



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

TUESDAY, NOVEMBER 16, 2021 – 6:30 PM

A G E N D A

1. CALL TO ORDER by Secretary-Treasurer - <i>Election of Board Chair / Vice-Chair</i>			
2. DECLARATION OF QUORUM			
3. APPROVAL OF AGENDA FOR NOVEMBER 16, 2021	Action		
4. ADOPTION OF MINUTES OF PRIOR MEETING: 4.1 Regular Meeting – October 19, 2021	Action	Attachment	Page 1-5
5. BUSINESS ARISING FROM THE MINUTES:			
6. PRESENTATION: 6.1 Trades Sampler Presentation	Verbal		
7. EDUCATION: Superintendent 7.1 Superintendent's Report 7.2 Language and Culture Report – Peter McKay 7.3	Information Info/Action	Attachment Attachment	Page 6-13 Page 14-15
8. EDUCATION: Secretary-Treasurer 8.1 Major Capital Plan 2022/2023 8.2 Minor Capital Plan 2022/2023	Action Action	Attachment Attachment	Page 16-17 Page 18-19
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 date: December 14, 2021



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #4.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 16, 2021
Topic:	Minutes of the Regular Meeting of the Board – October 19, 2021		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the Minutes of the Regular Meeting of the Board held October 19, 2021 be approved.

Presented by: Board Chair

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

TUESDAY, OCTOBER 19, 2021 – 6:30 PM

In attendance:	Elsie Davis Norman Hayduk Alvin Azak Charlene Ousey	Laxgalts'ap Trustee Nass Camp Trustee Gitwinksihkw Trustee Gitlaxt'aamiks Trustee
Also in attendance:	Jill Jensen Kory Tanner Sharlene Grandison	Superintendent of Schools Secretary Treasurer Recording Secretary
Absent:	Floyde Stevens	Gingolx Trustee

1. CALL TO ORDER:

The meeting was called to order 6:31

2. DECLARATION OF QUORUM:

Board Chair declared a quorum.

3. APPROVAL OF AGENDA:

R02-1364

That the Board of Education approve the October 19, 2021 Agenda as presented.

Trustee Ousey/Trustee Azak

Carried

4. ADOPTION OF MINUTES OF PRIOR MEETING:

R02-1365

That the Minutes of the Regular Meeting of the Board held on September 28, 2021 be approved as presented.

Trustee Ousey/Trustee Hayduk

Carried

5. BUSINESS ARISING FROM THE MINUTES:

No business arising from the minutes.

6. PRESENTATION:

No presentation.

7. **EDUCATION:**
Superintendent

7.1 Strategic Direction & Framework for Enhancing Student Learning

Superintendent Jensen presented to the Board of Education the final Strategic Direction & Framework for Enhancing Student Learning. Recommending approval.

Trustee Ousey:
Thank you for the presentation and package.

Board Chair:
Acknowledges all hard work that administration principals and staff put into the strategic framework.

R02-1366

That the Board of Education approve the Strategic Direction 2021-2025 and Framework for Enhancing Student Learning.

Trustee Azak/Trustee Hayduk

Carried

8. **BUSINESS:**
Secretary-Treasurer

8.1 Monthly Financial Statements

Secretary-Treasurer presented the Monthly Financial Statements at September 30, 2021 to the Board.

For information only

8.2 IT Report

IT Report at October 2021 for Board review.

For information only.

8.3 Daycare Report

Daycare Report at September 2021 for Board review.

For information only.

9. **POLICY DEVELOPMENT:**
No policy development.

10. **TRUSTEE REPORTS:**

10.1 Trustee Attendance Reporting

In discussion with the Board at the last meeting, regarding having some sort of accountability to the people that have voted us in, in regard to the amount of time that we put into meetings, in-services. I am proposing that this Board adopt a monthly reporting on our website, on each board member, if they have attended board meetings, if they attended BCPSEA, Provincial Council, Indigenous Steering Committee, so that constituents that have voted us in have a better idea of what we are doing as a Board. It is an action item; I am proposing a motion.

Trustee Ousey:

What if you are not on a committee? Everything you mentioned are BCSTA, elected positions. I am not elected on any of those positions, so it going to look like some of our members are going to different things and some are not.

Board Chair:

It is just to give community members a snapshot of when we are at board meetings, when we are at in-services, so that they need to know who to go talk to if they have questions.

Superintendent Jensen:

I would like to add that there are some important things that all trustees have been involved in, that I think would be important to share with the public. Next Tuesday, we have school plans being presented. We have had some in-services with Mike McKay and Julie McCrae, that would be beneficial to share as well.

Trustee Ousey:

It sounds like we are just putting it up...for accountability voting reasons because it is almost voting time.

Board Chair:

If we are speaking in regard to transparency and accountability, this is just a really simple way of doing it. To have it up on the website and it is public knowledge already, it is just easier access for them.

Trustee Azak:

Are we going to put up a policy for this?

Board Chair:

No, it is not a policy.

Trustee Azak:

How do we write it then if I went to a school board meeting?

Board Chair:

It is the meetings that we have already been attending. For instance, last month, I missed all but 10 minutes of our last board meeting, public has a right to know that.

Trustee Hayduk:

I think the reason for missing the meeting needs to be considered. We have one individual not attending tonight. Completely understandable and if it shows up on the report as did not attend, I am not sure that is entirely fair. I am not sure how we can separate out the things, because I think what we are trying to do is letting the public know we are doing the work and attending the stuff that needs attending. Sometimes it can not be done. So I think how we present it, could be quite important, without going into major explanation for each item.

Trustee Ousey:

They are already there in the minutes.

Board Chair:

Not for all the other meetings we attend.

Trustee Ousey:

Are you talking about the special meetings?

Trustee Hayduk:

We could have a summary of those special meetings, like the in-service that would show attendance and that could be read into the minutes.

R02-1367

That when there are in-services or extra-ordinary meetings that need to be attended by trustee delegates, they be put into the minutes for recording purposes.

Trustee Azak/Trustee Ousey

Carried

11. CORRESPONDENCE RECEIVED:

11.1 Auditor's Letter

Secretary-Treasurer Tanner presented the Auditor's letter to the Board.

For information only.

12. PUBLIC QUESTION PERIOD: 7:00 pm

No questions.

13. ADJOURNMENT:

The meeting adjourned at 7:06 pm

Certified correct,
Elsie Davis,
Board Chair

Certified correct,
Kory Tanner,
Secretary Treasurer



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #7.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 16, 2021
Topic:	Superintendent's Report		

Background/Discussion:

Superintendent's October 2021 Report attached.

Recommended Action:

Presented by: Superintendent



Nisga'a School District #92
Superintendent's Report
Gwilatkw 2021

Ts'im gan wilaak'uls wil luu sgihl gandidils.

**We believe that an
EDUCATED person
models:**

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

Our School District is a place we:

- use Nisga'a language and practice Nisga'a culture with pride and confidence.
- listen and communicate respectfully.
- work and learn together, sharing our gifts and honouring the unique gifts of others.
- cultivate wellness and balance in all areas of being - heart, mind, body, and spirit.
- hold children at the heart of all we do.

Every child. Every day.



LIP WILA LOOM

PLACE-BASED LEARNING

Take Me Outside challenge.
<https://takemeoutside.ca/>

A number of classes participated in the Take Me Outside for learning challenge and are building regular outdoor learning time into their weekly schedule. It was great to see so many children enjoying the outdoors and engaging in learning.

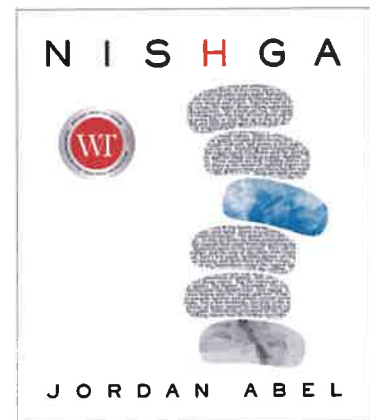


The Mission of Take Me Outside Canada: We believe in a future where spending time outside learning, playing and exploring is a regular and significant part of every student's day. We know that learning outdoors increases physical health, while also enhancing emotional and spiritual well-being. Learning outdoors helps students develop self-esteem, personal responsibility, cooperation and respect for the needs of others, while also enhancing practical problem-solving skills. Students also make connections and understand the importance of sustainable relationships between people and their environment. Students and staff in our school district are encouraged to take their learning outdoors daily.

JORDAN ABEL is a Nisga'a author and professor at the University of Alberta. He presented to our staff on Friday, November 12, 2021. He is the author of *The Place of Scraps* (winner of the Dorothy Livesay Poetry Prize), *Un/inhabited*, and *Injun* (winner of the Griffin Poetry Prize).

<https://www.jordanabel.ca/>

<https://vimeo.com/645588687>



NISGA'A LANGUAGE & CULTURE

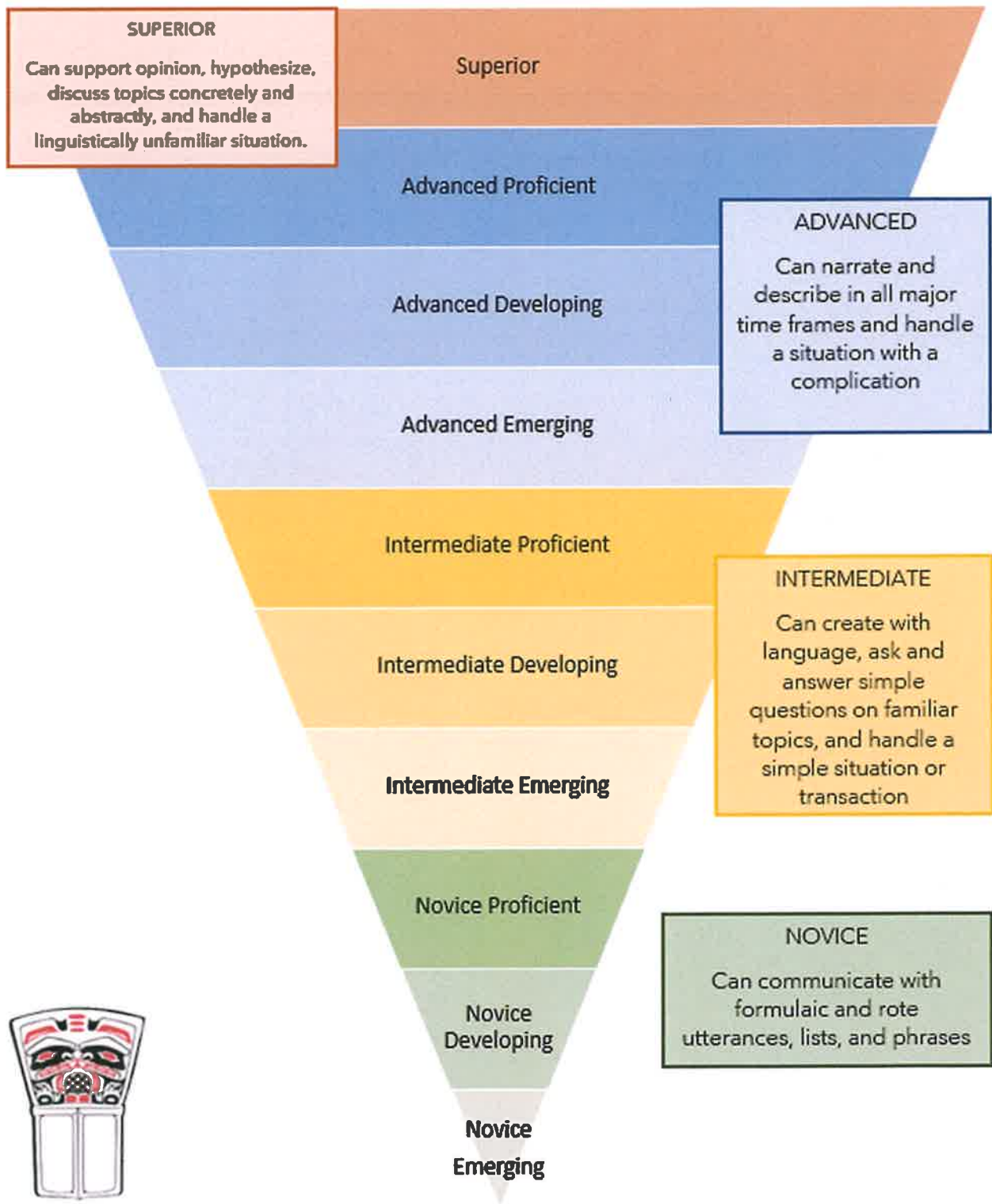
District-wide assessment of Nisga'a **language proficiency** (adults and students). Principals completed initial self-assessments and set goals for growing their language proficiency this year. We will all be making an effort to increase the number of visuals in schools and work sites that encourage language use.

Through our work with the **Deeper Learning Dozen** (Harvard Graduate School of Education), our district educational leadership team are focusing on improving language proficiency across the district. This work connects closely with who we are as educators in Nisga'a School District, and with HOW we teach and how we work with other educators. Principals are responsible for leading learning in their schools; their example, through their words and actions, sets the tone and helps to build the capacity of their staffs. We are so fortunate to have principals who care deeply, act wisely, and are courageous in modeling their own learning.

A core team of educators are working with the museum to begin developing programs and courses for students. Once we have done some initial brainstorming and structuring, we will be asking all teachers who are interested to join in the process of creating. We will also be seeking student voice and input. The hope is that these programs will link directly to place-based learning and build on much of what has already been started over the past 45 years. The **partnering with the museum** provides an opportunity to create authentic, meaningful, real-life, hands-on learning for students.

We are in the initial stages of cataloguing our district language and culture resources. We have purchased and begun training with the library cataloguing system - Destiny Follett. Our district librarian is focused on the development and evolution of our **libraries as cultural spaces**. They will continue to house resources of all kinds, but we want to see the spaces become less colonial and more welcoming.

Nisga'a Language Proficiency



Adapted from the NCSSFL-ACTFL Proficiency Benchmarks

GANWILAAK'ILS

GROWING LEADERS

Deeper Learning Dozen Community of Practice with the Harvard Graduate School of Education. All principals and vice-principals are engaged in this learning. The project has the following aims:

- An overall increase in the number of *deeper learning experiences* for both students and adults;
- Increased equity of access to *deeper learning experiences and outcomes* of education;
- Supportive changes in the *processes, structures, and cultures* of the school district and their schools

The focus of our learning inquiry is improving Nisga'a language proficiency of staff and students. We are currently in the process of collecting baseline information/data about the proficiency of our staff and considering ways to support all staff in using Nisga'a language more regularly with each other and with students. We are working to build the capacity of adults so we can build the capacity of students.

IMPROVING LITERACY

Joyful Literacy: Testing, Teaching, and Tracking Foundational Literacy Skills Twenty-five Circle Charts (representing 25 sets of essential literacy skills) have become the heartbeat of the Joyful Literacy Framework success story. Each Circle Chart identifies the essential literacy skills in a simple format that makes it possible to track each child's progress for each individual skill. If there are any gaps in skill mastery, children will struggle with

decoding. The Circle Charts ensure that the teacher can plan each week's instruction specific to the needs of groups of children and individual needs at a moment's notice. This ability to group children

Please reference the accompanying TEACHER'S RESOURCE MANUAL: UNDERSTANDING AND ASSESSING FOUNDATIONAL LITERACY SKILLS for an understanding of the role these skills play in literacy development and simple instructions for assessing each child's stage of development.

Reading Essentials SECTION 1-A

Teacher's Chart
 Class: _____
 Date: _____

A2. PHONOLOGICAL AWARENESS (K/1)

STUDENT'S NAME	Kindergarten Skills					Grade 1 and 2 Skills						
	Characterize and identify the beginning sounds	Produce words that rhyme	Isolate initial letters	Identify syllables (and/or words)	Segment (blend) in (blend) out	Delete, compare and match	Substitute initial letters	Delete final letters	Blend phonemes and letters	Blend syllables	Segment phonemes	Segment syllables and compare
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with like needs spontaneously, then re-group according to changing needs, is key to student success.

Fluency practice examples:

NESS <https://vimeo.com/manage/videos/639295782/0be6e75412>

GES <https://vimeo.com/639296553>

ALIGNING SCHOOL AND DISTRICT PLANNING

School Plans for Enhancing Student Learning - presented to the Board October 26. These plans are aligned with the District Strategic plan and with the Framework for Enhancing Student Learning. School plans have been shared with school communities and posted to school websites.

ASSESSMENT

The **Grade 10 Literacy Assessment** is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 year. The Grade 10 Literacy Assessment assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas. The Grade 10 Literacy Assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10.

<https://curriculum.gov.bc.ca/provincial/grade-10-literacy-assessment#what>

The **Grade 10 Numeracy Assessment** is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. The Grade 10 Numeracy Assessment focuses on the application of mathematical concepts learned across multiple subjects from kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes (different ways of thinking and working): interpret, apply, solve, analyze and communicate. The numeracy processes are described in the [pre-assessment activities](#) and in the specifications.

<https://curriculum.gov.bc.ca/provincial/grade-10-numeracy-assessment#what>

Foundational Skills Assessments underway for all students in grades 4 and 7. This is a provincially mandated assessment that uses broad metrics to determine whether students are meeting curricular expectations at grade level in literacy and numeracy. We use the FSA assessment results in conjunction with other forms of district and classroom

assessments to provide a comprehensive picture as to how each student is doing, and to provide important feedback to school and district staff in regard to instruction.

These links will take you to sample questions:

Grade 4 Literacy

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/gr4-fsa-sample-literacy-en.pdf>

Grade 4 Numeracy

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/gr4-fsa-sample-numeracy-en.pdf>

Grade 7 Literacy

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/gr7-fsa-sample-literacy-en.pdf>

Grade 7 Numeracy

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/assessment/gr7-fsa-sample-numeracy-en.pdf>

RECRUITMENT

November 3, 2021 principals and superintendent presented to SFU teacher candidates. We had **88 teacher candidates** participate in our two-hour session where we shared information about each of our schools and School District 92. There were several students interested in pursuing teaching contracts in the north after graduation.

Video introduction that we shared with SFU teacher candidates:

<https://vimeo.com/manage/videos/641947026>



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #7.2

Action:		Information:	X
Meeting:	Regular	Meeting Date:	November 16, 2021
Topic:	Language and Culture Report		

Background/Discussion:

Language and Culture Report - October 2021 attached.

Recommended Action:

Presented by: Superintendent

- Classrooms are underway with the lunar calendar initiative. In our visit to the schools, there is evidence of a Sim'algax focus beginning to happen. Our dream with the calendar initiative is to step fully into the cultural seasonal cycle with classrooms. Our dilemma is covering the tedious process of liability. One day, the land and the sea will be our classroom.
- It is recognized that to some degree, the continuation of certain initiatives from the previous year tend to halt; there is a mindset of starting over each year. Upon recognizing this, and to ensure continuity of practice, we are picking up what has worked and carrying on.
- Several Impromptu visits to the high school to interview students in Sim'algax was conducted to gather information and to determine the ability of learners to converse. It showed us where we could possibly improve at the elementary level learning and where we need to go concerning high school student learning.
- It is realized that relying upon programs such as A.S.K.M.E. to teach Sim'algax cannot be a stand-alone process. The daily infusion of Sim'algax at all classroom levels throughout the schools is the positive method to go, however, we also realize that many adults in our learning institute are in learning mode too.
- In the vault of creations concerning the teaching of language, we have encountered many useful tools that can assist adults and children as they learn to access the intricacies of Sim'algax. The task of learning is a big one and requires the nation to uphold it. S.D. 92 has been enhancing Sim'algax learning for the past 44 years. We have inspired many to turn towards a cultural focussed approach to living.

Our inquisitive questions to those who look to the school district regarding language teaching are,

- How do we move forward from 44 years of Sim'algax inspiration?
- What community and nation support initiatives are present to assist S.D. 92 in their endeavors to uphold and teach Sim'algax?



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #8.1

Action:	x	Information:	
Meeting:	Regular	Meeting Date:	November 16, 2021
Topic:	Major Capital Plan		

Background/Discussion:

The 2022/2023 Major Capital Plan as outlined by the Ministry of Education's Resource Management Division addresses funding requests for capital projects which involves new space, replacements, renovations, site acquisitions, seismic mitigation projects and bus purchases. Boards of Education are expected to have a School District Facilities Plan in place that supports projects being submitted to the Ministry for capital investment considerations. For the 2022/2023 School year there was no request made for Major Capital Projects.

Recommended Action:

That the Board of Education approve the 2022/2023 Major Capital Plan with zero submission as presented.

Presented by: Secretary Treasurer



SCHOOL DISTRICT NO. 92 (NISGA'A)
BOARD OFFICE

4702 Huwilp Road
PO Box 240
Gitlaxt'aamiks, BC
V0J 1A0

Phone: (250) 633-2228
Fax: (250) 633-2401

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 92 (*Nisga'a*) hereby approves the proposed Major Capital Plan for 2022/23, as provided on the Major Capital Plan Summary for 2022/23 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Major Capital Plan for 2022/23 adopted by the Board of Education, on this the 16th day of *November* 2021.

Secretary-Treasurer Signature

Secretary-Treasurer Name



SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #8.2

Action:	x	Information:	
Meeting:	Regular	Meeting Date:	November 16, 2021
Topic:	Minor Capital Plan 2022-2023		

Background/Discussion:

The 2022/2023 Minor Capital Plan as outlined by the Ministry of Education's Resource Management Division addresses funding requests for capital projects which involves new space, replacements, renovations, site acquisitions, seismic mitigation projects and bus purchases. Boards of Education are expected to have a School District Facilities Plan in place that supports projects being submitted to the Ministry for capital investment considerations. The minor submission is attached.

Recommended Action:

That the Board of Education approve the 2022/2023 Minor Capital Plan as presented.

Presented by: Secretary Treasurer



SCHOOL DISTRICT NO. 92 (NISGA'A)
BOARD OFFICE

4702 Huwilp Road
PO Box 240
Gitlaxt'aamiks, BC
V0J 1A0

Phone: (250) 633-2228
Fax: (250) 633-2401

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 92 (*Nisga'a*) hereby approves the proposed Minor Capital Plan for 2022/23, as provided on the Minor Capital Plan Summary for 2022/23 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Minor Capital Plan for 2022/23 adopted by the Board of Education, on this the 16th day of *November* 2021.

Secretary-Treasurer Signature

Secretary-Treasurer Name