unit 1, Units to be completed, units- 1,15,16, All tri-plex crawl-space concrete completed except for Gingolx tri-plex, crawl-space is too low to access, crawl-space is sealed with vapor barrier with no moisture problems.

Day Care Centre, remaining office renovations in progress, minor repairs, painting, and flooring, 70% completed.

Nisga'a Elementary/Elementary - Proceeding with tender process for July 01,2020 start on concrete replacement project at front of school, completed, project was delayed for completion due to a lot of rain. Also proceeded with plumbing replacement components project start date July 01,2020, 80% completed. Included concrete in K-Block crawlspace with concrete replacement project, completed.

Nisga'a Elementary/Secondary language and culture smoke house project, in progress.

Alvin A McKay Elementary bio – mass project in progress. Completed

Nathan Barton Elementary bio- mass project in progress. 95% completed.

On-going work orders, grounds work.

A part from all the work completed over the summer break, prior to the start of this school year, some of my staff, including myself were impacted strongly from reporting to work due the positive test on Covid-19 in our valley and the recent deaths.

Report for information only.

Bus Shelter Update:

We kind of stalled on it with Village Governments as far as for completion of that one, as far as land requirements and replacements. I will be working with Village Governments to see if there is a possibility of putting those somewhere in the villages. Start up on school this year, I did change the bus schedule, so the students don't have to wait for the bus at all. One bus driver that does Gingolx run, he makes one stop in Gitwinksihlkw. The pickup times are posted so the students know when the bus arrives. Greenville, there is only the one run coming from there, the bus departs from Greenville, he waits until all students arrive before departure.

Trustee Davis:

Mr. Morven, when you are saying there was a stall for the bus shelters due to working with the Village Governments, can you elaborate on that, is that a zoning issue, a space issue?

Calvin Morven:

It is a zoning issue, it's where the liabilities lie on that, if we put them in the village on their streets. There has to be an agreement put in place for the usage of the area, mainly because of the liability. As far as school grounds go, there is limited space to put up that type of structure.

Trustee Ousey:

It is a matter of getting the bus shelter on the streets, and the village is saying that the streets belong to them?

Calvin Morven:

Yes, it is a public - example: in Municipalities, certain stop areas they approve. Lot of the bus shelters are built by the municipalities. Because of our unique situation for the school district we have to work together with village governments to place out projects throughout the villages.

Trustee Ousey:

Wouldn't that be more of a capital project instead of a village...could we not go to NLG's Capital Finance Committee asking if we can go on village roads?

Calvin Morven:

No. Only Village Governments have the authority as to what goes on their roads.

Trustee Hayduk:

When it comes to the operation for COVID 19 at the schools, are we getting any help from Nisga'a Valley Health in sort of assessing what precautions are being taken at the school through the buses, are they assisting in that regard?

Calvin Morven:

The guidelines that Northern Health comes out with, we follow, including the Province. Also, Nisga'a Lisims Government has authority on Nisga'a Lands. So, the impact the district has, Lisims is still under Phase I of COVID, make a lot of impact on how we do things within our facilities. The Province is in Phase II, their limits are a little bit further along in other school districts.

Trustee Azak:

I am still interested in what is happening with the gym at Gitwinksihlkw Elementary School.

Calvin Morven:

We contracted it out to the plan the Ministry required for funding at the Treasury Board level. We contracted it out to a company in Vancouver. I just

got an updated from them today on where I forwarded the draft to my Planning Officer today. The only thing I am waiting for is the cost analysis for the gym, should receive by this Thursday. That gets put into the plan for final submission to the Ministry.

8.4 IT Report – September 2020

Secretary Treasurer Tanner presented IT Report for September 2020:

Projects:
Implementing Windows computers
Server Space
Server backups
Phone System
Printers/Photocopiers

For information only.

9 POLICY DEVELOPMENT:
none

10 TRUSTEE REPORTS:
none

11 CORRESPONDENCE RECEIVED:
none

12 PUBLIC QUESTIONS

8:30 pm

Taron Scott:

In the District Principal Report it says language teachers are .5 due to lack of funding. Who decides how the funding is allocated? How much is directly allocated for language instruction and how much is spent? Is there a financial report that shows this?

Secretary Treasurer Tanner:

It is not so much due to a lack of funding, it is based on the amount of time that the Ministry dictates how the curriculum should be taught, which is 30 minutes a day. That is why most of our teachers are .5. The Superintendent and the Secretary Treasurer as well as people pertinent to the department sit down and talk about the budget. As you know Mr. McKay was hired after the budget was already set in place by the past Superintendent. The Aboriginal Enhancement dollars that we do receive, they are not a lot of dollars. There is a report and it is in the Financial Statements and as Mr. McKay pointed out it is the object of 131.

Katherine:

It was announced prior to the school year starting Province-wide that the Minister of

Education would be providing 2 masks for every student. Has this happened for our students?

Superintendent Jensen:

We do have at all of our schools, 2 reusable masks that can be provided to students and staff. We also have lots of disposable masks.

Rich Hotson:

Where is the surplus being spent?

Secretary Treasurer Tanner:

It is in the Notes to the Financial Statements.

Jeffery Stanley:

Mr. McKay, will there come a time when language teachers will be fully funded by the district and not part-time from FNEESC?

Peter McKay:

It is on a list of things to consider.

Garrett Davis:

In our classes we have split classes, it normally increases in numbers of students in classes, gives the teacher less time to work with students, overall, our teachers work with children's entirety of their elementary school classes. What can we do for classes with same age and in same grade?

Peter McKay:

It might be a call for individual grade classes and not split grade classes.

Superintendent Jensen:

We teach children rather than grades. Any grade we have a range of abilities with students. So, teachers are there to meet the needs of the students that they have in their classroom, whether they are the same age or not.

Rich Hotson:

Has the Board decided where the \$367,000 unrestricted surplus will be spent?

Secretary Treasurer Tanner:

No, the Board has not decided that as of yet.

Taron Scott:

Will there be an update to the community in the near future regarding the discrepancy between the report that the 131 dollars are not being spent where the other to be?

Secretary Treasurer Tanner:

On the Financial Report it is noted teachers, Principals and E.A.'s salaries are located from the 1312 Indigenous funds. We can assure the public that the 131 funds are being spent appropriately, they are being spent on language teachers, on

the District Language and Culture Principal and E.A.'s are in the classrooms working with our Nisga'a students. Even though it says 131, it is still E.A.'s working with our Nisga'a students. The money is being allocated and spent appropriately and reported to the Ministry.

Jeffrey Stanley comments in Nisga'a

Peter McKay:

He is basically blessing everyone of us and told us that we are doing a superb job.

Dianna Rai:

Will the district continue to support the AskMe document once the FNEESC funds are done?

Superintendent:

Peter and I can answer that question. Since neither of us was here to provide input for the current budget, it is something we have talked about quite a bit. We understand the importance of Nisga'a language and culture and how central that is to what we do in this district and feel that needs to guide our decision making. So that is front and center.

Peter McKay:

As we work with this document in translating it and creating resources to go along with it, our dream is, our plan is to have it vetted and once it is vetted, we bring it to the Board to be adopted as a official document for our School District to use.

Superintendent Jensen:

We will be reviewing and updating our Strategic Plan for the next three years and asking for input from communities this fall, so we have an opportunity there to demonstrate the value of language and culture and using the AskMe document.

Cherie Mercer:

Are the students who are entitled to an E.A. by testing, need diagnosis all receiving the E.A.'s? Trustee Davis mentioned it is a difficult conversation to have with families, does this mean the funding is not being appropriated and the student is going without?

Secretary Treasurer Tanner:

I can assure you that all of our students who receive funding are receiving services as a matter of fact we have more students than we receive funding for, and we put extra money in, making sure we have supports in place for all of our student. Even the ones that don't necessarily have an IEP.

Trustee Davis:

Thank you for that questions Mrs. Mercer. It wasn't my intention to insinuate that students that were designated were not receiving the support they needed. My intention was to illustrate that we have more E.A.'s than we have designations. We have E.A.'s in almost every classroom.

Cherie Mercer:
Is there declining enrolment this year?

Superintendent Jensen:
It would appear so at this point, yes.

Taron Scott:
Do regular classroom teachers infuse indigenous content already? Will we hear success stories of these teachers and students?

Superintendent Jensen:
It is a curricular expectation, yes, that all teachers infuse indigenous content knowledge and ways of knowing into everything they do in the classroom. I think because this is a newer part of the curriculum, there is still lots of area for growth. Thank you, it would be an excellent idea to share stories of success.

Trustee Hayduk:
A follow up on a question about the enrolment. Is the Province expecting any kind of modification to the end of September head count regarding funding or carrying out as usual? Is there a different plan in place?

Superintendent Jensen:
There is a not different plan, the 1701 will be submitted September 30th as usual.

Trustee Hayduk:
Since our projected numbers are quite different, are we taking any action in possibly informing the people of the consequences of significantly lower numbers?

Superintendent Jensen:
The consequences are reduced funding. We are funded per pupil, so if we have a significant decrease in enrolment, we will have a significant decrease in funding.

Trustee Hayduk:
I am wondering whether or not if there is any value in contacting parents for students who have been attending, are still in the valley, but not showing up to be counted.

Superintendent Jensen:
Absolutely, we have had the secretaries and school-based administration on that for the last 2 to 3 weeks. We continue to do our best to find where our students are at.

Board Chair:
Do you have a breakdown per school that have lowered enrolment?

Superintendent Jensen:
NESS is down significantly.
GES and NBES are also down.
AAMES is the only one consistent, or perhaps up a little bit.

13 **ADJOURNMENT:**

The meeting adjourned at 8:48 p.m.

Trustee Azak/Trustee Ousey

Carried

Certified correct,
Elsie Davis,
Board Chair

Certified correct,
Kory Tanner,
Secretary Treasurer



SCHOOL DISTRICT NO. 92 (NISGA'A)

<u>MEETING AGENDA ITEM #7.1</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 20, 2020
Topic:	District Enrolment		
Background/Discussion: Final enrolment: NESS: 234 GES: 27 AAMES: 74 NBES: 36 DL: 7 Total: 378			
Recommended Action: Information only.			
Presented by: Superintendent			



SCHOOL DISTRICT NO. 92 (NISGA'A)

<u>MEETING AGENDA ITEM #7.2</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 20, 2020
Topic:	New Teacher Orientation		
Background/Discussion: October 27 th – 3:30 – 4:00 pm (virtual event) that will introduce and welcome new teachers to the district.			
Recommended Action: Information only.			
Presented by: Superintendent			



SCHOOL DISTRICT NO. 92 (NISGA'A)

<u>MEETING AGENDA ITEM #7.3</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 20, 2020
Topic:	Professional Development		
Background/Discussion: <ul style="list-style-type: none">• POPARD sessions: every two weeks 3:40-4:40 pm focusing on differentiating instruction and executive functioning• October 23rd Provincial Day – Connecting Leaders (BCPVPA); teachers engaged in a variety of content-focused sessions; language & culture teachers working together• Learning with Syeyutsus – Indigenous Learning series with Canadian authors and thought leaders who will speak on a variety of contemporary Indigenous issues https://trc57speakerseries.ca/			
Recommended Action: <p>Information only.</p>			
Presented by: Superintendent			



SCHOOL DISTRICT NO. 92 (NISGA'A)

<u>MEETING AGENDA ITEM #7.4</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 20, 2020
Topic:	School Plans for Student Success		
Background/Discussion: <ul style="list-style-type: none">Principals are in the process of reviewing various pieces of evidence/information with staff and setting goals for the year around improving student outcomes. Plans will be approved by the Board and posted on school websites by mid-November.			
Recommended Action: Information only.			
Presented by: Superintendent			

Information to support student learning.

This report provides British Columbia citizens with easy access to a comprehensive set of information about each school district in the province.

Our mandate for education: A quality education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system develops educated citizens by supporting each student's intellectual, human and social, and career development, and by considering a wide range of information in all of these areas.



Intellectual Development

Includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge.

Reading, Writing, and Numeracy	3
Grade-to-Grade Transitions	5
Provincial Examinations	5
Completion Rates	6



Human and Social Development

Includes developing a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Early Development	7
Student Satisfaction	8



Career Development

Includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace.

Post-Secondary and Career Preparation	9
Transition to B.C. Post-Secondary Education	9

About Your School District

When reviewing district results, it is important to consider various factors that can influence student learning.

Community demographic and student enrolment information is provided to help inform local planning and continuous improvement efforts.

For information about this district and their plans for enhancing student learning, please refer to: <http://www.nisgaa.bc.ca>



Current Headcount

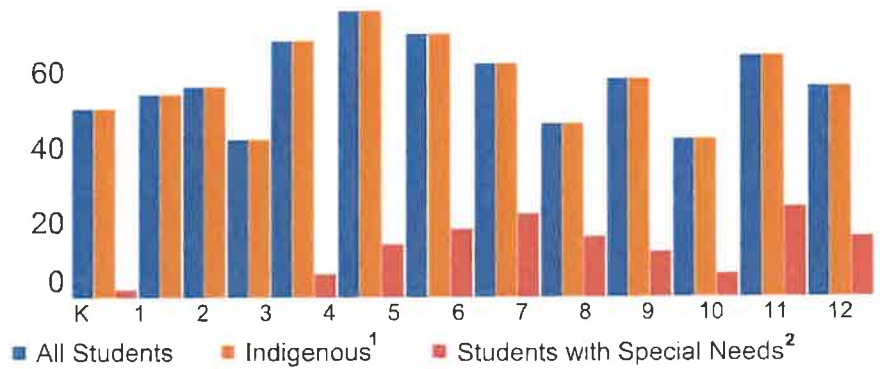
375

Projected change over next 10 years

-44



Total Students Across All Grades (2019/20)



Community Demographics³

	Percent of 15-24 year-olds receiving Employment Insurance	Percent of 25-54 year-olds without Post-Secondary Credentials	Percent of Lone-Parent Families	Percent of Participation in Labour Force	Average Family Income
Province	1.5%	35.2%	15.3%	64.6%	\$91,967
District: Nisga'a	2.9%	55.0%	25.7%	53.8%	\$57,526

How to Read the Charts in This Report



The grey band represents **typical performance** for school districts across British Columbia (the range of results f...

The orange line shows this district's **results over time** (for the last ...)

The orange dot shows the **most recent results** for this school district

Intellectual Development

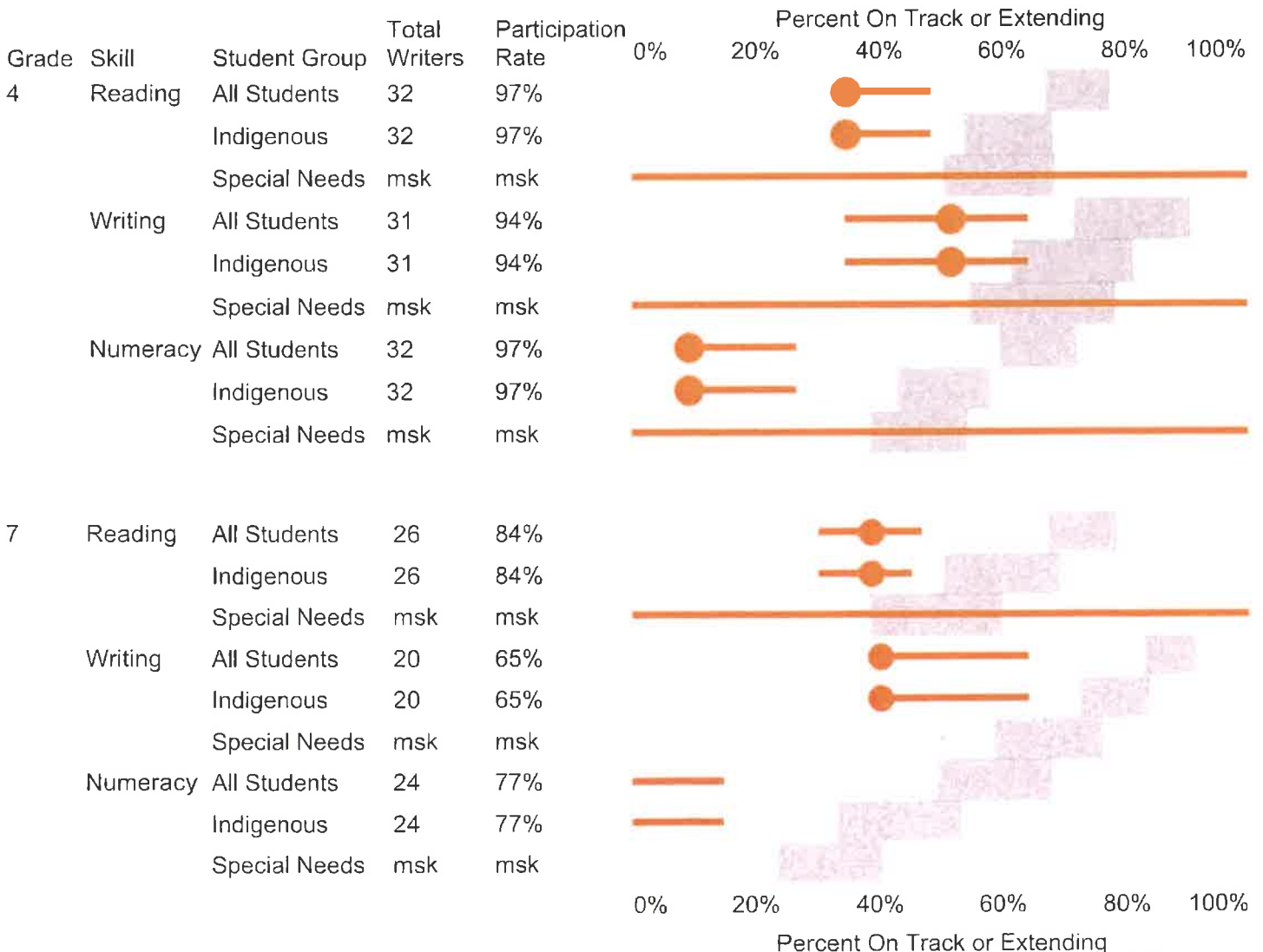
A goal of B.C.'s education system, supported by the family and community, is intellectual development – enabling our students to think critically, independently, and to acquire important skills and knowledge that will enable them to thrive in a rapidly changing world.



Reading, Writing, and Numeracy (2019/20)

The Foundation Skills Assessment (FSA) is a set of reading, writing, and numeracy assessments administered each year to students in Grades 4 and 7, and was completely re-designed for the 2017/18 school year. The FSA is a valuable indicator of where students might have challenges in reading, writing, and numeracy and can be used to help plan their education. It also provides a snapshot of how our education system is meeting the needs of students in these key areas.

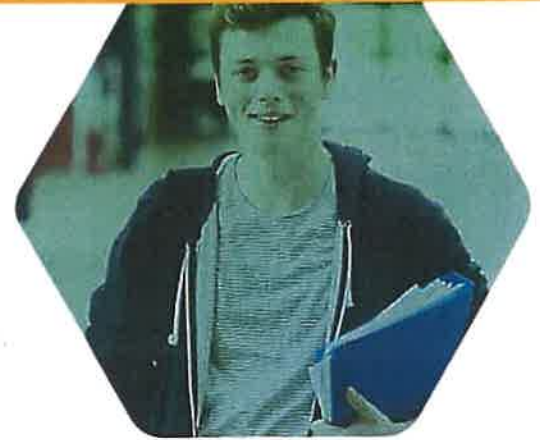
**in the chart below the orange bar represents only results in the redesigned FSA. 2017/18 - 2019/20 year range*



Intellectual Development

Student Growth Over Time

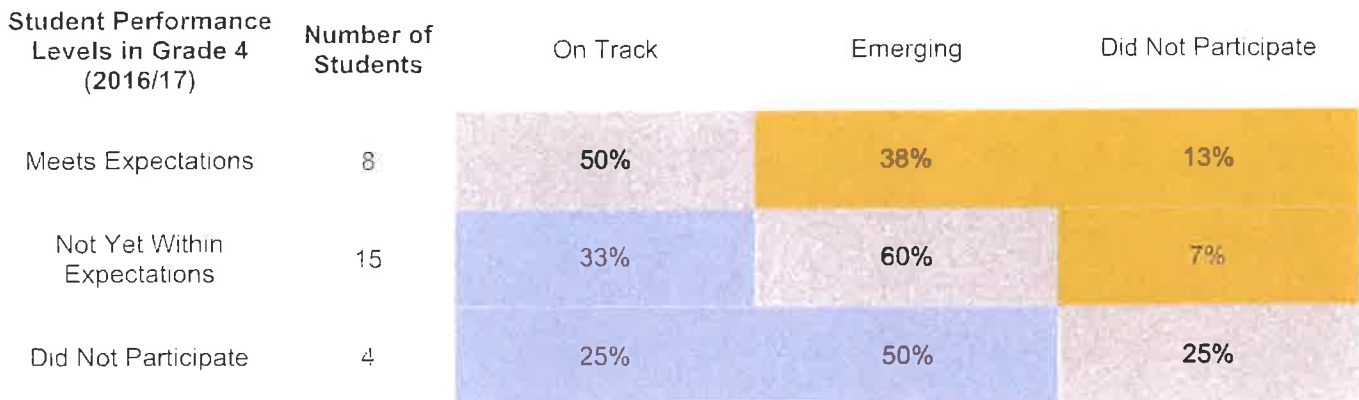
These charts follow the performance of a single group of students on their Grade 4 and 7 FSA reading and numeracy assessments. In 2017/18 the assessments were completely re-designed with new score scales developed, as well as moving the assessments earlier in the year. This means scores are not fully comparable across assessments. These charts have still been included for continuity and reference.



See <http://www.bced.gov.bc.ca/reporting/systemperformance>

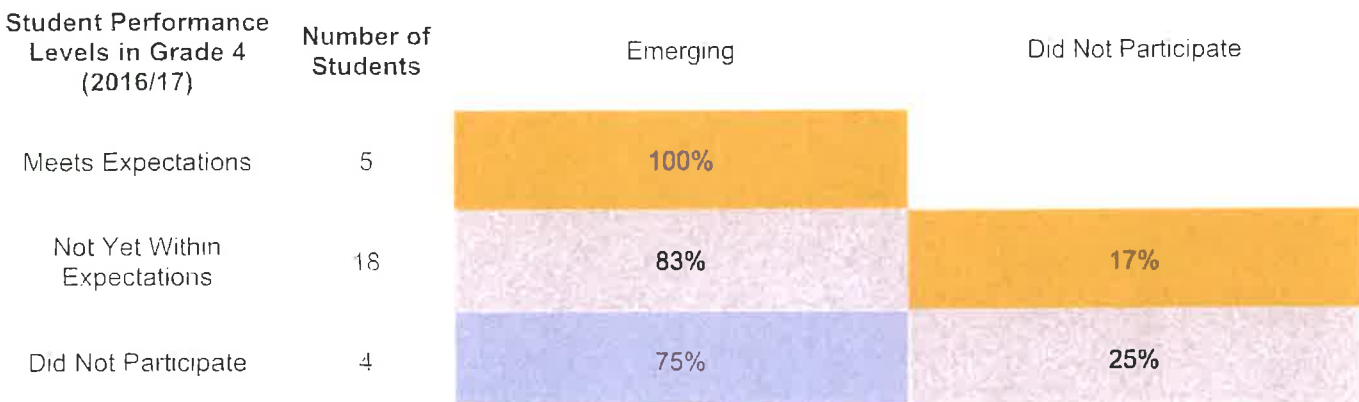
Reading


Students' 2019/20 Results in Grade 7, Compared to their Grade 4 results




Numeracy

Students' 2019/20 Results in Grade 7, Compared to their Grade 4 results



 Percent of students with the same level of performance in Grade 4 and 7

 Percent of students with a higher level of performance in Grade 7 than 4

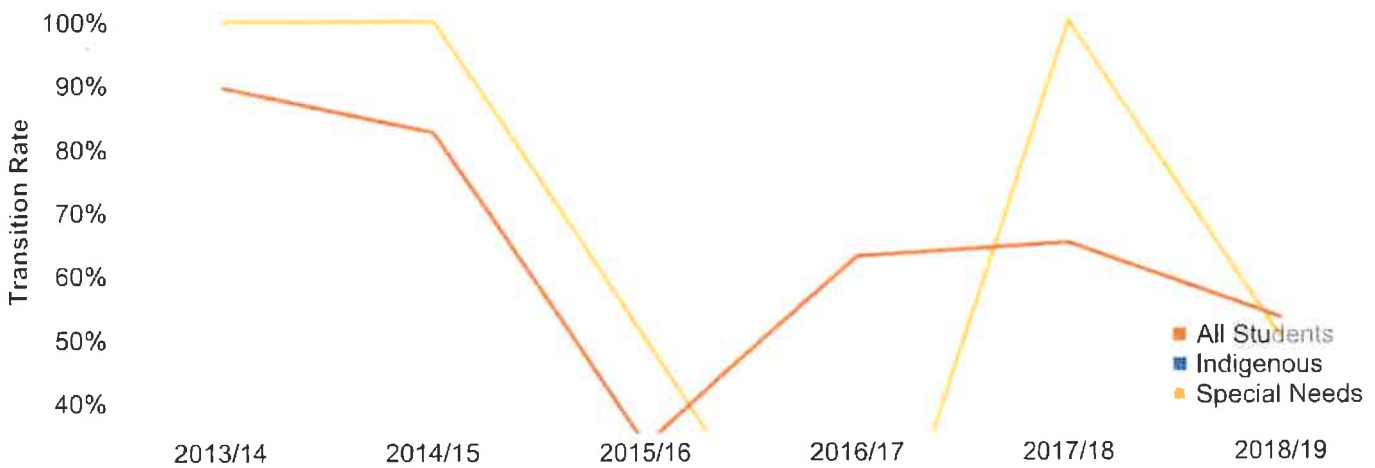
 Percent of students with a lower level of performance in Grade 7 than 4

Intellectual Development

Grade-to-Grade Transitions (2018/19)

Grade-to-Grade transition is the percent of students who make a successful transition to a higher grade the following year.

Shown here are the percent of students in the district making a successful transition from Grade 11 to Grade 12.

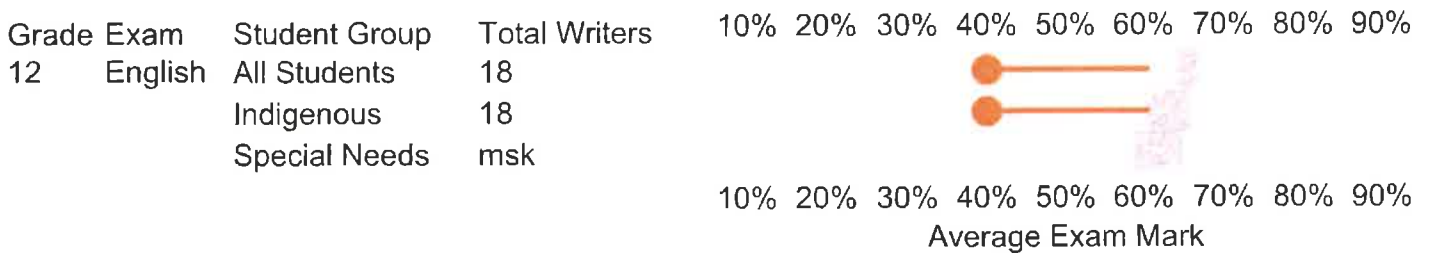


Provincial Examinations (2016/17)

Historically to graduate in B.C. students had to complete provincial examinations in:

- » Language Arts 10 and 12 (English)
- » Mathematics 10 (Math)

These examinations have been discontinued and replaced with graduation years assessments. The below data on examinations are included for historic context.

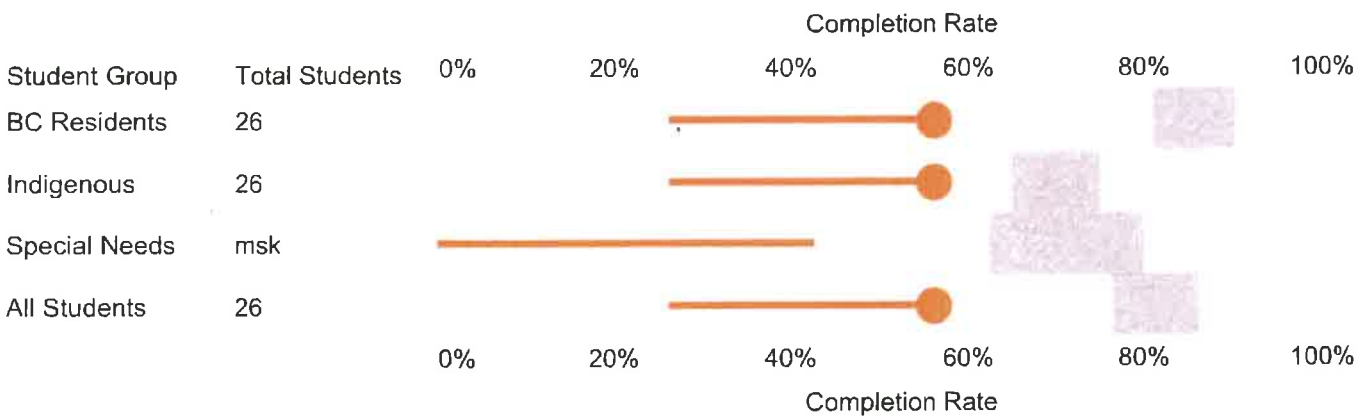


Intellectual Development

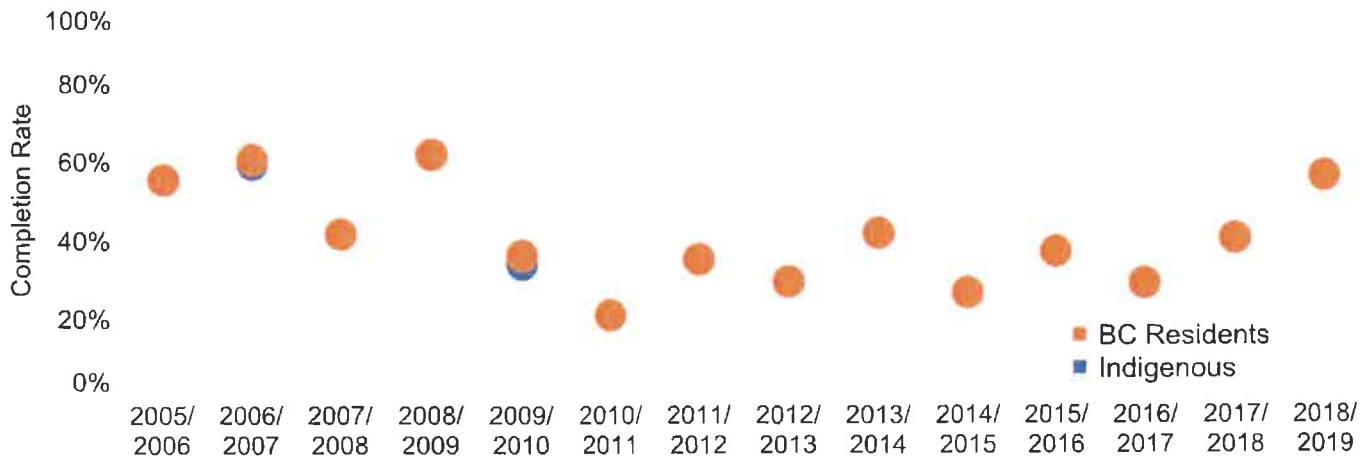


Completion Rates (2018/19)

The Six-Year Completion Rate is the proportion of students who graduate with a B.C. Certificate of Graduation or B.C. Adult Graduation Diploma, within six years from the first time they enrol in Grade 8. Results are adjusted for student migration in and out of British Columbia.



Completion Rates Over Time for Indigenous and All Students



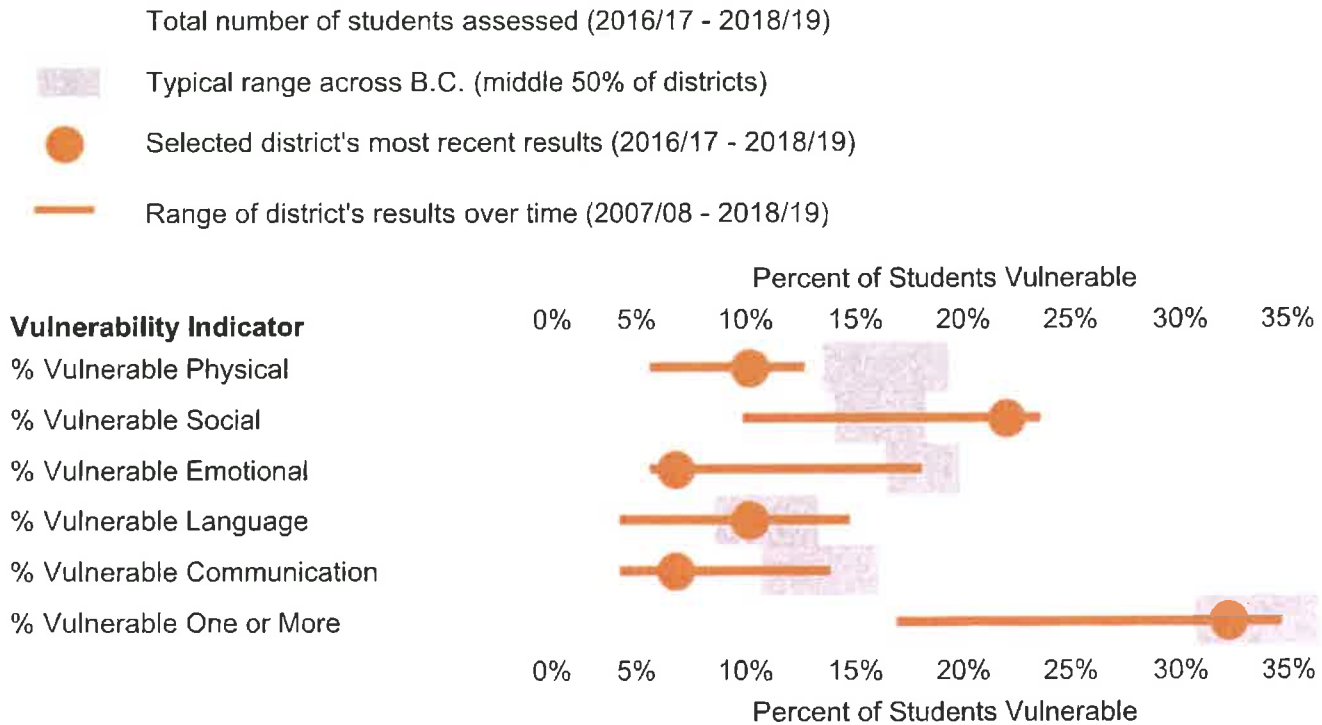
Human and Social Development

Schools are expected to play a major role, along with families and communities, in helping each student develop a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.



Early Development

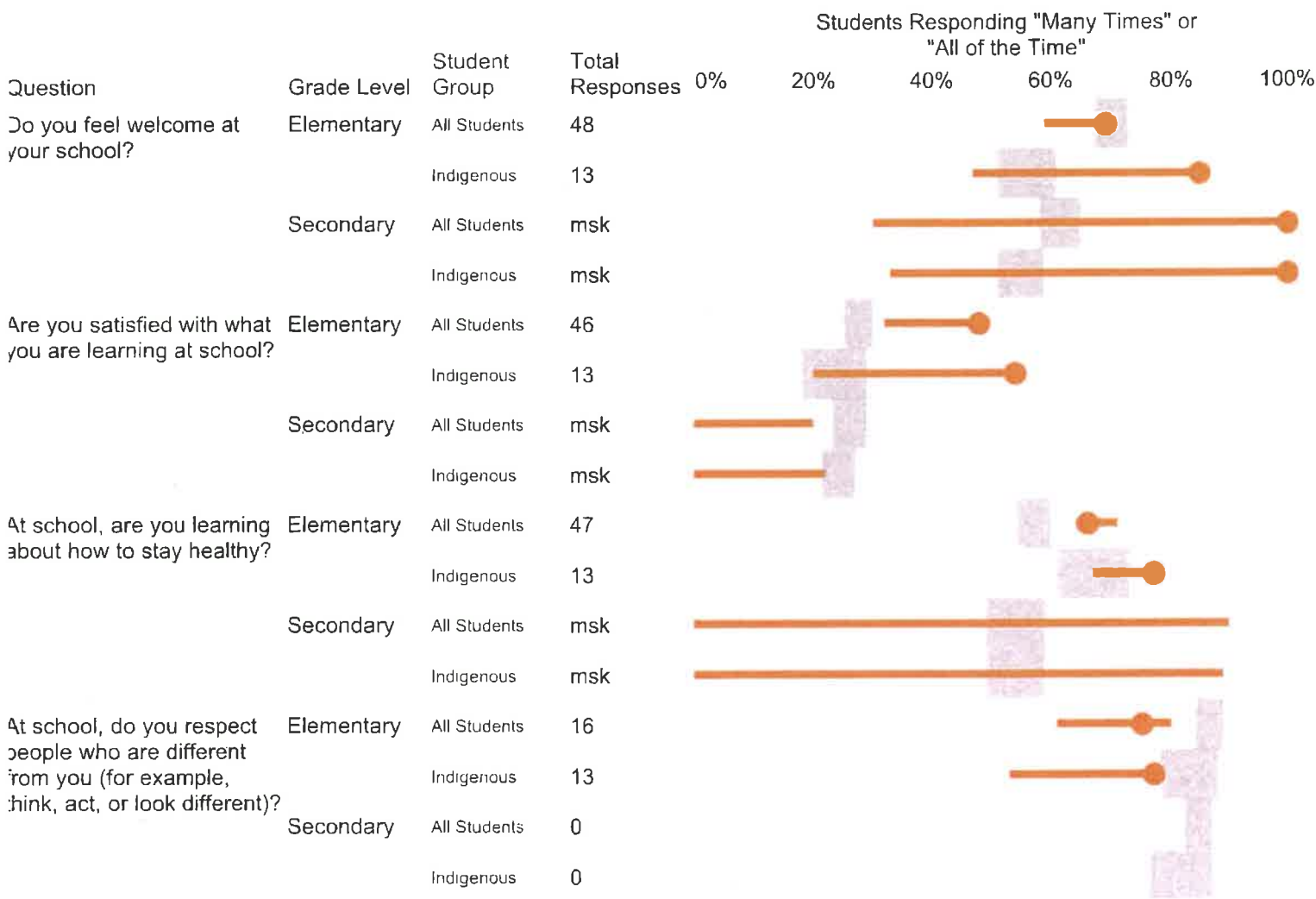
The Early Development Instrument (EDI) is a questionnaire completed by kindergarten teachers from across British Columbia. The questionnaire measures five core areas of early child development. These areas are good predictions of adult health, education, and social outcomes. Listed below are the percentages of students considered vulnerable in each of these core areas. Learn more about the EDI at <http://earlylearning.ubc.ca/edi>



Human and Social Development

Student Satisfaction (2018/19)

Every year, the B.C. Ministry of Education invites students in Grades 4, 7, 10 and 12 to complete an online survey about their school experience. Results for elementary students (Grades 4 and 7) and secondary students (Grades 10 and 12) are provided.

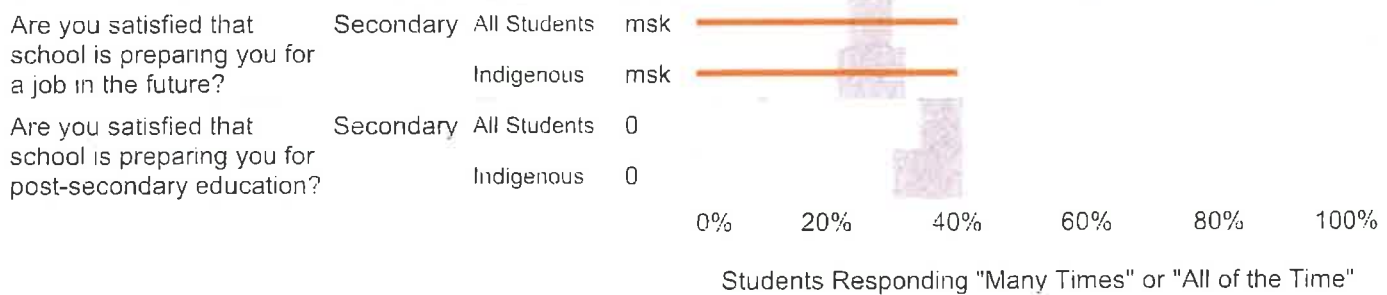


Career Development

Schools are expected to play a major role, along with families and communities, in helping students attain their career objectives and develop effective work habits and the flexibility to deal with change in the workplace.



Post-Secondary and Career Preparation (2018/19)

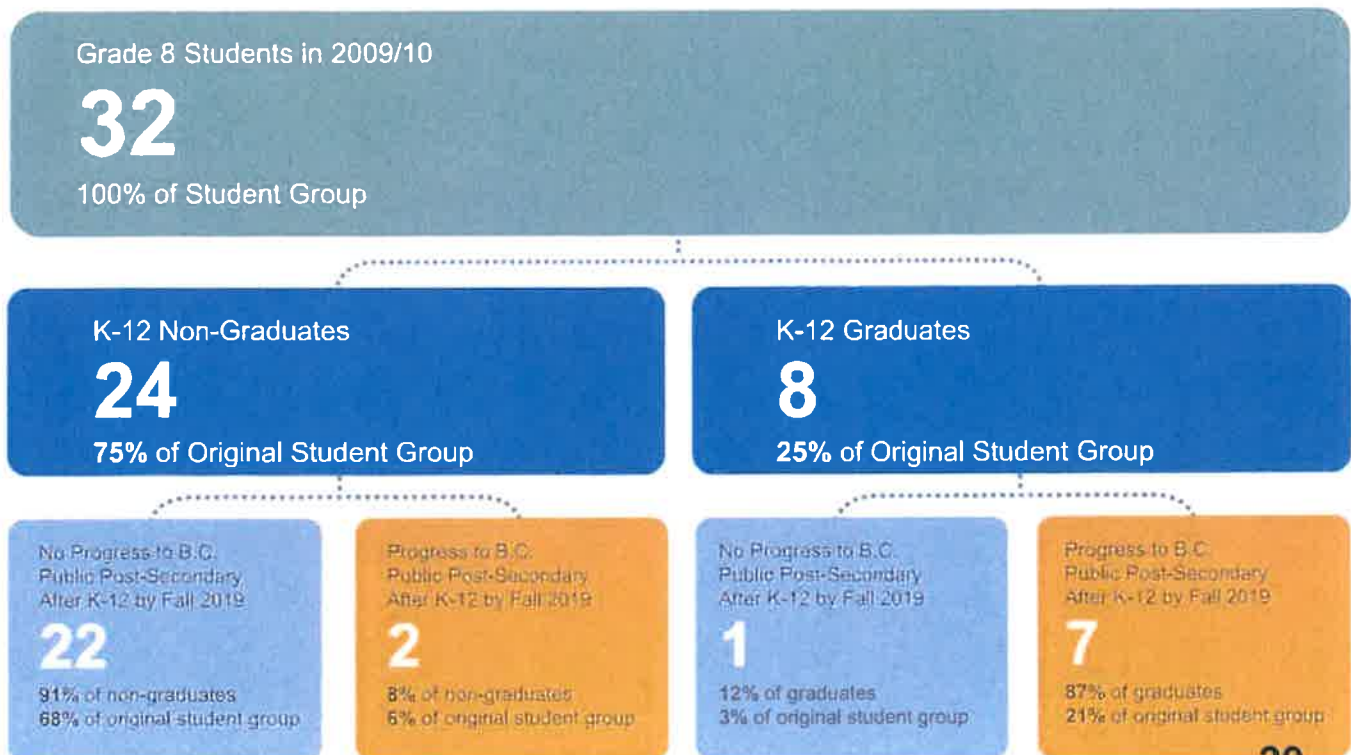


Transition to B.C. Public Post-Secondary Education (2019/20)

The following information shows the transitions of a cohort of students in this district, and:

- » how many of these students graduated from the B.C. school system by fall 2015; and
- » how many of these students enrolled in a B.C. public post-secondary institution by fall 2019

*Note: these results do not include those students who enrolled in post-secondary institutions outside of B.C.



About This Report

This report provides an overview of information collected by the B.C. Ministry of Education for all school districts across the province. It complements new planning and reporting efforts that are underway to enhance student learning in every school and school district in British Columbia.

A complete and interactive version of this report is available at <https://www.bced.gov.bc.ca/reporting/systemperformance>



Questions to Consider When Reviewing Results

Some questions you might consider when reviewing information in this report include:

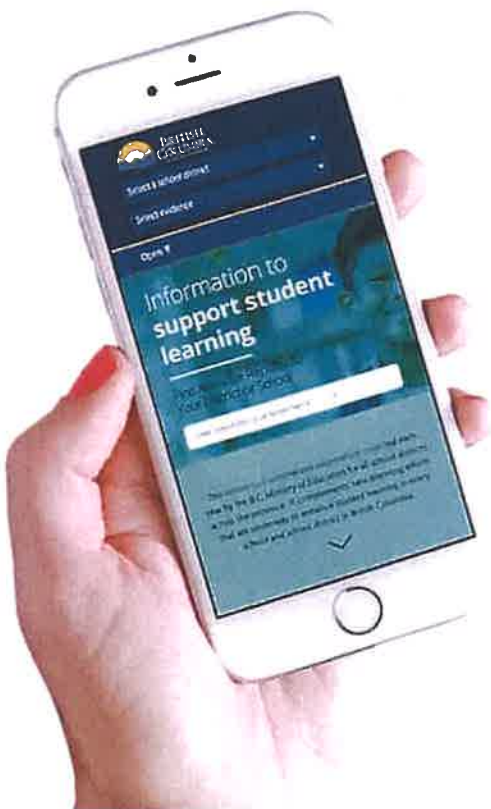
- » To what extent do the results align with what you expected to see?
- » How do the results compare with other information that exists?
- » What are areas of strength?
- » What areas may need further attention?
- » Where do you see growth over time?
- » What patterns do you see across particular groups of students?
- » What efforts are underway to support student success, and what role can you play?

We Value Your Feedback

The B.C. Ministry of Education welcomes your feedback on this new way of displaying student information.

Please send any questions, comments, or suggestions for improvement to educ.systemperformance@gov.bc.ca

Visit <https://www.bced.gov.bc.ca/reporting/systemperformance> to view the interactive version of this report.

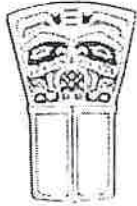


(1) **Indigenous Students** - students who have self-identified as being of Aboriginal ancestry (First Nations, Métis, or Inuit)

(2) **Students with Special Needs** - when the Ministry of Education reports on the total number of students with special needs, all categories are included. When reporting out on the performance of students with special needs, only the following groupings are included: Sensory Disabilities (Categories E and F), Learning Disabilities (Category Q), and Behavioral Disabilities (Categories H and R)

(3) **Community Demographics** - these data come from Statistics Canada, and reflect data collected in 2010-11 (<http://www12.statcan.gc.ca/nhs/enbr/2011/drupal/0/>)

(4) **Transitions to B.C. Public Post-Secondary** - for more information, please refer to <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/students-transitions-report>



SCHOOL DISTRICT NO. 92 (NISGA'A)

<u>MEETING AGENDA ITEM #7.5</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 20, 2020
Topic:	Teacher Recruitment & Retention		
Background/Discussion: <ul style="list-style-type: none">• Simon Fraser University – Exploration C is a 2-hour session for teacher candidates to learn more about the Nisga'a School district. The session will be held virtually on November 12th from 1:30-3:30 pm.			
Recommended Action: <p>Information only.</p>			
Presented by: Superintendent			



<u>MEETING AGENDA ITEM #8.1</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	October 20, 2020
Topic:	Monthly Financial Statements – September 2020		
Background/Discussion:			
Please find the Financial statements for September 30, 2020 attached.			
Recommended Action:			
For information only, no action required.			
Presented by: Secretary Treasurer			

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
REVENUE AND EXPENDITURE
YEAR ENDED JUNE 30, 2021
as at September 30, 2020

	2020/2021 Actual Revenue and Expenses	2020/2021 Preliminary Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	(59,351)	404,393	1.15
Other Fees And Revenue	2,352,256	8,248,394	0.71
Rentals & Leases	44,891	156,000	0.71
Investment Income	4,636	26,000	0.82
	<u>2,342,432</u>	<u>8,834,787</u>	<u>0.73</u>
Expense (Schedule A3)			
Salaries			
Teachers	251,876	2,676,515	0.91
Principals and Vice Principals	190,984	802,500	0.76
Educational Assistants	21,119	272,094	0.92
Support Staff	198,758	984,830	0.80
Other Professionals	203,435	804,890	0.75
Substitutes	16,727	350,000	0.95
	<u>882,899</u>	<u>5,890,829</u>	<u>0.85</u>
Employee Benefits	156,633	1,393,545	0.89
Services & Supplies	541,982	1,550,413	0.65
	<u>1,581,514</u>	<u>8,834,787</u>	<u>0.82</u>
Net Revenue/Expenditure	<u>760,918</u>	-	
Encumbered Pos	93,857		
Interfund Transfers			
Capital Asset Purchases	-	-	
Local Capital	-	-	
Prior Year Surplus Appropriation			
Balance Surplus/(Deficit)	<u><u>667,061</u></u>	-	

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
REVENUE BY SOURCE
YEAR ENDED JUNE 30, 2021
as at September 30, 2020

	2020/2021 Actual Revenue and Expenses	2020/2021 Preliminary Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE	(171,000)	-	
Other Ministry of Education Grants			
Pay Equity	3,810	116,874	0.97
Student Transportation	91,064	130,091	0.30
Carbon Tax Reimbursement	-	-	
FSA Exam Funding	-	-	
Graduated Adult Enrollment (EG)	-	-	
Support Staff Benefit Grant	129		
Standardized Support Health Plan		-	
District Capacity Building		-	
PS Employer Health Tax		-	
BCTF Labour Settlement	15,743	157,428	0.90
Support Staff Labour Settlement	56		
Early Learning Grant	847		
	<u>(59,351)</u>	<u>404,393</u>	<u>1.15</u>
Provincial Grants - Other Ministries			
	<u>(59,351)</u>	<u>404,393</u>	<u>1.15</u>
Other Fees and Revenue			
Local Education Agreements	2,347,878	8,227,394	0.71
Miscellaneous (Specify)			
Miscellaneous	4,378	15,000	0.71
ArtStarts		6,000	1.00
	<u>2,352,256</u>	<u>8,248,394</u>	<u>0.71</u>
Rentals and Leases			
	<u>44,891</u>	<u>156,000</u>	<u>0.71</u>
Investment Income			
	<u>4,636</u>	<u>26,000</u>	<u>0.82</u>
TOTAL OPERATING REVENUE	<u><u>2,342,432</u></u>	<u><u>8,834,787</u></u>	<u><u>0.73</u></u>

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED JUNE 30, 2021
as at September 30, 2020

	2020/2021 Actual Revenue and Expenses	2020/2021 Preliminary Budget	Percent Available
Salaries			
Teachers	251,876	2,676,515	0.91
Principals and Vice Principals	190,984	802,500	0.76
Educational Assistants	21,119	272,094	0.92
Support Staff	198,758	984,830	0.80
Other Professionals	203,435	804,890	0.75
Substitutes	16,727	350,000	0.95
	882,899	5,890,829	0.85
Employee Benefits	156,633	1,393,545	0.89
Total Salaries & Benefits	1,039,532	7,284,374	0.86
Services and Supplies			
Services	281,379	320,600	0.12
Student Transportation	947	90,000	0.99
Professional Development and Travel	2,115	144,008	0.99
Dues and Fees	9,532	39,100	0.76
Insurance	1,468	34,500	0.96
Supplies	121,965	481,372	0.75
Furniture and Equipment	59,387	58,833	(0.01)
Computer Equipment	19,942	95,000	0.79
	496,735	1,263,413	0.61
Utilities			
Electricity	37,417	265,000	0.86
Propane-Heat	6,001	8,000	0.25
Garbage/Water/Sewer	1,829	10,500	0.83
Carbon Offsets		3,500	1.00
	45,247	287,000	0.84
Total Service & Supplies	541,982	1,550,413	0.65
TOTAL OPERATING EXPENSE	1,581,514	8,834,787	0.82

**SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED JUNE 30, 2021
as at September 30, 2020**

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2020/2021 Amended Budget	Percent Available
1 INSTRUCTION							
1.02 Regular Instruction	218,264	42,242	260,506	50,806	311,312	3,338,203	0.91
1.03 Career Programs	2,350	626	2,976	-	2,976	66,250	0.96
1.07 Library Services						5,000	1.00
1.08 Counseling	22,943	3,789	26,732	5,973	26,732	221,777	0.88
1.10 Special Education	11,569	1,684	13,253		19,226	371,475	0.95
1.30 English Language Learning	22,335	3,581	25,916		25,916	85,625	0.70
1.31 Aboriginal Education	57,796	10,819	68,615	6,648	75,263	567,000	0.87
1.41 School Administration	150,166	25,697	175,863	5,483	181,346	803,965	0.77
1.60 Summer School					37,500		1.00
Total Function 1	485,423	88,438	573,861	68,910	642,771	5,496,795	0.88
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration	36,554	2,424	38,978	13,804	52,782	365,490	0.86
4.40 School District Governance	13,472	559	14,031	18,151	32,182	144,330	0.78
4.41 Business Administration	126,055	25,270	151,326	105,200	256,526	820,480	0.69
Total Function 4	176,082	28,253	204,335	137,155	341,490	1,330,300	0.74
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin	12,402	2,375	14,777	234	15,011	73,750	0.80
5.50 Maintenance Operations	196,467	35,166	231,633	286,993	518,626	1,409,522	0.63
5.52 Maintenance of Grounds				109	109	5,500	0.88
5.56 Utilities				45,247	45,247	299,000	0.85
Total Function 5	208,869	37,541	246,410	332,563	576,983	1,787,772	0.69
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin	9,921	1,901	11,822	1,145	11,822	51,320	0.77
7.70 Student Transportation	2,604	500	3,104	2,189	4,249	168,600	0.97
7.73 Housing				3,334	2,189		
Total Function 7	12,525	2,401	14,926	3,334	18,260	219,920	0.92
TOTAL FUNCTIONS 1 - 7	\$ 882,899	\$ 156,633	\$ 1,039,532	\$ 541,982	\$ 1,581,514	\$ 8,834,787	0.82