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

TUESDAY, APRIL 20, 2021 – 6:30 PM

A G E N D A

1. **CALL TO ORDER**			
2. **DECLARATION OF QUORUM**			
3. **APPROVAL OF AGENDA FOR APRIL 20, 2021**	Action		
4. **ADOPTION OF MINUTES OF PRIOR MEETING:**			
4.1 Regular Meeting – February 16, 2021	Action	Attachment	Page 1-8
5. **BUSINESS ARISING FROM THE MINUTES:**			
6. **PRESENTATION:**			
6.1	Information	Verbal	
7. **EDUCATION:**			
Superintendent			
7.1 Board Authorized Courses	Action	Attachment	Page 9-27
7.2 Learning Update	Information	Attachment	Page 28
7.3 Strategic Priorities	Information	Attachment	Page 29-31
7.4 Equity in Action	Information	Attachment	Page 32-34
7.5 Language & Culture – P. McKay	Information	Attachment	Page 35-36
7.6 BC Teachers' Council: Professional Standards for BC Educators	Information	Attachment	Page 37-38
8. **BUSINESS:**			
Secretary Treasurer			
8.1 Monthly Financial Statement	Information	Attachment	Page 39-43
8.2 Day Care	Information	Attachment	Page 44-45
8.3 Budget Update	Information	Verbal	----
8.4 IT Report	Information	Attachment	Page 46-48
8.5 Maintenance Report	Information	Verbal	----
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: May 18, 2021

MEETING AGENDA ITEM #4.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	April 20, 2021
Topic:	Minutes of the Regular Meeting of the Board – February 16, 2021		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the Minutes of the Regular Meeting of the Board held on February 16, 2021 be approved.

Presented by: Board Chair

TUESDAY, FEBRUARY 16, 2021 – 6:30 PM

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

Trustee Azak to address families who have lost a loved one: Wii Na Buxw and Kwaxsuu

1. **CALL TO ORDER:**

    The meeting was called to order at 6:35 pm.

2. **DECLARATION OF QUORUM:**

    Board Chair declared quorum.

3. **APPROVAL OF AGENDA FOR FEBRUARY 16, 2021:**

    R02-1337
    That Board of Education approve the February 16, 2021 Agenda as presented.

    Trustee Ousey/Trustee Azak   Carried

4. **ADOPTION OF MINUTES OF PRIOR MEETING:**

    R02-1338
    That the Minutes of the Regular Meeting of the Board held on January 19, 2021 be approved as presented.

    Trustee Hayduk/Trustee Azak   Carried

5. **BUSINESS ARISING FROM THE MINUTES:**
none

6. **PRESENTATION:**

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

7.1   COVID-19 & Continuity of Learning

Superintendent welcomes Cora Jane Davis to the meeting, Student Trustee Rep for Student Council. Did not have time to prepare a formal presentation, hoping at our April, May and June meetings Cora Jane or one other member will be present to make presentation.

Students are back in class this week starting on Thursday. Any families and students who choose to come to school can do so. Families who choose to continue learning at home will be accommodated to do so up until Spring Break. At that point if there are families and students who want to continue the rest of the year learning at home, we will have them connect with their school to discuss options. We are very excited to have students back in class. I would like to invite Cora Jane to share a student perspective about returning to class.

Cora Jane:
I think it is better to go to school because, I for one have a hard time doing the whole on-line school, and not having a teacher right there to help me. It is better to see some friends who do go.

Superintendent Jensen:
Thank you, Cora Jane. The conversation that we had last week with Youth Council, there were four of them participating in our meeting, all of them were very anxious to get back. It is harder to stay motivated when you are learning at home.

Another thing I have been working to do is to showcase and highlight the many great things that have been going on in the district despite students and teachers in an online remote learning situation. I have created a learning and leadership report, that will highlight some of the great things going on and there is a lot. Many of our staff have been involved in working on our strategic plan, that is well underway, and we will continue it, it will take us a few months to get that established where we really want it to be, we have great involvement from staff. We just finished 2 professional development days, February 5th and 10th. There was lot of focus on curriculum, assessment, and ways that teachers can enhance

instruction and create more opportunities for students. On Friday, it was a vacation day, but we had 11 of our teachers participate in a Joyful Literacy Professional Development that was apparently amazing and we are looking at continuing our learning with that. I also wanted to point out the BC Graduation Program, there is some information in the report about that. I wanted to highlight the difference between graduation and post-secondary requirements. When students graduate, they get their Dogwood diploma, having that diploma does not necessarily mean you can get into any university program you choose. Different programs have different prerequisites. There is an example in there of what that might look like. It is really important for secondary students to, if they are planning to go away to school that they investigate those programs and prerequisites that are required. Completing your grade 10 requirements in grade 10 is essential for helping you to graduate on time. It is important for students and parents to monitor progress, so we also have the overview in the Learning Report as well.

7.2   Language & Culture Report – Peter McKay

Since my January report I have been working with our dear friends, Cathy & Kristi upon the Literacy project to ensure that the English and Sim'algax̱ versions of our readers are in their best mode of presentation. The readers are all based upon Nisg̱a'a custom, ceremony and culture. The BC Curriculum calls upon the infusion of Aboriginal content in all subject areas. We have an opportunity to become leaders in the province with Aboriginal content. Our focus on building resources with Nisg̱a'a stories is a blessing for all learners. Teachers across the province are currently seeking guidance with how to infuse Aboriginal content. Our book collection will become a foundation for learners and teachers to fully explore a strong influence of Aboriginal content. We are teaming up with SIMBI, an online reading platform to digitize our growing collection. We are in trial mode right now and figuring out the logistics of having a portal of our books available for reading online. The fun feature with the program is that we can record voice to match our written text. When the trial is ready for viewing, we will present this to the school board. Once the digital platform is set up, teachers can create learning groups for tracking student progress in their reading levels. We are also currently exploring options to have a mainstream publishing company print our collection of stories to be available in a larger market.

Update:

• We are hopeful that Covid-19 precautions will end soon so that we may commence with our plans for Sim'algax̱ teachers to mentor with Fluent speakers.

- Each school is on track with their spending of the FNESC Grants. The focus has remained upon supporting a foundation of Sim'algax̱ based initiatives.
- The weekly language classes with Wal'aks and Ts'ak are a success. The puppet show recordings are all in the language and posted for public viewing on our District Youtube site, Sim'algax̱ 101.

Trustee Davis:
Really excited to hear about this new program SIMBI, and there being a way to track the progress of our students. That is something that has never been explored except for when we are in the classrooms. So for them to have physical, digital, model to…so that parents are able to look at it as well is really exciting.

The other piece is in regards to the educators receiving their language and culture mentorship, you mentioned that there is 50 hours to start. Has there been a cohort chosen for those first mentorship partnerships to start happening in each of the schools?

Peter McKay
There has not been right now, we are going to focus…we have opened the doors to our sim algax teachers to partake in that, so we will function as individuals…we will each have our own mentor to begin with. It is like a trial run, test run with the first 50 hours. If all goes well, I think we will get to that space of choosing one person to learn from or have a rotation and do classes as teachers, as a group of teachers.

7.3   2021/2022 School Calendar

Two calendar options sent out for consultation.
Both options have the same number of vacation and instructional days.
155 people completed the survey. The more typical school calendar was selected by a significant margin of 77%.
It seems clear that Option 1 is the community and staff preference.

Thank you so much to everyone who provided feedback on the calendar. It was the most feedback we have had on any issue 157 responded. Within the comments some very thoughtful and helpful information. Calendar #1 was clearly the choice. 77% that was pretty consistent for the length of time the survey was open, and it is still open, I will close it off this evening. I am going to recommend we go with Option 1 with a couple of adjustments based on the feedback. There was some time in February and the recommendation from many people was that time be aligned with Hoobiyee, I have made that adjustment, and there was a shifting of the professional development days to align with other Northern districts so that we can share resources. Some of the feedback that was most

interesting was the year-round, was a good idea but we need to look at it more. There is a desire for it to align with Christmas and Spring Break with surrounding districts, it certainly could. There was concern about missing out on harvesting and preserving with the year-round calendar. My hope is that eventually the best way for schools to engage in harvesting and preserving would be to have a year-round calendar. My thinking is, why isn't school involved in that? That seems like it would be an important thing for a school to do. Another point was students needing to work, secondary students needing summers off to engage in part time employment. Again, why can't we look at that having that available to our students year-round and they can get work experience, so they can get paid and get credits that would go towards graduation. Another thing that came up was extra-curricular opportunities for families and students mostly needing time in summer to travel out of the valley so that kids can engage in swimming or dance or needing to leave their communities for those things. So again, how can we look at providing more of those extra-curricular opportunities for students within their own communities, so they do not need to leave for that? There are all kinds of opportunities if students are interested in skiing or arts or something that requires them to be away school, how can we work together so that becomes part of their schooling. I appreciated all the insights, gave me lots to think about and I am going to recommend we got with Option 1 with those couple of adjustments around Pro D and the February vacation time.

R02-1339
That the Board of Education move to accept version 1 as the 2021/2022 School Calendar.

Trustee Ousey/Trustee Azak   Carried

8.   **BUSINESS:**
Kory Tanner, Secretary Treasurer

8.1   Monthly Financial Statements at January 31, 2021

Secretary Treasurer presents the Monthly Financial Statements at January 31, 2021.

Spending is still on track. Keep ourselves in a good position and following the Audited Financial Notes as were laid out in June. We are in a good position at the moment, as pointed out, we did lose a bit of funding through the Ministry in our FTE drop. I think with planning we have been able to maintain.

For information only.

8.2   2020/2021 Amended Annual Budget

Attached is the finalized 2020/2021 Amended Annual Budget which is due to the Ministry by February 28, 2021.
We did do two readings of this Budget in the January Board Meeting, but the Ministry approved the second amount of the Federal funding for COVID, so I had to amend the Budget, tonight we will have to all three readings because of the changes, the first two readings are null and void.

R02-1340
That the Board of Education unanimously agree to give the 2020/2021 Budget Bylaw all three readings on February 16, 2021.

Trustee Ousey/Trustee Hayduk   Carried

R02-1341
Read a first time the 16th day of February 2021 and that the Board approve the Amended Annual Budget dated February 5, 2021 Version 9648-8903-6920.

Trustee Hayduk/Trustee Azak   Carried

R02-1342
Read a second time the 16th day of February 2021 that the Board approve the Amended Annual Budget dated February 5, 2021 Version 9648-8903-6920.

Trustee Ousey/Trustee Azak   Carried

R02-1343
Read a third time passed and adopted the 16th day of February 2021 that the Board approve the Amended Annual Budget dated February 5, 2021 Version 9648-8903-6920.

Trustee Azak/Trustee Ousey   Carried

9.   **POLICY DEVELOPMENT:**
none

10.   **TRUSTEE REPORTS:**
None

11.   **CORRESPONDENCE RECEIVED:**
None

12. **PUBLIC QUESTIONS**

Charity Peal
Minutes from previous meeting: Superintendent Policy: Social Meeting – should be Social Media and in question period: C.Peal – confused with sm'algax not sim'algax.

Charity Peal:
Clarification from the Superintendent about her adjustments to the calendar – do you mean that there will be non-school days around Hoobiyee?

Superintendent Jensen: Yes

Taron Scott:
In regard to the return of students to schools, what is the ratio of adults to students in each school? If it cannot be answer now, hopefully we can be updated during the next public meeting board meeting.

Superintendent Jensen: I can find out.

Charity Peal:
Re: Next year's calendar – if there are non-school days, it may prevent student involvement.

Trustee Davis:
It is true that teachers may not be able to involve the students in Hobe as a school project, but it may encourage parents to take their children the whole being and experience the culture together with their child.

Certified correct,
Elsie Davis,
Board Chair

Certified correct,
Kory Tanner,
Secretary Treasurer

MEETING AGENDA ITEM #7.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	April 20, 2021
Topic:	Board Authorized Courses		

Background/Discussion:

Three new Board Authorized courses have been created:
- Leadership 11
- Entrepreneurship 12
- Animal Behavior and Healthcare 11

Recommended Action:

That the Board of Education approve the following Board Authorized courses:
Leadership 11
Entrepreneurship 12
Animal Behavior and Healthcare 11

Presented by: Superintendent

Board/Authority Authorized Course Framework Template

Insert Board/School Logo

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Nisga'a School District 92	SD92

Developed by:	Date Developed:
Mr. Patrick David	2020/2021

School Name:	Principal's Name:
NESS (NIsga'a Elementary Secondary School)	Mr. Mark Koebel

Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):

Board/Authority Approval Date:	Board/Authority Chair Signature:

Course Name:	Grade Level of Course:
Leadership, Equity, and Action	Grade 11

Number of Course Credits:	Number of Hours of Instruction:
4	55

Board/Authority Prerequisite(s):
None

Special Training, Facilities or Equipment Required:
Classroom supplies, smartboard, whiteboard, chairs, desks, and group multi-purpose space

Course Synopsis:

The Leadership 11 course engages students with issues that affect equity and justice in our society, and equips them with practical skills for leadership and agency in their own lives as well as in the greater community

Goals and Rationale:

The course is focused on entrepreneurial, critical, and structural thinking as it relates to being leaders in the community, in participative organizations, and in our own lives. As such, a focus on civic mindedness and democratic thinking are studied as a necessary avenue for personal and collective growth in society.

Aboriginal Worldviews and Perspectives:

The course looks at sustainable community development and the consideration and perspectives of minorities, marginalized, and underprivileged groups that are under- or mis-represented in many societal spheres. This course analyzes common narratives in society and discusses the myths that perpetuate stereotypes, biases, and the privilege of some while racializing, marginalizing, and discriminating against others. It also discusses the systemic nature of that inequity, injustice, and racism. Colonization is a necessary point of discussion for conversations of equity and justice in Canada and by openly discussing issues that stem from Canada as a country's colonial nature, and as such is not just ensuring that important issues are discussed, but that they are discussed with sensitivity, conscience, and the spirit of truth and reconciliation in Canada.

BIG IDEAS

The functions of leadership skills can be applied to our self-management for success, and can inspire those around us	Leadership is not a position, but a set of skills, knowledge, and the responsibility of knowing when to act to help others around us	Critical thought, diverse perspectives, and compromise amongst groups is a necessary part of leadership and can be cultivated amongst teams	Knowledge is constructed and aided by conscious self-diagnosis, planning, and by self-reflection; optimal with external support	Growth and success can be aided by conscious self-diagnosis, planning, and by self-reflection; one can critically and actively engage with knowledge and share perspectives to construct meaning

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
• Explore and apply strategies for planning, organizing, controlling, and leading various projects such as health plans, financial plans, school, community plans	• Applications and functions of management for self/community: organizing, planning, controlling, and leading
• Use skills that demonstrate reflexivity and self-reflection	• Leadership styles and their applications
• Explore the different styles of leadership by looking at their practicality in various contexts; some leadership styles are democratic, autocratic, and laissez faire	• Techniques and methods of planning, organizing, leading, and controlling
• Use sustainable methods and strategies to set goals, and make plans that are practical with high rates of success	• Mitigation and problem-solving techniques for a range of organizational and social issues
• Brainstorm, discuss, adapt, and review plans and methods involved in managing projects	• Different strategies and methods to lead events, community actions, advocate, or create initiatives; both for self and community
• Discuss, and independently criticize case studies relating to issues in society, economics, and politics	• Self-reflection and reflexivity are important tools for growth
• Demonstrate leadership in an ethical and moral capacity	• How to identify and correct issues related to communication, perspective, systemic organization, social identity, and teamwork in organizations and life
• Use teamwork and communication skills to problem solve and create solutions for issues in personal life, community, and in organization	• An awareness of issues relating to social justice and equity

13

- An understanding of the struggles of marginalized and non-conventional leaders in our communities and a study their attributes and traits- why were they not recognized more?

- Demonstrate awareness and methods to mitigate external and internal issues relating to organizational management

- A understanding of the struggles of marginalized and non-conventional leaders in our communities and a study their attributes and traits- why were they not recognized more?
- Diverse perspectives and stories help us to understand the complex nature of social relations, which can greatly benefit organizational management
- The importance of constructive collaboration with diverse partners and stakeholders
- The importance of equity and social justice in leadership
- Mitigation strategies that relate to internal and external issues affecting organizational management

Big Ideas – Elaborations

- The functions of leadership skills can be applied to our self-management for success, and can inspire those around us

- Leadership is not a position, but a set of skills, knowledge, and the responsibility of knowing when to act to help others around us

- Critical thought, diverse perspectives, and compromise amongst groups is a necessary part of leadership and can be cultivated amongst teams

- Knowledge is constructed and involves perspective; one can critically and actively engage with knowledge construction and share perspectives to construct meaning

- Growth and success can be aided by conscious self-diagnosis, planning, and by self-reflection; optimal with external support

Curricular Competencies – Elaborations

Students are expected to do the following:

Explore and apply strategies for planning, organizing, controlling, and leading various projects such as health plans, financial plans, school, community plans

- *Use strategies for planning, organizing, leading, and controlling in an effort to manage large projects for self and for community, including events, organizations, or businesses*

Use skills that demonstrate reflexivity and self-reflection
- *Strengths, weaknesses, opportunities, and threats can be analyzed; cost-benefit analyses can help to understand opportunity cost/ trade-offs*

Explore the different styles of leadership by looking at their practicality in various contexts; some leadership styles are democratic, autocratic, and laisser faire
- *Use various leadership styles in practice during the execution of planned events; involve reflection on the styles of leadership and their effectiveness for various purposes*

Use sustainable methods and strategies to set goals, and make plans that are practical with high rates of success
- *Brainstorm, discuss, and create plans for successfully attaining personal or organizational goals such as health goals, financial goals, or community projects*

Brainstorm, discuss, adapt, and review plans and methods involved in managing projects
- *Create plans and collaborate on implementing events or projects in the school community involving equity, advocacy, community partnering, and community outreach*

Discuss, and independently criticize case studies relating to issues in society, economics, and politics
- *Discuss, review, and problem solve real case studies related to issues that matter in the local community related to society, economics, and politics*

Demonstrate leadership in an ethical and moral capacity
- *Demonstrate and participate in events or activities that benefit the greater community with a focus on the equity and accessibility*

Use teamwork and communication skills to problem solve and create solutions for issues in personal life, community, and in organization
- *Collaborate on problem solving issues related to the school community or local community; issues could be internal like communication, accessibility, equity, social issues, issues of representation, and external issues could relate to local politics, economics, environmental concerns, conservation concern et cetera.*

An understanding of the struggles of marginalized and non-conventional leaders in our communities and a study their attributes and traits- why were they not recognized more?
- *Students can study the past histories of racialized or marginalized leaders*
- *Students can study stories of people fighting for equity or for social justice for others*

Demonstrate awareness, strategies, and methods to address/mitigate external and internal issues relating to organizational management
- *Students can study the ways that organizational culture can affect productivity and overall success; external and internal issues can be mitigated with effective planning and collaboration during school events, personal plans et cetera*
- *Students can explore case studies related to internal and external factors affecting individuals and organizations*

Content – Elaborations

Students are expected to know the following:

Applications and functions of management for self/community; organizing, planning, controlling, and leading

14

- *Students can investigate the practice of setting goals and plans for growth and success in school, sports, social life, financial life, et cetera*

Leadership styles and their applications
- Students can explore and investigate the different leadership styles and their applicability in various contexts

Techniques and methods of planning, organizing, leading, and controlling
- Students can explore strategies for planning by creating goals for and strategic plans to reach those goals; goals could be social, emotional, financial, physical et cetera

Mitigation and problem-solving techniques for a range of organizational and social issues
- Students can explore methods of mitigation and resolution regarding organizational issues like harassment, equity, accessibility et cetera

Different strategies and methods to lead events, community actions, advocate, or create initiatives; both for self and community

Self-reflection and reflexivity are important tools for growth
- Students can explore methods of reflection, collaboration, brainstorming, and planning to set growth strategies
- Students can use journaling, reflective writing, and discussion to self-assess and monitor the progress of their term goals

How to identify and correct issues related to communication, perspective, systemic organization, social identity, and teamwork in organizations and life
- Students can analyze case study issues from the community and brainstorm solutions, and preventative measures for future mitigation
- Students can solve issues related to organization, communication et cetera through case studies, community work, or independent work in their personal lives

An awareness of issues relating to social justice and equity
- Diverse perspectives, stories, and personal anecdotes can help students to see themselves as digital citizens, active consumers, global citizens, and democratically empowered to promote change in their own lives and the lives of others

An understanding of the struggles of marginalized and non-conventional leaders in our communities and a study their attributes and traits- why were they not recognized more?
- How to identify and correct issues related to management, bureaucracy, and hierarchy
- What is true leadership in practice?

Diverse perspectives and stories help us to understand the complex nature of social relations, which can greatly benefit organizational management
- Students can explore stories of people that have persevered in the face of marginalization, racialization, or discrimination

The importance of constructive collaboration with diverse partners and stakeholders
- Students can collaborate on multifaceted projects for self or the community; examples include running assemblies, school events, community events, or family events

The importance of equity and social justice in leadership
- Students can benefit from learning about social factors affecting leadership in our communities, and discover the importance of equity in our social systems while recognizing the lived adversity facing many communities, while understanding that some people face additional barriers to attaining successful outcomes in life

Mitigation strategies that relate to internal and external issues affecting organizational management
- Students can explore issues related external factors like unions, economics, politics, geography that may affect organizational success
- Students can explore issues related to internal factors like human relations, training, harassment et cetera that may affect organizational success

Teaching strategies and assessment

This course focuses on student driven learning and hands on constructive approaches that practice skills and understanding related to civic mindedness and global citizenship. Management skills and leadership skills are practiced and modelled and not memorized. This course focuses on utilizing a practical approach in order to build problem-solving skills, adaptability, creativity, critical thought, and innovation-oriented thinking which will help develop the confidence and mindset to be leaders in student life and the greater community.

In this vein, the course focuses on doing participative activities like seminars, presentations, role-playing, business design, problem solving, panel discussions, product analysis, power-point, video lectures, self-planning, self-reflection, event-planning and leading, public advocacy, awareness campaigns, participatory democratic functions, and we will use traditional learning strategies as well.

Learning Standards (continued)

Curricular Competencies	Content
Applying and innovating • Contribute to care for self, others, community, and world through individual or collaborative approaches • Co-operatively design projects with local and/or global connections and applications • Contribute to finding solutions to problems at a local and/or global level through inquiry • Implement multiple strategies to solve problems in real-life, applied, and conceptual situations • Consider the role of scientists in innovation **Communicating** • Formulate physical or mental theoretical models to describe a phenomenon • Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations • Express and reflect on a variety of experiences, perspectives, and worldviews through **place**	

Course Assessment

- Assignments: 25%
- Group Puppy Project (Initial Training and Socialization): 20%
- Final Project and Presentation: 40%
- Exams: 15%

- Construct, analyze, and interpret graphs, models, and/or diagrams
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Analyze cause-and-effect relationships

(Student research project): Incorporate learning outcomes from career courses
- What are trained animals used for
- Military, Police (Detection and apprehension, crowd control dogs and horses)
- Service animals, (anxiety, panic disorders, diabetic alert, blind, hard of hearing, physical limitations, therapy horses)
- Pet industry

Evaluating

- Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions
- Describe specific ways to improve their investigation methods and the quality of their data
- Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled
- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources
- Consider the changes in knowledge over time as tools and technologies have developed
- Connect scientific explorations to careers in science
- Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations to evaluate claims in primary and secondary sources
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations
- Critically analyze the validity of information in primary and secondary sources and evaluate the approaches used to solve problems
- Assess risks in the context of personal safety and social responsibility

18

Curricular Competencies

Students are expected to be able to do the following:

Questioning and predicting

- Demonstrate a sustained intellectual curiosity about animal behaviour and training
- Make observations aimed at identifying their own questions, including increasingly abstract ones, about the interactions between organisms
- Formulate multiple hypotheses and predict multiple outcomes

Planning and conducting

- Collaboratively and individually plan, select, and use appropriate training methods, including theory and actual interactions with living specimens, to collect reliable data (qualitative and quantitative)
- Assess risks and address ethical, cultural issues associated with their proposed methods
- Use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data
- Apply the concepts of accuracy and precision to experimental procedures and data:
  - significant figures
  - uncertainty
  - scientific notation

Processing and analyzing data and information

- Use local knowledge to experience and interpret the local environment
- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information
- Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies

Content

Students are expected to know the following:

Behaviour

- How to read animal body language and energy
- Predator versus prey species: Fight versus flight
- Social animals: Hierarchy
- What drives animal behaviour
- Use of body language
- Socialization

Husbandry

- Animal Health care
- Grooming, nail trimming
- Ethical housing and care of animals
- Pet First aid

Training

- Types of animals trained
- Pavlov's law
- Motivation
- Marker training (Clicker and verbal)
- Training by successive approximation
- Back chaining
- Positive and Negative, Reinforcement and Punishment,

Careers

BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

Scientific processes and knowledge impact our understanding of animal behaviour and lead to changes in our relationships with animals	Scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for **animal healthcare and training methodology.**	Scientific understanding of animal behaviour enables humans to **respond and adapt** leading **to changes** animal related practices.

Course Assignments

Content

Students are expected to know the following:

Behaviour
- How to read animal body language and energy
- Predator versus prey species: Fight versus flight
- Social animals: Hierarchy
- What drives animal behaviour
- Use of body language
- Socialization

Husbandry
- Animal Health care
- Grooming, nail trimming
- Ethical housing and care of animals
- Pet First aid

Training
- Types of animals trained
- Pavlov's law
- Motivation
- Marker training (Clicker and verbal)
- Training by successive approximation

Assignments

Students are expected to do the following:

Training
- Students will be working in groups with adult dogs and training them in the basics of scent detection, obedience and obstacles. Dogs will be pre-screened to determine that they are of sound temperament.
- Later on in the course students will be working in groups with young dogs (If we can find a litter of unwanted puppies) ensuring that the puppies are go through the necessary socialization. Students will use the information collected from the puppies responses to determine what a suitable home would be for the puppies. At this point they will be accepting applications from prospective homes that will be analyzed by the students to determine placement of the puppy.

Behaviour
- Students will make observational studies around the behaviour of a group of mice when subjected to certain environmental changes (new objects in enclosure, maze travel).
- When assessing puppies students will use interactions between puppy and other animals and environmental stimuli to determine the character and rank of the individual dog.

Health Care
- Students will be learn the basics of dog grooming, nail clipping and wound care.
- If possible Dr. Hunter will bring her mobile vet clinic giving students first hand experience.

Board/Authority Authorized Course Framework Template

Insert
Board/School
Logo

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
School District 92	SD 92

Developed by:	Date Developed:
Mr. Patrick David	2020/2021

School Name:	Principal's Name:
NESS (Nisga'a Elementary Secondary School)	Mr. Koebel

Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):

Board/Authority Approval Date:	Board/Authority Chair Signature:

Course Name:	Grade Level of Course:
Entrepreneurship	12

Number of Course Credits:	Number of Hours of Instruction:
4	55

Board/Authority Prerequisite(s):
None

Special Training, Facilities or Equipment Required:
Classroom supplies, smartboard, whiteboard, chairs, desks, and group multipurpose space

Course Synopsis:

The Entrepreneurship course looks at the thought paradigm, perspective, skills, and traits that will enable us to use that thought paradigm to enable success in our personal lives, social lives, and organizational lives taking a higher level of agency and power. Personal scope is used to relate and reflect these topics onto our own lives; challenging and redefining ourselves to think like entrepreneurs and leaders.

Goals and Rationale:

The course is focused on entrepreneurial and structural thinking as it relates to being leaders in the community, in organization, and in our own lives.

Aboriginal Worldviews and Perspectives:

The course looks at sustainable community development and the consideration and perspectives of minorities, marginalized, and underprivileged groups that are under- or mis-represented in many societal spheres. This course analyzes common narratives in society and discusses the myths that perpetuate stereotypes, biases, and the privilege of some while racializing, marginalizing, and discriminating against others. It also discusses the systemic nature of that inequity, injustice, and racism. Colonization is a necessary point of discussion for conversations of equity and justice in Canada and by openly discussing issues that stem from Canada as a country's colonial nature, and as such is not just ensuring that important issues are discussed, but that they are discussed with sensitivity, conscience, and the spirit of truth and reconciliation in Canada.

BIG IDEAS

Entrepreneurship/intrapreneurship skills can be learned, developed, and reflected on in ways that can impact or affect our success in personal life, social life, organizational life	Leadership is not a position, but a set of skills, knowledge, and the responsibility of knowing when to act to help others around us	The planning and design process can be generate innovative ideas, solutions, and strategies that can add value to our lives, community, and the economy	Organizational success is dependent on an ability to collaborate, communicate, and understand complex social issues	Growth and development can be aided by sustainable and conscious self-diagnosis, planning, and self-reflection/ reflection

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	Students are expected to know the following:
• Use planning, organizing, leading, and controlling in an effort to manage large projects	• Applications and functions of entrepreneurship
• Use teamwork and communication skills to problem-solve and create solutions that address issues related to entrepreneurship	• Forms and types of businesses
• Use the design process to brainstorm, discuss, reflect,	• Organizational success can be dependent on the culture of leadership and social relations
• Compare the differences in various legal forms of business	• Leadership styles and their applications
• Demonstrate a capacity to lead with various styles; democratic, autocratic, and laissez faire	• Techniques and methods of planning, organizing, leading, and controlling
• Use sustainable and best practice philosophies to create personal and organizational plans	• Mitigation and problem-solving techniques for a range of organizational issues
• Collaboratively problem-solve, discuss, adapt, and review plans and methods involved in entrepreneurship	• The implementation of effective design process
• Discuss, and independently criticize case studies relating to issues in business management	• Different strategies and techniques that aid the design process
• Adapt entrepreneurial thinking to self and to a variety of situations	• Ways to think and act like an entrepreneur
• Discuss and explore social and ethical considerations in an organizational setting	• How to identify and correct issues related to management, bureaucracy, and hierarchy
• Demonstrate methods to establishing businesses of various types	
• Demonstrate leadership and decision making in an ethical and moral capacity	

- *Demonstrate awareness and resolve to mitigate issues and problems related to bureaucracy and hierarchy*
- *Discuss issues related to governance under the Indian Act, and its implications for self-governance, autonomy, and Indigenous rights*

- An awareness of issues relating to social justice and equity in society and enterprise
- Barriers to entry and effective paths to opening various business types
- Human resource management techniques and methods
- Potential issues relating to internal and external issues affecting organizational management
- Skills and attributes needed to be a leader, an entrepreneur, and to develop an organization

Big Ideas – Elaborations

Big Idea: Entrepreneurship/intrapreneurship skills can be learned, developed, and reflected on in ways that can impact or affect our success in personal life, social life, organizational life

Big Idea: Leadership is not a position, but a set of skills, knowledge, and the responsibility of knowing when to act to help others around us

Big Idea: The planning and design process can be utilized to generate new ideas, solutions, and strategies that can add value to our lives, community, and the economy

Big Idea: Organizational success is dependent on an ability to collaborate, communicate, and understand complex social issues

Big Idea: Growth and development can be aided by sustainable and conscious self-diagnosis, planning, and self-reflection/ reflexion

Curricular Competencies – Elaborations

Students are expected to do the following:

Use planning, organizing, leading, and controlling in an effort to manage large projects
- *Students should be able to apply planning, organizing, and leading to various projects such as health plans, financial plans, and school plans*

Use teamwork and communication skills to problem-solve and create solutions that address issues related to entrepreneurship
- *In groups, discuss, act out, and collaborate to solve issues related to self, entrepreneurship, and enterprise*

Use the design process to brainstorm, discuss, reflect, and adapt to changes as needed

- *The design process and other productive strategies can spur innovative solutions in life and business*

Compare the differences in various legal forms of business
- *Compare the differences in various legal forms of business; sole proprietorship, partnership, franchise, non-profit, and cooperative*

Demonstrate a capacity to lead with various styles; democratic, autocratic, and laissez faire
- *Analyze and discuss situational positives and negatives related to the different styles of leadership*

Use sustainable and best practice philosophies to create personal and organizational plans
- *Use case studies and presentations to show designed business models, practices, and issues inherent in starting and succeeding in enterprise*

Collaboratively problem solve, discuss, adapt, and review plans and methods involved in business management
- *Use collaborative and flexible planning to solve issues and deal with problems in organizations*

Discuss, and independently criticize case studies relating to issues in business management
- *Demonstrate leadership in an ethical and moral capacity*
- *Demonstrate leadership techniques that deal with harassment, gender bias, ethical standards, and diverse cultural values*

Adapt entrepreneurial thinking to self and to a variety of situations
- *Apply and utilize entrepreneurial planning to solve life issues, corporate issues, design, and to create*

Discuss and explore social and ethical considerations in an organizational setting
- *Use teamwork and communication skills to problem solve and create solutions for issues in the workplace*

Demonstrate methods to establishing businesses of various types
- *Consider barriers to entry for different industries based on external factors like politics, climate, competition et cetera*
- *Use projects and group work to demonstrate business types and barriers to entry*

Demonstrate leadership and decision making in an ethical and moral capacity
- *Demonstrate awareness and methods to mitigate external and internal issues relating to organizational management*
- *Use various examples, article analyses, and case studies to demonstrate resolutions to issues*

Demonstrate awareness and resolve to mitigate issues and problems related to bureaucracy and hierarchy
- *Investigate the differences in some organizational models like bureaucracy and hierarchy while analysing the potential issues and advantages of different models*

Discuss issues related to governance under the Indian Act, and its implications for self-governance, autonomy, and Indigenous rights
- *First Nations education is usually governed in ways different than most Canadians and based on different governance models, which have been defined by an unequal relationship between the Crown and Nations*
- *First Nations' persons in Canada have diverse factors affecting their ability to start business, access capital, and use their land resources or land capital as equity for loans depending on particular context; explore the diverse perspectives, barriers, entrepreneurial capabilities, and stories of entrepreneurship in First Nations communities, locally if possible*

Content – Elaborations
Students are expected to know the following: **Applications and functions of management** • Explore topics of planning, leading, organizing, and controlling

Forms and types of businesses
- Explore various leadership and management types using a variety of learning methods

Organizational success can be dependent on the culture of leadership and social relations
- The success of an organization depends on teamwork and collaboration amongst colleagues in a social community based around a culture of leadership; students can study this through roleplaying different leadership styles and evaluating their benefits and disadvantages relevant to different situational contexts—for example, explore the various ways that management could stimulate an atmosphere of collaboration, or deal with workplace issues relating to employee wellness, conflict, or harassment.

Techniques and methods of planning, organizing, leading, and controlling
- Explore how to use planning, organizing, leading, and controlling in practical application

Mitigation and problem-solving techniques for a range of business issues
- Allow students to critically analyze, brainstorm, and devise collaborative solutions for various organizational issues from community news, organizational case studies and from issues facing the greater school community

The implementation of effective design process
- Students can brainstorm, discuss, test, reflect, and plan for success in community or school projects and events

Different strategies and techniques that aid the design process
- Discuss and explore various ways to deploy entrepreneurial thinking and practice

Ways to think and act like an entrepreneur
- Look at exemplary entrepreneurs and study their attributes and traits paying attention to the historical exclusion of minorities, racialized, and marginalized individuals

How to identify and correct issues related to management, bureaucracy, and hierarchy
- Explore and share diverse stories that show examples of perseverance, collective action, advocacy, and social justice as they relate to empowerment
- Explore ways to problem solve internal and external issues related to operating a business or running an organization; external factors like politics, economics, geography, climate, and internal factors like issues with funding, bureaucracy or hierarchy, employee harassment, conflict in the workplace, and other human resource or organizational issues

An awareness of issues relating to social justice and equity
- Learn about and discuss various issues concerning social justice and equity facing the local community, or otherwise groups anywhere that are marginalized, racialized, or discriminated against while focusing on partners working to make change in adverse circumstances or to empower and help those in need

Barriers to entry and effective paths to opening various business types
- Learn about financial, regulatory, and environmental barriers to success in opening a business

Human resource management techniques and methods
- Discuss training, and human resource management as effective mitigation and control of operations as well as sustainable practice

Potential issues relating to internal and external issues affecting organizational management
- Learn and identify various issues affecting organizations not limited to unions, government innovation, globalization, bureaucracy, and hierarchy

Skills and attributes needed to be a leader, an entrepreneur, and to develop an organization

- Discuss different personality traits and attributes needed for success in the world of management, organization, and enterprise

Teaching strategies and assessment

This course focuses on student driven learning and hands on constructive approaches that give a practical engagement with entrepreneurial thinking and some concepts related to operating a business or organization. Management skills and leadership skills are practiced and modelled and not memorized. This course focuses on utilizing a practical approach in order to build problem-solving skills, adaptability, creativity, and innovation-oriented thinking which will help build the confidence and mindset to be leaders in student life and the community.

In this vein, the course emphasizes participative activities like seminars, presentations, role-playing, business design, problem solving, panel discussions, product analysis, PowerPoint creation and presentations, video lectures, creating business and product plans, employee resources and guidelines, and using the design process for conceptualizing broad and strategic planning.

MEETING AGENDA ITEM #7.2			
Action:	X	**Information:**	
Meeting:	Regular	**Meeting Date:**	April 20, 2021
Topic:	Learning Update		

Background/Discussion:

- https://online.flippingbook.com/view/1036456772/

Recommended Action:

For information only

Presented by: Superintendent

MEETING AGENDA ITEM #7.3

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	April 20, 2021
Topic:	Strategic Priorities		

Background/Discussion:

Staff and Student feedback
Next steps: community feedback

Recommended Action:

For information only

Presented by: Superintendent

Lip Sagootguṁ: Nisga'a School District Strategic Priorities
April 2021

(Headings for these priorities will evolve as we continue discussions and consultation with students, families, and communities.)

Upholding the Nisga'a Vision for Education

Examples included:

- Using story to teach & guide (adaawak)
- Celebrating Nisga'a knowledge: recognizing and teaching culture, such as protocols, cultural duties & responsibilities, feasting, practices of the long house, seasonal hunting & gathering (harvesting calendar), preserving and cooking, more community-based learning… (ayuuḵ and yuuhlimḵ'askw)
- Language infusion
- Intergenerational learning from Elders and mentors
- A focus on the arts – dance, drumming, song, music, visual arts (of all kinds)
- Building on ceremony
- Nisga'a-focused curriculum K-12; honour and encourage Nisga'a knowledge/ways of knowing. (First Peoples Principles of Learning infused/embedded throughout curriculum)
- Outdoor, place-based learning

Relationships/Building Connections/Working Together

- Collaboration and teamwork; let's work together and build on each other's strengths
- Take care of ourselves, each other, and this place (mindfulness, compassion, etc)
- Cultivate authentic, caring, sustainable connections with students, families, and communities
- Strengthen partnerships to enrich the ways we learn, lead, and work; foster networks to enhance learning (ie. WWNI, CM College, UNBC, VIU…)
- Community engagement

Students at the center/Learner-focused

- Enhance teaching & learning
- Cross-curricular/interdisciplinary learning
- Multiple entry points for learning so it is inclusive, equitable & accessible for all learners
- A focus on identify & pride in self; sense of belonging; honouring individual gifts/talents
- Teaching and learning is reciprocal; meet students where they are at and learn from them
- Know each student, their interests, aspirations, and passions, and target instruction to encourage development
- Assessment that informs practice and enhances learning
- Learning environments that are welcoming, caring, healthy, inclusive and equitable

Thank you to all those who have participated in and contributed to our discussions so far. We appreciate your input as we work together to create the direction of our school district. The priorities listed above are broad, big picture priorities that relate to the district.

How individual schools choose to brings our priorities to life will vary as each school and community are unique.

MEETING AGENDA ITEM #7.4			
Action:	X	**Information:**	
Meeting:	Regular	**Meeting Date:**	April 20, 2021
Topic:	Equity in Action		

Background/Discussion:

Equity in Action report attached.

Recommended Action:

For information only

Presented by: Superintendent

EQUITY IN ACTION

Beginning in 2016, the Ministry of Education created an Equity Scan Framework and vision to support School Districts in identifying promising practices as well as barriers that are impacting Indigenous student achievement and success.

During the Equity Scan experience, school districts work collaboratively with the Ministry team.

During the process, districts will: **Scan**, construct an **Equity Profile**, determine a **Theory of Change** and develop an **Equity Action Plan** in service to Indigenous learners, families and communities.

Project Rationale

"Accommodation of Aboriginal culture and identity should be regarded as a core responsibility of public institutions rather than as a special project to be undertaken after other obligations are met. Educational institutions have a pivotal role in transforming the relationship between Aboriginal peoples and Canadian Society." *Royal Commission on Aboriginal Peoples, 1986*

"B.C.'s Framework for Enhancing Student Learning reflects a public commitment by education partners to work together to continuously improve student learning. They commit to addressing long-standing differences in performance among particular groups of students. These include Indigenous students." *Framework for Enhancing Student Learning, 2019*

Indigenous Student Success
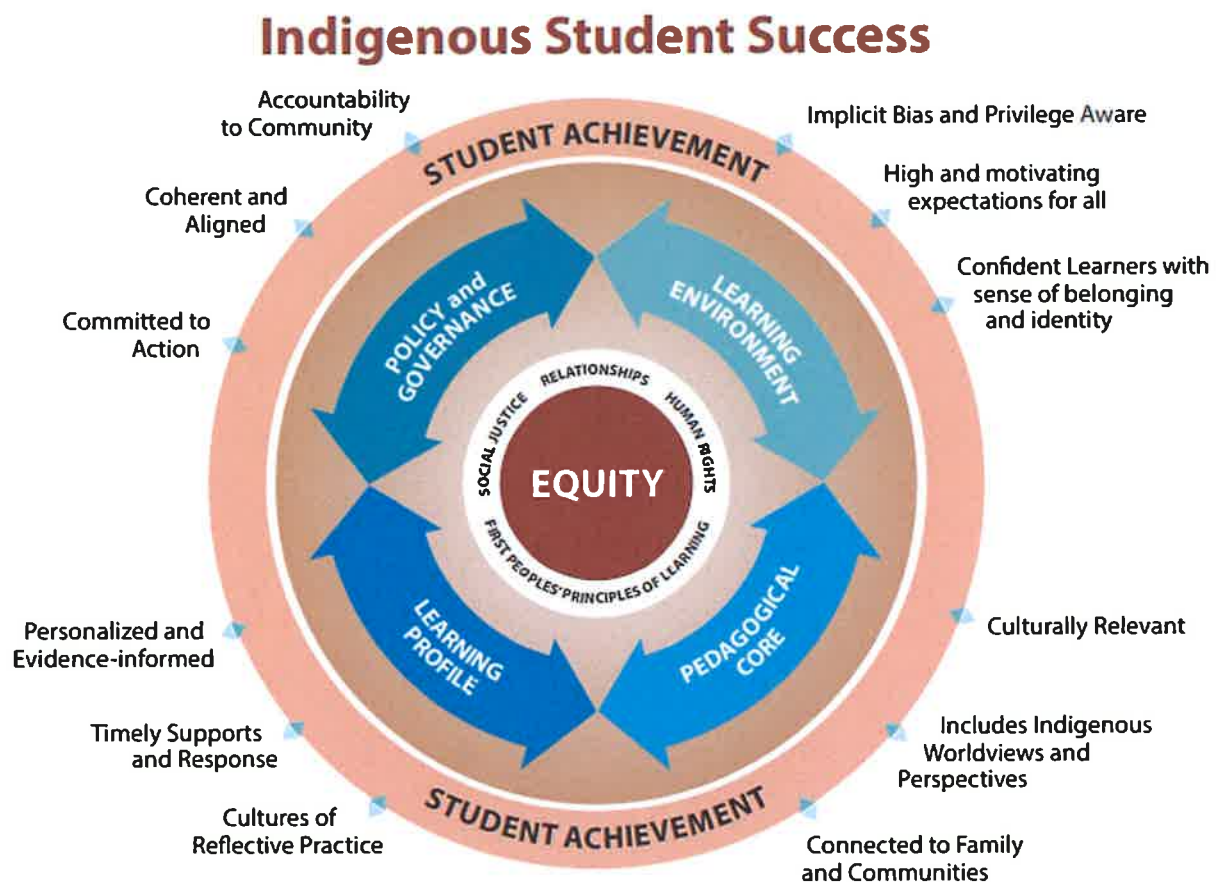
The Equity Scan concept will provide direction at the district, school and classroom level and is focused on positively impacting student achievement using four pillars: Policy and Governance, Learning Profile, Learning Environment and the Pedagogical Core.

> "Significant differences in student outcomes exist among Indigenous and vulnerable learners…B.C. schools must do everything possible to prepare all students for their future…This commitment depends on using evidence to make decisions, having the courage to adjust and improve programs and policies that are not optimal for students, enabling equity of access to quality education for every student."
>
> *British Columbia's Policy for Student Success, 2019*

The Equity Scan project will define and formalize a process for the school district and the Ministry of Education to enter into a genuine and meaningful assessment dialogue about the experience of education for Indigenous learners and to respond strategically to create conditions for success.

> "Since they came to be, schools have been designed to shape the societies in which they were situated, and all societies have used education as a means of social control. The question for us is what kind of society is it that we desire? And how do we best achieve that through what we teach?"
>
> *Joanna Larson, BCTF Teacher Newsmagazine, May/June 2013*

The Equity Scan Toolkit will enable the school district to inquire into the four key dimensions as they relate to the way Indigenous students, families and communities are served by education. Justice Murray Sinclair, Truth and Reconciliation Commission Chair, said of the Commission Report, "We have described for you a mountain. We have shown you the path to the top. We call upon you to do the climbing". As educators embrace social justice and societal change, we are called upon to examine our own practices, beliefs, and attitudes such that we ensure **high expectations and rich learning environments for all students**.

The School District will:
1. Build an Equity Scan Team
2. Conduct the Equity Scan
3. Develop a District Equity Profile
4. Construct a Theory of Change
5. Create an Equity Action Plan

SCHOOL DISTRICT NO. 92 (NISGA'A)

MEETING AGENDA ITEM #7.5			
Action:	X	**Information:**	
Meeting:	Regular	**Meeting Date:**	April 20, 2021
Topic:	Language & Culture Report		

Background/Discussion:

March 2021 Language & Culture Report attached.

Recommended Action:

For information only

Presented by: Peter McKay

"I can count on my hands how many fluent speakers we have left in the valley." Verna Williams

"I give it 10 to 20 years and we will have no more fluent speakers in the Valley." Willard Martin

"We have worked for a long-time teaching, it's important to keep on." Rosie Robinson

"Use what you know, ask questions, you will do fine." Pauline Grandison

Truly, we stand in a space where the Nisga'a Language (Sim'algax) must become a priority.

Each elementary setting in our District is utilizing the First Nations language Essentials guide as a foundation for learning Sim'algax. Under the thoughtful guidance of Dianna Rai, Language & Culture Teachers have participated in hands on demonstrations to become comfortable with this language learning tool. Dianna's energy to make this resource come to life is greatly appreciated.

Highschool: Keane Wal'aks and Dorcas are focussing upon adaawak and useful conversation methods in their classroom setting. The mode of having 2 speakers in the room provides a gateway into natural conversational Sim'algax. The dedication from Keane and Dorcas is highly respected by staff and students. We must look to a space of ensuring that this strong foundation is fully supported and continues for many more years.

We have been diligently working upon opening the vault of language treasures at the Nisga'a Language & Culture department. We plan to keep someone like Keane on board over the summer to assist in the revamping and organization of the L&C resources. It will assist "them" to become familiar with what has been created over the years.

To date, we have revamped 16 story books and updated the illustrations, lay out and text. We have many more story books on the go. The plan is to create a user-friendly data base of resources that will assist our learners to step into a mode of becoming fluent speakers of Sim'algax. Our goal is to digitize the vocals for the story collection so that the sounds of Sim'algax are on key with learning. It is a long process and time with fluent speakers is running out.

As the school year unfolds, we have relied upon the seasonal cycle to influence what we are learning. Right now, it is oolichan season and so, we have photographers at play in the valley who are collecting pictures and video footage for us. Our plan is to create a useful and eye appealing resource that inspires learners and teachers to apply this knowledge to the B.C. curriculum.

We are investigating what the Core Competencies are within the B.C. Curriculum. We want to line it up with local teachings focussed on the unity pole. The use of story will guide our process of unfolding with what this could become.

MEETING AGENDA ITEM #7.6

Action:		Information:	X
Meeting:	Regular	Meeting Date:	April 20, 2021
Topic:	BC Teachers' Council: Professional Standards for BC Educators		

Background/Discussion:

Professional Standards for BC Educators attached.

Recommended Action:

For information only

Presented by: Superintendent

BCT
BC Teachers' Council

PROFESSIONAL STANDARDS
FOR BC EDUCATORS

1 | Educators value the success of all students. Educators care for students and act in their best interests.

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

2 | Educators act ethically and maintain the integrity, credibility and reputation of the profession

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

3 | Educators understand and apply knowledge of student growth and development.

Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.

4 | Educators value the involvement and support of parents, guardians, families and communities in schools.

Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.

5 | Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.

Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.

6 | Educators demonstrate a broad knowledge base and an understanding of areas they teach.

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.

7 | Educators engage in professional learning.

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

8 | Educators contribute to the profession.

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

9 | Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

Effective | **June 19, 2019**

38

MEETING AGENDA ITEM #8.1

Action:		Information:	X
Meeting:	Regular	**Meeting Date:**	April 20, 2021
Topic:	Monthly Financial Statement – March 30, 2021		

Background/Discussion:

March 30, 2021 Financial Statement as 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 March 31, 2021

	2020/2021 Actual Revenue and Expenses	2020/2021 Amended Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	-	404,393	1.00
Other Fees And Revenue	7,102,183	8,248,394	0.14
Rentals & Leases	162,362	156,000	(0.04)
Investment Income	17,799	26,000	0.32
	7,282,344	8,834,787	0.18
Expense (Schedule A3)			
Salaries			
Teachers	1,721,707	2,735,500	0.37
Principals and Vice Principals	588,812	833,000	0.29
Educational Assistants	133,808	265,000	0.50
Support Staff	607,256	1,052,830	0.42
Other Professionals	585,894	841,890	0.30
Substitutes	78,239	294,000	0.73
	3,715,716	6,022,220	0.38
Employee Benefits	701,308	1,431,291	0.51
Services & Supplies	1,017,532	2,271,673	0.55
	5,434,556	9,725,184	0.44
Net Revenue/Expenditure	**1,847,788**	**(890,397)**	
Encumbered Pos	99,317		
Interfund Transfers			
Capital Asset Purchases	-	-	
Local Capital		-	
Prior Year Surplus Appropriation	(890,397)	890,397	
Balance Surplus/(Deficit)	**858,074**	-	

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
REVENUE BY SOURCE
YEAR ENDED JUNE 30, 2021
as at March 31, 2021

	2020/2021 Actual Revenue and Expenses	2020/2021 Amended Budget	Percent Remaining	
Provincial Grants, Ministry of Education				
Operating Grant, MOE	(243,634)	-		
Other Ministry of Education Grants				
Pay Equity	26,670	116,874	0.77	
Student Transportation	91,064	130,091	0.30	
ELF	1,210	-		
FSA Exam Funding	4,094	-		
Graduated Adult Enrollment (EG)	211	-		
Support Staff Benefit Grant	185			
Standardized Support Health Plan		-		
Distrct Capacity Building				
PS Employer Health Tax		-		
BCTF Labour Settlement	110,200	157,428	0.30	243,634
Support Staff Labour Settlemment				
Early Learning Grant	10,000			
	-	404,393	1.00	
Provincial Grants - Other Ministries				
	-	404,393	1.00	
Other Fees and Revenue				
Local Education Agreements	7,043,635	8,227,394	0.14	
Miscellaneous (Specify)				
Miscellaneous	52,548	15,000	(2.50)	
ArtStarts	6,000	6,000	-	
	7,102,183	8,248,394	0.14	
Rentals and Leases	162,362	156,000	(0.04)	
Investment Income	17,799	26,000	0.32	
TOTAL OPERATING REVENUE	7,282,344	8,834,787	0.18	

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED JUNE 30, 2021
as at March 31, 2021

	2020/2021 Actual Revenue and Expenses	2020/2021 Amended Budget	Percent Available
Salaries			
Teachers	1,721,707	2,735,500	0.37
Principals and Vice Principals	588,812	833,000	0.29
Educational Assistants	133,808	265,000	0.50
Support Staff	607,256	1,052,830	0.42
Other Professionals	585,894	841,890	0.30
Substitutes	78,239	294,000	0.73
	3,715,716	6,022,220	0.38
Employee Benefits	701,308	1,431,291	0.51
Total Salaries & Benefits	4,417,024	7,453,511	0.41
Services and Supplies			
Services	251,182	630,600	0.60
Student Transportation	45,240	95,500	0.53
Professional Development and Travel	42,256	117,708	0.64
Dues and Fees	21,032	39,600	0.47
Insurance	14,805	33,500	0.56
Supplies	371,919	874,932	0.57
Furniture and Equipment	75,505	85,833	0.12
Computer Equipment	413	98,000	1.00
	822,352	1,975,673	0.58
Utilities			
Electricity	182,820	270,000	0.32
Propane-Heat	7,852	10,000	0.21
Garbage/Water/Sewer	4,508	12,500	0.64
Carbon Offsets		3,500	1.00
	195,180	296,000	0.34
Total Service & Supplies	1,017,532	2,271,673	0.55
TOTAL OPERATING EXPENSE	5,434,556	9,725,184	0.44

SCHOOL DISTRICT No. 92 (Nisga'a)
OPERATING FUND
EXPENDITURE BY OBJECT
YEAR ENDED JUNE 30, 2021
as at March 31, 2021

		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	1,542,068	302,708	1,844,776	111,099	1,955,875	3,440,761	0.43
1.03	Career Programs	19,583	5,074	24,657		24,657	66,250	0.63
1.07	Library Services	-		-	723	723	5,000	0.86
1.08	Counseling	91,298	16,882	108,180	3,594	111,774	141,500	0.21
1.10	Special Education	104,214	15,980	120,194	(845)	119,349	371,475	0.68
1.30	English Language Learning	57,926	10,467	68,393		68,393	88,750	0.23
1.31	Aboriginal Education	319,628	63,296	382,924	5,509	388,433	552,000	0.30
1.41	School Administration	472,305	90,225	562,530	24,155	586,685	880,485	0.33
1.60	Summer School	-				-	37,500	1.00
	Total Function 1	2,607,022	504,632	3,111,654	144,235	3,255,889	5,583,721	0.42
4 DISTRICT ADMINISTRATION								
4.11	Educational Administration	67,807	5,558	73,365	30,097	103,462	366,190	0.72
4.40	School District Governance	40,417	1,689	42,106	40,728	82,834	148,630	0.44
4.41	Business Administration	432,429	89,337	521,766	302,321	824,087	1,335,756	0.38
	Total Function 4	540,653	96,584	637,237	373,146	1,010,383	1,850,576	0.45
5 OPERATIONS AND MAINTENANCE								
5.41	Operations and Maintenance Admin	48,069	10,377	58,446	1,564	60,010	69,750	0.14
5.50	Maintenance Operations	461,571	79,198	540,769	234,964	775,733	1,615,117	0.52
5.52	Maintenance of Grounds				2,886	2,886	5,500	0.48
5.56	Utilities				207,549	207,549	308,000	0.33
	Total Function 5	509,640	89,575	599,215	446,963	1,046,178	1,998,367	0.48
7 TRANSPORTATION AND HOUSING								
7.41	Transportation and Housing Admin	18,443	2,888	21,331	-	21,331	51,320	0.58
7.70	Student Transportation	39,958	7,629	47,587	45,622	93,209	232,500	0.60
7.73	Housing	-			7,566	7,566	8,700	
	Total Function 7	58,401	10,517	68,918	53,188	122,106	292,520	0.58
	TOTAL FUNCTIONS 1 - 7	$ 3,715,716	$ 701,308	$ 4,417,024	$ 1,017,532	$ 5,434,556	$ 9,725,184	0.44

MEETING AGENDA ITEM #8.2

Action:		Information:	X
Meeting:	Regular	Meeting Date:	April 20, 2021
Topic:	Day Care Report		

Background/Discussion:

Day Care Report – April 2021 attached.

RECOMMENDED ACTION:

For information only.

Presented by: Secretary Treasurer

It is my pleasure to be able to share this first report with you. Getting to a place of being operational was bumpy but I am happy to say that we have made it to our destination! Being able to open our doors to the community took hard work, patience, perseverance, and teamwork. Growing our numbers and staying open will take the same four keys.

Enrollment

Due to having one early learning professional, Gitginsaa Childcare Centre is currently licensed for 8 children ages 30months to school age. To date, we have 4 children enrolled and only 3 children attending consistently.

Funding

We are in the early stages of applying for funding to ensure that childcare fees are affordable for families.

Learning

Our mission is to nurture the whole child through the interweaving of Nisga'a language and culture with curriculum based early learning.

We have begun our Language journey by practicing words in Nisga'a through singing Nisga'a songs, and reading Nisga'a books during circle time. As we get used to being together and learning in this way, we hope to do more. To stay informed on what we're doing in the Centre at this time, visit our page on the school district website.

MEETING AGENDA ITEM #8.4

Action:		Information:	X
Meeting:	Regular	Meeting Date:	April 20, 2021
Topic:	Information Technology Report		

Background/Discussion:

Information Technology Report – April 8, 2021 attached.

RECOMMENDED ACTION:

For information only.

Presented by: Secretary Treasurer

IT Department Report

As I read through my last report, I realized that it was overly technical. So rather than go into much detail I will focus on one or two major accomplishments and goals.

Goal – simplify for end users

Things are continually changing for IT. Security, new computers, Operating system updates, networking and often we are under pressure to move quickly and react fast. The result is we often end up with things like this
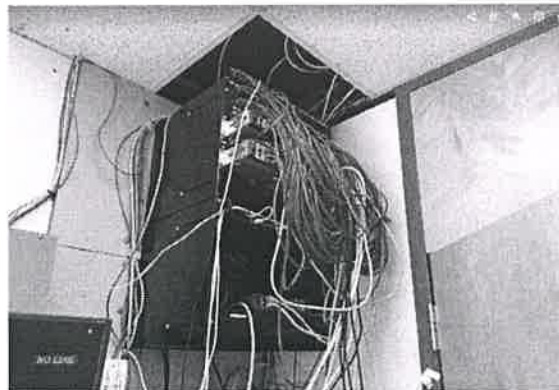
While this is a functioning solution, it is not a manageable solution and does not meet our goal of keeping things simple. The Data rack is like the foundation of a building – if it is not a solid, level, and square then neither will the rest of the building be. So over spring break – 110 hours later
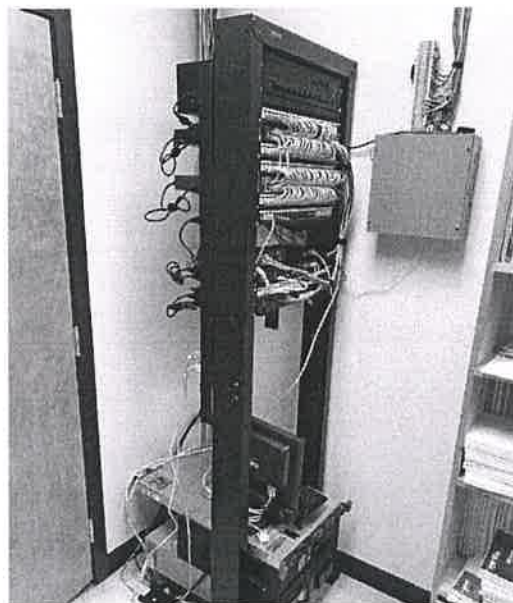
This is a good visual example of what we are doing.

Modernize
Organize
Prioritize
Simplify

What you do not readily see on the picture is we upgraded the phone system and file server to the latest operating systems (needed for security issues) which is a major accomplishment as they are the first in the district as well all the data jacks in the school were tested and labeled.

The next major project that we are working on is our Network Access control. – PacketFence. This project will simplify how our users connect to the network. Currently we have manually added extra WiFi for different users. For example, if you are a Teacher you join this network, IT a different one etc. With PacketFence all users will join the same network and it will give access as needed. This allows us to modernize our BYOD/Guest as well.

Here is a picture of the new captive portal
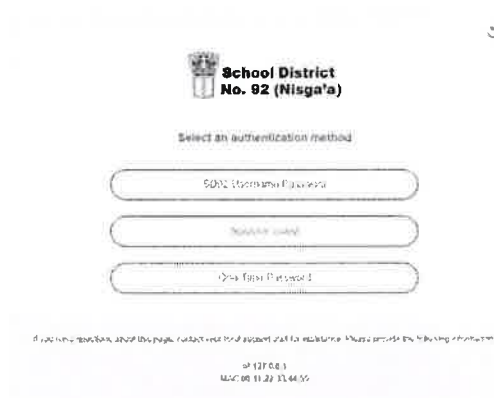
As far as helpdesk – we closed 102 tickets, currently have 21 open.

Thanks

Andrew