



**NISGA'A SCHOOL DISTRICT NO. 92
BOARD OF EDUCATION
REGULAR MEETING
GITWINKSIHLKW ELEMENTARY SCHOOL
GITWINKSIHLKW, BC**

TUESDAY, APRIL 18, 2023

A G E N D A

1. PROTOCOL			
2. CALL TO ORDER			
3. DECLARATION OF QUORUM			
4. APPROVAL OF AGENDA:			
5. ADOPTION OF MINUTES OF PRIOR MEETING: 5.1 Regular Meeting – March 14, 2023	Motion	Attachment	Page 1-6
6. BUSINESS ARISING FROM THE MINUTES:			
7. PRESENTATION: 7.1 Gitwinksihlkw Elementary School	Information		
8. EDUCATION: SUPERINTENDENT 8.1 Superintendent Update 8.2 Indigenous Education Report	Information Information	Attachment Verbal	Page 7-15
9. BUSINESS: SECRETARY-TREASURER 9.1 Monthly Financial Statements at March 31, 2023 9.2 9.3	Information	Attachment	Page 16-20
10. POLICY DEVELOPMENT:			
11. TRUSTEE REPORTS: 11.1 11.2 11.3			
12. CORRESPONDENCE RECEIVED:			
13. PUBLIC QUESTION PERIOD:			
14. ADJOURNMENT:			

Note: Next Board of Education Meeting: May 16, 2023 - AAMES



NISGA'A SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM 5.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	April 18, 2023
Topic:	Minutes of the Regular Meeting of the Board – March 14, 2023		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the Minutes of the Regular Meeting of the Board held on March 14, 2023 be approved.

Presented by: Board Chair

**NISGA'A SCHOOL DISTRICT NO. 92
BOARD OF EDUCATION
REGULAR BOARD MEETING
NISGA'A ELEMENTARY SECONDARY SCHOOL
GITLAXT'AAMIKS, BC**

TUESDAY, MARCH 14, 2023 – 6:30 PM

In attendance:	Winnie Morven-Hansen George Nelson, Chair Danica Moore John Johansen	Gitlaxt'aamiks Trustee Gingolx Trustee Laxgalts'ap Trustee Gitwinksihlkw Trustee
Also in attendance:	Jill Jensen Kory Tanner Sharlene Grandison	Superintendent of Schools Secretary-Treasurer Recording Secretary
Absent:	Edward Desson	Nass Camp Surrounding Areas Trustee

1. CALL TO ORDER

The meeting was called to order at 6:30 pm

Board Chair acknowledged Family that has lost a loved one.

2. DECLARATION OF QUORUM:

There is a declaration of quorum.

3. APPROVAL OF AGENDA:

R02-1431

That the Board of Education approve the March 14, 2023 Agenda as presented.

Trustee Morven-Hansen/Trustee Johansen

Carried

4. ADOPTION OF MINUTES OF PRIOR MEETING:

4.1 Minutes of February 14, 2023, Regular Meeting Minutes

R02-1432

That the Minutes of the Regular Meeting of the Board held on February 14, 2023, be approved as presented.

Trustee Johansen/Trustee Moore

Carried

5. **BUSINESS ARISING FROM THE MINUTES:**

No business arising from the February 14, 2023 Minutes.

6. **PRESENTATION:**

6.1 NESS – Charity Peal

Presentation (video) done of Exploration Wednesday for the elementary students.

Miss Nyathi shared her experience firsthand with the students.

7. **EDUCATION:**

Superintendent

7.1 2023/2024 / 2025/2025 School Calendars

A review of the 2023/2024 / 2025/2025 School Calendars:

In total, 19 people responded to the request for feedback for the 2023-2024 and 2024-2025 calendars.

- 13 from Gitlaxt'aamiks
- 2 from Gitwinksihlkw
- 2 from Laxgalts'ap
- 2 from Gingolx

Comments were provided by 12 people and included questions about non-instructional days, and comments about winter and spring breaks.

Points of note:

- 180 instructional days in both calendars allow schools to meet instructional time as required by the School Act and in keeping with the teacher collective agreement
- 6 professional development/non-instructional days
- 1 administrative day
- District days moved from prior to Labour Day to September
- September non-instructional days allow for district days, including orientation as outlined in the collective agreement
- February non-instructional day aligns with statutory Family Day holiday and provide families with four-day weekends in both calendars
- November and April non-instructional days align with neighbouring districts to allow for collaborative learning and sharing resources
- Two-week winter break that aligns with neighbouring districts
- Two-week spring break that aligns with neighbouring districts
- New statutory holiday in September – National Day for Truth & Reconciliation
- Reporting and early dismissal dates will be added in consultation with principals and shared with families by May 31, 2023.

R02-1433

That the Board of Education approve the 2023/2024 and 2024/2025 School Calendars as presented.

Trustee Morven-Hansen/Trustee Johansen

Carried

8. **BUSINESS:**

Secretary-Treasurer

8.1 Monthly Financial Statements – January 31, 2023

Monthly Financial Statements at January 31, 2023 for information only.

8.2 2023-2024 Capital Bylaw No. 2023/24-CPSD92-01

The Capital Plan (including site acquisitions, Expansion Program, Replacement Program, Bus Acquisition Program, Seismic Mitigation Program, Building Envelope Program, School Enhancement Program, Carbon Neutral Capital Program, and Playground equipment Program. Boards will prepare one Bylaw for the Annual Capital Plan. Capital Plan Bylaws must contain a provision by which the Board authorizes an appropriate official to execute project agreements related to the expenditures contemplated by the underlying capital plan.

Seeking a motion to have three readings in one sitting.

R02-1434

That the Board of Education agrees to have three readings in one sitting for the 2023/2024 Capital Plan Bylaw No. 2023/24-CPSD92-01.

Trustee Moore/Trustee Morven-Hansen

Carried

R02-1435

THAT the Capital Plan Bylaw No. 2023/24-CPSD92-01 (2023-2024 Capital Plan Bylaw) be read a first time the 14th day of March 2023.

Trustee Moore/Trustee Morven-Hansen

Carried

R02-1436

THAT the Capital Plan Bylaw No. 2023/24-CPSD92-(2023-2024 Capital Plan Bylaw) be read a second time the 14th day of March 2023.

Trustee Morven-Hansen/Trustee Moore

Carried

R02-1437

THAT the Capital Plan Bylaw No. 2023/24-CPSD92-01 (2023-2024 Capital Plan Bylaw) be read a third time, passed and adopted the 14th day of March 2023.

Trustee Morven-Hansen/Trustee Moore

Carried

9. **POLICY DEVELOPMENT:**

No policy development

10. **TRUSTEE REPORTS:**

10.1 BCPSEA Report – Trustee George Nelson

Trustee Nelson reported on his attendance at the BC School Employers Association Annual General Meeting on January 26 and 27, 2023 in Vancouver, BC.

11. **CORRESPONDENCE RECEIVED:**

No correspondence received.

12. **PUBLIC QUESTION PERIOD:** 7:01 pm – 7:16 pm

Derek Azak

Budget

Refer to per capita funding.

Contracted out to district...

How much of a surplus

Secretary Treasurer Tanner:

It is a service we have we are paying for.

We won't know until the end of June.

All Native Week

Collective Agreement

Contact Superintendent Jensen.

Derek Azak:

Calendar

The previous Board had a day for Hoobiye.

Why is there no attention to this?

Superintendent Jensen:

Should we have known the dates for Hoobiye.

Taron Scott:

Thank you for taking the virtual meeting out of the cycle.

Connectivity is not great.

Appreciate presentation from NESS – my kids come home calm; they ask questions...

Calendar – February attendance as well - can be feature for next meeting.

Parent excused attendance.

Make two days for that week for that week.

Derek Azak:
15 minutes is that a set time?

Superintendent Jensen:
That is standard for most meetings.

13. **ADJOURNMENT:**

The meeting adjourned at 7:17 p.m.

Certified correct,
George Nelson,
Acting Board Chair

Certified correct,
Kory Tanner,
Secretary Treasurer



MEETING AGENDA ITEM 8.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	April 18, 2023
Topic:	Superintendent's Update		

Background/Discussion:

Superintendent's Update – Mmhaal 18, 2023 attached.

Recommended Action:

For information only.

Presented by: Superintendent



Nisga'a School District No. 92

Respect § Compassion § Integrity § Patience § Teamwork § Curiosity § Creativity § Sayt K'ilim Goot

MEMO

To: Board of Education
From: Superintendent of Schools
Date: 18 Mm'aaal, 2023
Re: Report to Board of Education

GANWILAAK'ILS

How do we create powerful learning environments?

We support each student in developing their unique gifts on their educational journey. The BC curriculum focuses on students' ability to KNOW, DO, and UNDERSTAND; additionally, we want students to BE and BECOME who they hope to be. We want students to have confidence in their individual strengths and gifts and understand the responsibility of sharing those gifts with others.

GOAL: Enhance student learning and achievement

Nurture school and district cultures that inspire and support powerful teaching, learning, and leading.

Create opportunities for every member of our district team to contribute to student achievement.



Professional Development

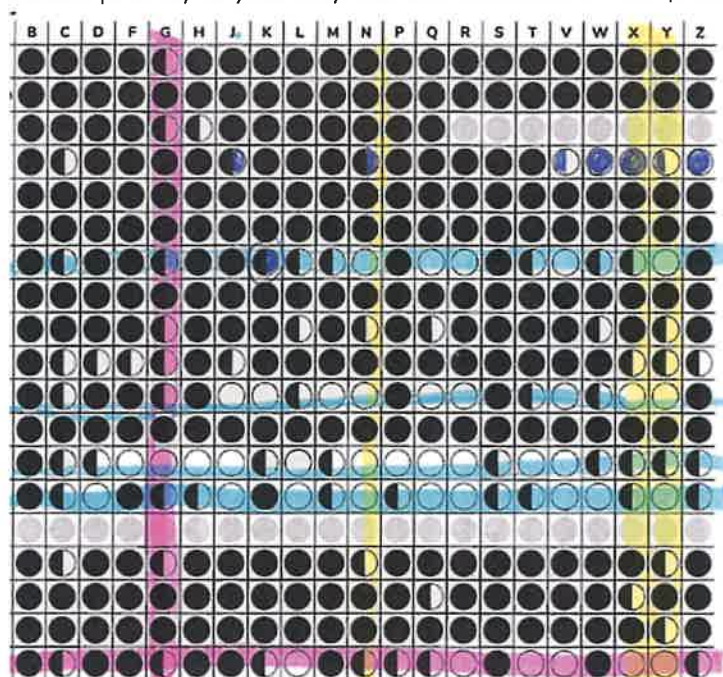


JOYFUL Literacy focuses on the explicit teaching of the skills we must master to become readers, and teaches these skills in fun, novel ways to ensure that reading and learning to read are joyful experiences. We know that “the more often children engage in rich literacy experiences, the more successful they will be in school” (Janet Mort).

This is our second year working with Janet Mort and the Joyful Literacy team and we are beginning to see and feel the impact. The Joyful Literacy framework is just that – a framework. It is not a program or method or practice, but a framework that allows teachers to track the impact of their instruction to make sure that each student is acquiring the skills they need to become joyful readers.

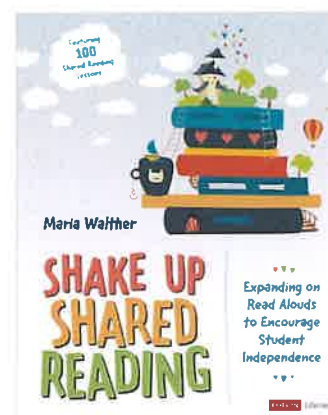


During our February professional development, teachers spent time on data analysis and how data informs instruction, specifically looking at how we can use weekly assessments to plan. Making explicit instruction of skills a priority in your day was the intention of our professional learning.



R C J N Z
K W M V Y

In the afternoon we had a session with [Maria Walther](#), a teacher, author, literacy consultant, and children's literature enthusiast. Her focus is on joyful, realistic approaches toward classroom instruction. She has written a number of books to support teachers in teaching reading and writing. One resource used by many of our teachers is [Shake Up Shared Reading](#). Maria's presentation was inspiring!



There was also a session on Behaviour Therapy that many of our secondary teachers attended.

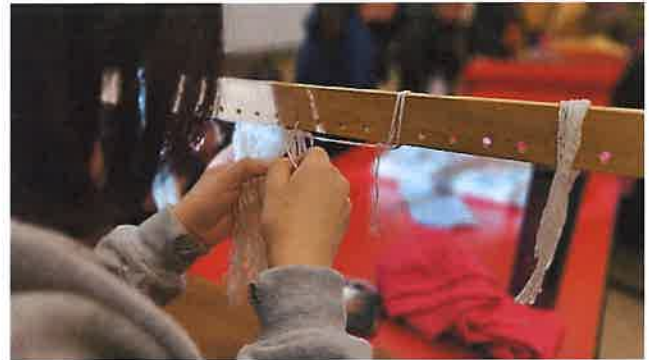
NESS Exploratory Wednesday



Every Wednesday at NESS, K-12 students and staff explore areas of personal interest. Students work in multiage groups with a staff member who teaches skills and leads projects. For secondary students this serves as a way to get elective credits to meet graduation requirements, as well as time to for credit recovery if needed.

The opportunities are diverse and include:

- Outdoor education
- Language and culture
- Cooking
- Personal fitness
- Art
- Regalia making
- Earth and environmental science
- Animal training
- Guitar
- Media arts



LIP WILA LOOM

How do we nourish a sense of belonging, confidence, and pride in identity?

WELL-BEING and IDENTITY come first for students and staff in our district. They are the roots that nurture each person's ability to take care of themselves, each other, and this place. Our aim is to nourish the body, heart, spirit, and mind of each member of our school district community, child, and adult, preparing them to be confident, capable leaders who thrive as individuals and who contribute to the well-being of the Nisga'a Nation as a whole.

GOAL: Nurture a sense of belonging, pride, and confidence in identity

Hoobiye

All schools celebrated Hoobiye and students from AAMES proudly opened the nation's celebrations in Laxgalts'ap. It was wonderful to see the joy, pride, and confidence of our students as they participated in Hoobiye!!





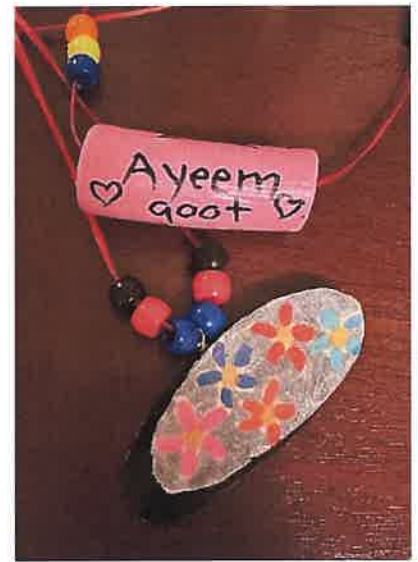
Pink Shirt Day

Canada was the first nation to celebrate Pink T-Shirt Day in 2007. A group of students from Nova Scotia organised a protest to support a fellow student, bullied for wearing a pink shirt to school. The students bought and distributed pink t-shirts to their classmates to show solidarity and raise awareness about the harmful effects of bullying.



Since then, Pink T-Shirt Day has become a global movement, with individuals and organisations wearing pink shirts as a symbol of their commitment to promoting kindness, inclusion, and respect. Many schools, workplaces, and community groups organise events and activities on Pink T-Shirt Day to highlight the importance of creating safe and welcoming environments for all people.

All schools in the district participated in Pink Shirt day. Students at NBES made special necklaces out of wa'ums to share their message "Ayeem Goot" (Be Kind) with family.



Place-based Learning

Galksi-De'entkw, Sayt Gibuu, Luu-MisMaaskw, and Superintendent were guests on the podcast, [Free Range Humans](#). The focus of the podcast is the importance of land and place-based learning as powerful learning, including its role in the preservation of Nisga'a language and culture.

Teacher Training Sessions

Our course focus: How to create powerful learning environments? How do we understand teaching/learning?

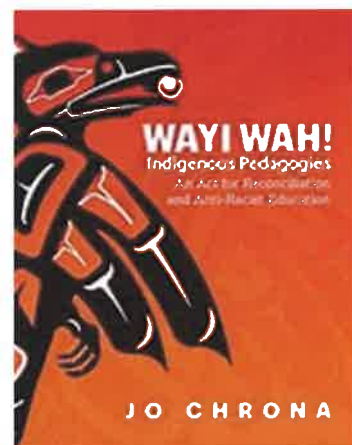
During session 4, we processed the text from Chapter 5 (pp. 122 – 126) from Jo Chrona's book *Wayi Way! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education* using a three-column tool.

We focused on the following First Peoples Principle of Learning - *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*

Key Ideas	Questions	Connections

At the end of each section in her book, Jo includes **Reflection Questions** and suggestions for **Taking Action**. We used the reflection questions to transform and share our learning as each participant chose one of the questions and wrote a personal reflection.

During Session 5, we spent the evening with Simogit Gwiis Kayn (Gerald Robinson). We focused on the depth and richness of **oral text**. The learning was invaluable and there is so much more for us to learn. How can we offer students this type of



rich learning experience? How can we help them connect to this important part of their culture? How do we design on the land (at Fishery Bay) learning for students?

Our session tried to highlight an extended understanding of what counts as “text”. I believe we need to do more with a variety of text rather than relying so much on written text. There are many texts all around us that contain valuable knowledge. At our next session on **April 17** (5:00 pm on Teams), we will spend time thinking about how we can design learning opportunities for students based on the oolichan run and Fishery Bay.

How we can design our students' learning experiences so they more consistently align with the Nisga'a knowledge that is all around us. This learning IS what school should be about. This learning IS what our curriculum was written to honour. Let's listen!

Rural & Remote Recruitment Working Group

A working group has been established which includes school district superintendents from six northern districts, staff from the Ministry and staff from BCPSEA. One of the objectives of the working group is to function as an advisory body to help map out an approach for the project and ensure decisions are intentional and strategic. Government is also developing a coordinated plan to address workforce needs across all sectors of the economy called the *Future Ready Skills Plan*. Our small-scale project in Northern BC is meant to be a first step in identifying effective recruitment and retention strategies that could be scaled up to other rural and remote areas as part of the larger Future Ready Skills Plan.

We are excited to have hired a **recruitment specialist**, **Jessa Chupik**, who started work February 27, 2023. She has spent the last fifteen years recruiting in the public and not-for-profit sectors. Previously, Jessa was Canada's Education Lead and Partner with an executive search firm focusing primarily on searches in higher education. She has also held senior human resources roles in the Government of Nunavut, Toronto Metropolitan University, and the BC Public Service. She has worked on over 400 executive searches.

Jessa will be working with the district to develop a plan that will be tailored to our specific needs. We welcome her and look forward to working with her. She will be attending all job fairs that are relevant to education across Canada.

Calendar Contest Project

Theme: Nisga'a Identity/Pride. Think about what it means to be Nisga'a and represent this in your image.

The contest is open to all students in the Nisga'a School District kindergarten to grade 12. There will be one primary (K-3) and one intermediate (4-7) piece chosen from each school. There will be four secondary (8-12) pieces chosen (one from each village). Additionally, there will be ONE piece (from all K-12 entries) chosen as the artwork which will be featured on the cover of the calendar.

We are excited to use the calendar to share students' learning and understanding, and to celebrate their identity. Our plan is to have calendars ready for distribution September 2023.

Compassionate Systems Awareness

At MIT's Centre for Systems Awareness we are engaged in [Compassionate Systems](#) Leadership work with Peter Senge & Mette Boell. We continue this work directly with the Centre and the Ministry and are using the tools and practices with staff and students. This work aligns with the Ministry of Education and Child Care's [Mental Health in Schools Strategy](#) (for which the district receives special funding from the Ministry) which focuses on adult well-being as a way to nurture children's well-being. Through the focus on well-being, we can transform systems to improve outcomes for students. We had several staff (3 teachers, 2 school



administrators, superintendent) participate in the introductory training in March. The days were long, but well worth it.

Compassionate Systems grows our personal and collective capacities around wellness and well-being. As we come to understand our selves (our personal system) and how we respond to the world around us, how we make meaning of the various situations and circumstances in which we find ourselves, we open space in how we respond. In schools we often talk about mindfulness, self-regulation, social-emotional learning, and emotional literacy. Growing these capacities helps us become more aware of how we show up and how that affects those around us.

Using the Compassionate Systems tools allows us to understand the mental models that shape our perspectives and lived experiences. As we become more aware of our mental models, we can confront and challenge some of these models, opening more perspectives and awareness – not easy or quick work, but a life-long journey.

The idea of compassion and how we show up in the world in a good way is not new work – at all. It seems more like a returning to being aware of what is important. One of our colleagues shared: “As we travel through the world having our human experiences, we tend to melt into the processes and mindsets that are shown to us. We tend to live with inherited patterns, thus carrying on family customs and traditions that might not always be sitting in a place of love or light. When we pause to breathe and recognize the inheritance, we can sit in a place of compassion; and we become heart centred and caring. The method of compassion has to be practiced until it becomes embedded into our humanness. It’s not a one moment deal. It starts inside and it’s very personal. Compassion...will bring the virtue of our humanness back into the light. It truly was also a return to the spirit process.”

Another colleague shared: “Attending the workshop was very VERY rewarding to say the least. It wasn't anything new to my heart, mind, body, and soul, but it was a new and scientific/academic (for lack of better words) way of looking at things. Also, this workshop forced me to look within and how I can do things differently.” They shared the compassionate systems work with their mother, who responded by saying: “That's called being Nisga'a. Compassionate systems is the Nisga'a way of life.”

There were connections made by all school district participants to Nisga’a culture, knowledge, and ways of being. It serves as another way to return to heart and to spirit and to bridge Nisga’a ways and understanding to the curriculum, social emotional literacy, mental health and well-being, citizenship, environmental stewardship, and living a good and worthwhile life.

Eventually we hope to have all staff participate in the introductory training and embed many of the practices in our daily work. We look forward to sharing more of our learning and inviting community to join us. An introductory session May 1 – 4, 2023 has been offered to Elders and Knowledge Keepers who have been connected to the NESS language and culture project.

**FIRST
PEOPLES**

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples
classroom resources
visit: www.fnesc.ca





MEETING AGENDA ITEM 9.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	April 18, 2023
Topic:	Monthly Financial Statements		

Background/Discussion:

Monthly Financial Statements at March 31, 2023 attached.

Recommended Action:

For information only.

Presented by: Secretary Treasurer

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
REVENUE AND EXPENDITURE
YEAR ENDING JUNE 30, 2023
As At March 31, 2023

	2022/2023 Actual Revenue and Expenses	2022/2023 Annual Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	(1,314,934)	277,548	5.74
Provincial Grants - Other Ministries	-	-	
Other Fees And Revenue	8,406,761	8,695,356	0.03
Rentals & Leases	117,420	140,000	0.16
Investment Income	173,380	50,000	(2.47)
	7,382,627	9,162,904	0.19
Expense (Schedule A3)			
Salaries			
Teachers	1,107,184	2,758,000	0.60
Principals and Vice Principals	777,850	1,123,000	0.31
Educational Assistants	84,697	222,000	0.62
Support Staff	688,254	1,151,500	0.40
Other Professionals	633,322	960,500	0.34
Substitutes	195,416	180,000	(0.09)
	3,486,723	6,395,000	0.45
Employee Benefits	653,272	1,524,437	0.57
Services & Supplies	1,436,902	3,152,517	0.54
	5,576,898	11,071,954	0.50
Net Revenue/Expenditure	1,805,729	(1,909,050)	
Encumbered PO's	1,137,138		
Interfund Transfers			
Capital Asset Purchases	(985,315)	(1,000,000)	
Local Capital		-	
Prior Year Surplus Appropriation	2,361,047	2,909,050	
Prior Year Surplus Unappropriated	1,487,969	-	
Balance Surplus/(Deficit)	3,532,292	(0)	

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
REVENUE BY SOURCE
YEAR ENDING JUNE 30, 2023
As At March 31, 2023

	2022/2023 Actual Revenue and Expenses	2022/2023 Annual Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE	296,521	8,586,712	
ISC/LEA Recovery	(1,826,449)	(8,651,309)	
Other Ministry of Education Grants			
Pay Equity	26,694	116,874	0.77
Student Transportation	91,064	130,091	0.30
ELF	54	53	-0.02
FSA Exam Funding	4,094	2,047	-1.00
Graduated Adult Enrollment (EG)	-	-	
Support Staff Benefit Grant	278	270	-0.03
Child Care	-		
Anti-Racism	6,429	6,429	
Equity Scan	86,381	86,381	
Early Learning Grant	-	-	
	(1,314,934)	277,548	5.74
Provincial Grants - Other Ministries	-	-	
Other Fees and Revenue			
Other School District/Education Authorities	8,232,863	8,653,356	0.05
Miscellaneous (Specify)			
Miscellaneous	173,897	36,000	-3.83
ArtStarts	-	6,000	1.00
	8,406,761	8,695,356	0.03
Rentals and Leases	117,420	140,000	0.16
Investment Income	173,380	50,000	-2.47
TOTAL OPERATING REVENUE	7,382,627	9,162,904	0.19

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDING JUNE 30, 2023
As At March 31, 2023

	2022/2023 Actual Revenue and Expenses	2022/2023 Annual Budget	Percent Available
Salaries			
Teachers	1,107,184	2,758,000	0.60
Principals and Vice Principals	777,850	1,123,000	0.31
Educational Assistants	84,697	222,000	0.62
Support Staff	688,254	1,151,500	0.40
Other Professionals	633,322	960,500	0.34
Substitutes	195,416	180,000	(0.09)
	3,486,723	6,395,000	0.45
Employee Benefits	653,272	1,524,437	0.57
Total Salaries & Benefits	4,139,996	7,919,437	0.48
Services and Supplies			
	As Per Data		
Services	412,323	587,520	0.30
Student Transportation	-	197,000	1.00
Professional Development and Travel	178,065	271,097	0.34
Dues and Fees	25,480	47,100	0.46
Insurance	17,155	15,000	(0.14)
Supplies	593,668	750,770	0.21
Furniture and Equipment	984,998	803,500	(0.23)
Computer Equipment	317	52,030	0.99
Capitalize	(985,315)		
	1,240,191	2,742,517	0.55
Utilities			
Electricity	159,500	318,000	0.50
Propane-Heat	8,516	12,000	0.29
Bio Mass Pellets	13,575	60,000	
Garbage/Water/Sewer	15,120	20,000	0.24
Carbon Offsets	-	-	
	196,711	410,000	0.52
Total Service & Supplies	1,436,902	3,152,517	0.54
TOTAL OPERATING EXPENSE	5,576,898	11,071,954	0.50

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDING JUNE 30, 2023
As At March 31, 2023

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2022-2023 Amended Annual Budget	Percent Available
1 INSTRUCTION							
1.02 Regular Instruction	1,350,559	249,614	1,600,174	224,287	1,824,461	3,685,011	0.50
1.03 Career Programs	-	-	-	-	-	66,250	1.00
1.07 Library Services	-	-	-	2,685	2,685	15,000	0.82
1.08 Counseling	46,469	1,727	48,196	1,389	49,585	92,500	0.46
1.10 Special Education	52,902	7,653	60,555	-	60,555	323,500	0.81
1.30 English Language Learning	15,675	2,879	18,554	-	18,554	-	-
1.31 Aboriginal Education	305,540	63,561	369,102	12,079	381,181	599,395	0.36
1.41 School Administration	467,233	93,626	560,859	23,796	584,655	1,060,125	0.45
1.60 Summer School	-	-	-	-	-	43,750	1.00
Total Function 1	2,238,377	419,062	2,657,439	264,236	2,921,675	5,885,531	0.50
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration	218,156	40,091	258,247	135,162	393,409	540,844	0.27
4.40 School District Governance	41,342	2,166	43,508	58,695	102,203	171,098	0.40
4.41 Business Administration	262,414	48,071	310,486	201,383	511,869	763,036	0.33
Total Function 4	521,912	90,328	612,241	395,240	1,007,480	1,474,978	0.32
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin	45,480	10,365	55,845	12,099	67,944	73,950	0.08
5.50 Maintenance Operations	506,605	98,190	604,795	318,988	923,782	1,620,950	0.43
5.52 Maintenance of Grounds	-	-	-	31,375	31,375	75,000	0.58
5.56 Utilities	-	-	-	207,544	207,544	418,000	0.50
Total Function 5	552,085	108,554	660,639	570,005	1,230,645	2,187,900	0.44
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin	36,384	8,291	44,675	4,384	49,059	51,320	0.04
7.70 Student Transportation	63,854	10,658	74,513	113,048	187,561	379,400	0.51
7.73 Housing	74,111	16,378	90,489	89,989	180,478	1,092,825	0.83
Total Function 7	174,349	18,950	119,188	207,421	417,098	1,523,545	0.73
TOTAL FUNCTIONS 1 - 7	\$ 3,486,723	\$ 636,894	\$ 4,049,507	\$ 1,436,902	\$ 5,576,898	\$ 11,071,954	0.50