



**NISGA'A SCHOOL DISTRICT NO. 92
BOARD OF EDUCATION
REGULAR MEETING
ALVIN A. MCKAY ELEMENTARY SCHOOL
LAXGALTS'AP, BC**

TUESDAY, MAY 16, 2023

A G E N D A

1. PROTOCOL			
2. CALL TO ORDER			
3. DECLARATION OF QUORUM			
4. APPROVAL OF AGENDA FOR MAY 16, 2023	Motion		
5. ADOPTION OF MINUTES OF PRIOR MEETING: 5.1 Regular Meeting – April 18, 2023	Motion	Attachment	Page 1-5
6. BUSINESS ARISING FROM THE MINUTES:			
7. PRESENTATION: 7.1 Alvin A. McKay Elementary School	Information		
8. EDUCATION: SUPERINTENDENT 8.1 Superintendent Update 8.2 8.3	Information	Attachment	Page 6-32
9. BUSINESS: SECRETARY-TREASURER 9.1 2023/2024 Annual Budget 9.2 Maintenance Report 9.3 Information Technology Report 9.4 Monthly Financial Statements – April 2023	Motion Information Information Information	Attachment Attachment Attachment Attachment	Page 33-48 Page 49-51 Page 52-53 Page 54-58
10. POLICY DEVELOPMENT:			
11. TRUSTEE REPORTS: 11.1 11.2 11.3			
12. CORRESPONDENCE RECEIVED:			
13. PUBLIC QUESTION PERIOD:			
14. ADJOURNMENT:			

Note: Next Board of Education Meeting: June 13, 2023 - NBES



NISGA'A SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM 5.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 16, 2023
Topic:	Minutes of the Regular Meeting of the Board – April 18, 2023		

Background/Discussion:

Minutes as attached.

Recommended Action:

THAT the Minutes of the Regular Meeting of the Board held on April 18, 2023 be approved.

Presented by: Board Chair

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

TUESDAY, APRIL 18, 2023 – 6:30 PM

In attendance:	Winnie Morven-Hansen	Gitlaxt'aamiks Trustee
	George Nelson, Chair	Gingolx Trustee
	Danica Moore	Laxgalts'ap Trustee
	John Johansen	Gitwinksihlkw Trustee
	Edward Desson	Nass Camp Surrounding Areas Trustee

Also in attendance:	Jill Jensen	Superintendent of Schools
	Kory Tanner	Secretary-Treasurer
	Sharlene Grandison	Recording Secretary

Absent:

1. CALL TO ORDER

The meeting was called to order at 6:30 p.m.

Protocol – Board Chair acknowledged the loss of a family member in Laxgalts'ap.

2. DECLARATION OF QUORUM:

There is a declaration of quorum.

3. APPROVAL OF AGENDA:

R02-1438

That the Board of Education approve the April 18, 2023, Agenda as presented.

Trustee Nelson/Trustee Johansen

Carried

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

4.1 Minutes of March 14, 2023, Regular Meeting Minutes

R02-1439

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

Trustee Moore/Trustee Johansen

Carried

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

No business arising from the March 14, 2023 Regular Minutes.

6. **PRESENTATION:**

6.1 Gitwinksihlkw Elementary School

Principal Tanya Azak presentation:

Goals and how are we doing?

- Improve and increase literacy
- Communication
- Strive to improve Nisga'a proficiency and increase the Nisga'a content in all areas
- Nisga'a is not just a subject. It's everywhere, all the time, in all of us!
- Nurture a positive inclusive learning atmosphere in the school by providing quality instruction aimed at appropriate social and emotional behaviours.
- Love to have fun!
 - o Exploring
 - o Play games
 - o Music is awesome!
 - o Dancing is great!

What's next?

Invite elders in to tell stories, have conversation with the students and to visit.

Celebration Feast – May 18, 2023

7. **EDUCATION:**

Superintendent

7.1 Superintendent Update

Superintendent Jensen's April 18, 2023 Update.

How do we create powerful learning environment.

Professional Development.

NESS Exploratory Wednesday.
Lip Wila Loomh
Hoobiye
Pink Shirt Day
Place-based learning
Rural & Remote Recruitment Working Group
First Peoples Principles of Learning

7.2 Indigenous Education Report

Indigenous Education Report verbal report by Peter McKay.

- Equity in action
- In the process of cleaning the Nisga'a Language and Culture building and moving materials to NESS.

8. **BUSINESS:**
Secretary-Treasurer

8.1 Monthly Financial Statements – March 31, 2023

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

For information only.

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

10. **TRUSTEE REPORTS:**
No Trustee reports.

11. **CORRESPONDENCE RECEIVED:**
No correspondence.

12. **PUBLIC QUESTION PERIOD:** 7:26 p.m. to 7:35

Derek Azak:

Equity Scan

It says the budget (expenses & revenue) is \$86,381, and the budget was the same. Was this from this year or last year? Because I just attended the zones in Smithers, and we discussed this, it showed about 12 different districts including ours that is not included in this. Just wondering if they just did not receive that information that our district is now included in this equity scan.

Secretary Treasurer Tanner:

The two columns that you are looking at are basically budget related. The expenses would show up in different columns.

Superintendent Jensen:

Our district has been involved in the Equity Scan since June 24th of last year.

Other Professionals:

Also in the budget, in terms of Other Professionals, is that the administrative team total amount?

Secretary Treasurer Tanner:

It is the rest of the excluded staff, Superintendent, Secretary Treasurer, Director of Operations.

13. ADJOURNMENT:

The meeting was adjourned at 7:35 p.m.

Trustee Johansen/Trustee Nelson

Carried

Certified correct,
Winnie Morven-Hansen,
Board Chair

Certified correct,
Kory Tanner,
Secretary Treasurer



NISGA'A SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM 8.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 16, 2023
Topic:	Superintendent's Update		
Background/Discussion:			
Superintendent's Update – Yansa'alt 16, 2023 attached.			
Recommended Action:			
For information only.			
Presented by: Superintendent			



Nisga'a School District No. 92

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

MEMO

To: Board of Education
From: Superintendent of Schools
Date: 16 Yansa'alt, 2023
Re: Report to Board of Education

LIP WILA LOOM

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

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

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

Mental Health Awareness

Building mental health awareness is an important step in promoting the well-being of individuals and communities. There are several ways we can build mental health awareness:

1. Educate yourself about mental health conditions.
2. Start conversations. Talk openly about mental health with friends, families, and colleagues. It can help reduce the stigma around mental illness when we share our own experiences and encourage others to do the same.
3. Be mindful of language.
4. Support mental health resources. Advocate for mental health resources and support in your community.
5. Take care of yourself. Prioritize your own mental health by practicing self-care, seeking professional help when needed, and engaging in activities that promote well-being.

Mental Health in Schools Strategy

We have a district strategy around mental health in schools and are participating in provincial meetings around mental health promotion.



Red Dress Day was recognized on May 5 by all district schools. It marks the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirited people in Canada.

The [Final Report from the National Inquiry on Missing and Murdered Indigenous Women and Girls](#), released in 2019, concluded that the staggering rates of violence against Indigenous women and girls amounts to race-based genocide.

The [REDress project](#) was created by Indigenous artist Jamie Black in 2010.

The **Moose Hide Campaign** is a grassroots movement of Indigenous and non-Indigenous men and boys who are standing up against violence towards women and children. Wearing the moose hide pin signifies your commitment to honour, respect, and protect the women and children in your life and to work together to end violence against women and children.

To learn more visit [Moose Hide Campaign | An Indigenous led grassroots movement to end gender-based violence](#)



**MOOSE HIDE
CAMPAIGN**

**CAMPAGNE
MOOSE HIDE**

All schools recognized the Moose Hide Campaign in some way on May 11, 2023.

Nisga'a Day

May 11, 2023 marked twenty-three years since the signing of the Nisga'a Final Agreement, the first modern comprehensive treaty in BC. Learning about and understanding the treaty is important for our students and the district is in the process of developing resources and curriculum to support teaching the treaty to all students K - 12.



Share the Love Day - May 17, 2023



Share the Love Day marks International Day against Homophobia, Transphobia, and Biphobia. The theme this year is *Together Aways: United in Diversity*. The theme allows for advocacy and celebration in supporting diversity and human rights. Respect for diversity is outlined in district **Policy 9** and **Operational Procedure 305**.

The School Act articulates the purpose of the British Columbia school system: to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy. To achieve this purpose, the school system must strive to ensure that differences among learners do not impede their participation in school, their mastery of learning outcomes, or their ability to become contributing members of society.

**Nourishing Well-being
Mental Health Strategy**
Nisga'a School District #92

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

Our greatest
responsibility is to
be good ancestors.

Dr. Jonas Salk



Every student deserves to learn in a welcoming, safe, loving environment where who they are is honoured. As we seek to nurture confidence in identity and a sense of belonging, well-being will grow and spread. Beginning to understand our profound interconnectedness fosters personal and social responsibility, as well as critical and creative thinking.

“Each person, human or no, is bound to every other in a reciprocal relationship. Just as all beings have a duty to me, I have a duty to them. If an animal gives its life to feed me, I am in turn bound to support its life. If I receive a stream’s gift of pure water, then I am responsible for returning a gift in kind. An integral part of a human’s education is to know those duties and how to perform them.”

— Robin Wall Kimmerer, Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants

Each member of our school community, each child and adult, needs to feel honoured and valued, because each person contributes to the collective. The wellness and well-being of each individual affects everyone else.

All systems are interconnected. The only way to heal and to grow any system is to turn inward. What is good for me, needs to be good for everyone. I cannot expect others to do things that I am not willing to do. System growth and transformation begins in each individual heart and with everyone’s willingness to engage in the very challenging work of understanding our own self.

We hear a lot about social emotional learning and self-regulation. This is about self-awareness, self-knowledge, attunement, and attention. How well do you understand yourself and why you act as you do, why you are as you are?

The good news is the answers are all within you. The challenge is, no one – no program, no resource, no training, no methods – can do the work for you. You are the only one. You need to make the commitment to do the internal system work that you need. A beautiful piece of this work is that we are all unique. We

each have our own perspective, our own lived experiences, our own ideas and thoughts, interests, and passions. When we recognize that we are each unique within a web of relationships with multiple other unique individuals, we realize that each one of us is on a journey of wellness, well-being, and identity formation.

Though the focus of mental health promotion is on students, we know that the mental health and well-being of adults in the system is essential. Adult stress directly impacts students and can lead to increased sick days and absenteeism from work. Through a system-wide approach to mental health promotion, the district aims to improve mental health outcomes for students, as well as adults.

Aligning with the Ministry of Education and Child Care, our district strategy has three core elements:

1. Compassionate Systems Leadership
2. Capacity Building
3. Mental Health in the Classroom

Compassionate Systems Leadership

Cultivating system-wide well-being through compassionate leadership.

To support student well-being and resiliency, adults must have the tools and practices to support their own well-being. Compassionate systems leadership has three core elements to support systems change.

1. Internal work – includes self-reflection and practice
2. Relationship work – authentic connections where space is created to be truly present
3. System work – connections between self, others, and the broader system.



Compassionate systems leadership in education is an approach that inspires transformation and instructional best practices that lead to student success. It is anchored in self-awareness, social awareness, responsible decision-making, self management, and relationship skills. Building on the strong foundation of leadership development that already exists, we need to engage new system awareness tools and embed compassion into the work.

Key Actions

We will:

- Work with principals and vice principals to explore and foster adult well-being in schools.
- Develop compassionate systems leadership training and infrastructure to support education leaders.
- Embed compassionate systems leadership into our classrooms.
- Provide opportunities for educators to explore and understand our interconnectedness.
- Extend invitations to community to participate in compassionate systems awareness training.
- Build student voice and participation in compassionate systems leadership through local and global networks. Build student leaders.

Capacity Building

Providing the school system with the tools and supports to build capacity for mental health in schools.

While the Mental Health in Schools Strategy focuses on mental health promotion, the Ministry of Education recognizes that mental health exists on a spectrum and there are students who need more assistance. In these cases, we rely on cross government and community resources to provide more intensive supports. Schools are an important first step on a pathway of care. This means the school system must work to build meaningful relationships with community partners and service providers to ensure students will receive services and more intensive support, as needed. There is a resounding consensus among researchers, educators, parents, and students that a focus on social emotional learning, mental health literacy and trauma-informed practice is an effective way to promote students' positive mental health. It is important that we have meaningful engagement with our communities to ensure that mental health promotion efforts are culturally relevant, equitable and safe for all students

SOCIAL EMOTIONAL LEARNING is a set of specific skills that help individuals set goals, manage behaviour, build relationships, and process and remember information.

MENTAL HEALTH LITERACY is the knowledge and understanding of how to develop and maintain mental well-being; identify risk factors and signs of mental health challenges; access help when needed; and reduce stigma around the topic of mental health.

TRAUMA-INFORMED PRACTICE promotes inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and addressing students' need to minimize additional stress or trauma

Key Actions for Capacity Building

We will:

- Create opportunities for school communities to learn about emerging trends and practices and to understand the latest data and research.
- Work with students and families to inform mental health priorities.
- Promote evidence-based approaches to mental health for educators, families, and students.
- Enhance mental health data to build capacity to better understand, evaluate, and measure system improvements, student mental health outcomes and inform priorities.
- Provide opportunities for educators to learn more about place-based, culturally relevant learning experiences.

Mental Health in the Classroom

Embedding mental well-being and Indigenous Knowledge and Perspectives throughout all learning environments is a priority.

We know that the best learning is rooted in relationships, and the redesigned K-12 curriculum was developed to honour this by creating safe, nurturing, and caring learning environments. The Core Competencies and Indigenous Knowledge and Perspectives are foundational to the curriculum and are applied across all grades and subject areas. In addition to these curricular foundations, the Physical and Health Education (PHE) curriculum focuses on well-being and the connections between physical, intellectual, mental, and social health.

Core Competencies



Communication - The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.



Thinking - The Thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.



Personal and Social - The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

The K-12 curriculum identifies three core competencies: Communication, Thinking, and Personal and Social. Each of the competencies support social emotional learning and allow concepts related to mental wellness to be embedded in all subjects, at each grade level. The Personal and Social competencies include skills that students need to thrive as individuals, as well as to understand and care about themselves and others. Because the core competencies are cross-curricular, teachers in all subject areas can pursue emergent learning opportunities and connect them back to the core competencies. By linking their teaching to the core competencies, teachers can address mental wellness topics in any class.

Key Actions for Mental Health in Classrooms

We will:

- Work with educators, to strengthen the tools and resources needed to embed mental health and well-being into each classroom.
- Work with early learning educators to improve social emotional learning outcomes for children through the Early Learning Framework.
- Develop a common language and understanding of mental health terms to improve mental health literacy and reduce stigma.
- Develop strategies to support educators to address substance use through the curriculum.
- Encourage educators to engage in place-based learning that is connected to Nisga'a language and culture.





#GetLoud about what **MENTAL HEALTH** really is.

Welcome to the *Mental Health Week School Toolkit*

We have put together some resources and activities to help you bring Mental Health Week into your classroom.

Here's what you'll find in this Toolkit:

- An 11 page overview about mental health promotion and children, including information and resources on Social Emotional Learning (SEL), resilience, and diversity and inclusion.
- A Mental Health Week poster
- Three Mental Health Week activities designed for ages 6-12. These activities can also be adapted for older – and even younger – students.

Introduction

You are an educator. Teaching children is already a high-stress job. And there you are on the frontlines of ensuring the well-being of your students. You play a key role in your students' mental health, but you are not necessarily a mental health expert. The very good news is that you don't have to be. In fact, with the right tools, you have the capacity to create a mentally healthy classroom environment. In fact, you are probably already *doing* positive mental health in your classroom, maybe without even calling it that.

By understanding what you can do and learning how to integrate it into your daily practices, you can support and build your students' emotional and social well-being. While you're at it, you can actually improve your own experience of teaching.

This year, CMHA Mental Health Week declares: Get Loud about what mental health really is.

And so, the mental health of your students: what is it really?

One thing mental health isn't: it isn't just simply the absence of mental illness. It is a positive state. It is the state of being able to feel, think, act in ways that enhance our ability to enjoy life and deal with the challenges we face.

Over one-quarter (28%) of students say there was a time they wanted to talk to someone about a mental health problem but did not know where to turn.

(School Mental Health ASSIST)

If children don't have positive mental health, they are at risk of being unhappy, in distress, isolated, and/or bullied. They are at risk of depression, anxiety and suicide. Suicide is the second leading cause of death among children 10-19 years old. (Statistics Canada) Mental illness is tragically a very real

experience for many Canadian children. The stats vary, but it is estimated that 1/6 Canadian children live with a mental illness and that 70% of mental illnesses start in childhood. Although mental illness may be caused by a combination of biology, psychology and environment, getting ahead of it is often possible, through mental illness prevention and by intervening and treating it early.

Another key element in prevention is something called “mental health promotion.”

What is Mental Health Promotion?

Mental Health Promotion is all about creating environments that promote and sustain positive mental health for everyone. That's where you come in. The school, and the classroom teacher, are key to promoting the mental health of children.

Up to 80% of children and youth who experience a mental health problem will not receive treatment. This is because of stigma, a lack of services and problems seeking help.
(School Mental Health ASSIST)

Children's mental health is at risk and that risk is growing. CMHA's policy paper, released this Mental Health Week, argues that the prominence of social media in children's lives may be having a negative effect on their mental health.

The case for school-based mental health promotion is as clear-cut as it gets. Research shows that school-based mental health promotion programs:

- Enhance regulation of emotions
- Enhance coping and problem-solving skills
- Enhance empathy and respect for diversity
- Improve attitudes about self, others and school
- Improve academic achievement
- Decrease bullying and aggression
- Decrease behavioural problems
- Reduce emotional stress, anxiety, depression and suicide
- Reduce drug use

And if you're trying to make an economic case, the return on investment is very good. Some estimate that for every \$1 invested, \$11 are saved in providing services. (wellahead.ca)

In CMHA's *Mental Health Week School Toolkit*, we are focusing on three mental health promotion topics – Social Emotional Learning, Resilience, and Diversity and Inclusion. We are also providing some activities designed to help you mark Mental Health Week in your classrooms.

Sources:

- [The Pan-Canadian Joint Consortium for School Health Positive Mental Health Toolkit \(2nd Edition\)](#)
- [Manitoba Healthy Schools](#)
- [Public Health Agency of Canada](#)
- [The Health of Canada's Young People: a mental health focus \(2011\)](#)
- [Healthy Settings for Young People in Canada \(2008\)](#)
- [Wellahead.ca](#)
- [School Mental Health ASSIST](#)

Social Emotional Learning

SEL. It stands for social emotional learning. Does it sound like a buzzword? Or just another add-on to the curriculum? It actually isn't. It is an education movement that has been gathering steam, first in the US, and now across Canada, and is firmly based in science. It can utterly transform the way we teach children, positively affecting their mental health, and yes, even their academic success.

It is more than just a program or a lesson. Social-emotional learning (SEL) is as much about how we teach as it is what you teach. SEL helps us apply a different lens to the education of children: the lens of emotions, empathy and positive relationships and it actually improves children's academic success. As well as their overall mental health.

So what is it essentially? Through SEL, children learn the skills to understand and cope with their emotions. This way they can learn how to calm themselves when they're upset, and how to care and show care for others. It fosters good relationships and good decisions.

And by the way, it's not just for children. It's for teachers; it's for parents; it's for everyone.

Here is the nitty gritty of what SEL can help develop in children:

- How to identify and manage their emotions
- How to set and follow their goals
- How to show caring and concern for others
- How to make and keep good relationships
- How to make decisions that show respect for themselves and others
- How to deal with conflict and other interpersonal challenges.

Resources:

We have put together a list of resources, toolkits and videos on SEL that you can adapt for your classroom, or use to help explain SEL to parents.

Here are some short videos that tell the SEL story:

- SEL Introduction:
<https://www.youtube.com/watch?v=DUnUYMZD2PY&feature=youtu.be>
- SEL for Parents:
<https://www.youtube.com/watch?v=y2d0da6BZWA>

- Five Social and Emotional competencies:
<https://www.youtube.com/watch?v=pWZeR1bB038>
- Kids Matter Australia Video:
<https://vimeo.com/153540533>

Social and Emotional Learning:

- SEL For Prevention:
Step Up is a set of free-standing social emotional learning lessons adapted for middle school students in response to the 2012 National Strategy for Suicide Prevention (US).
<https://selforprevention.com/>
- Educate the Heart video: An inspirational video on the roles schools have to play in fostering social and emotional skills.
https://www.youtube.com/watch?time_continue=3&v=SOYOa4FIj-Y

Here are some toolkits and program guides that can help you bring SEL to life in your classrooms:

- <https://extension.umn.edu/what-youth-development/sel-toolkit>
- [https://d3n8a8pro7vhmx.cloudfront.net/themes/51172dcc1ad07a63d6000002/attachments/original/1361410998/2_SocialEmotionalLearningToolkit.pdf - link to 2.pdf?1361410998](https://d3n8a8pro7vhmx.cloudfront.net/themes/51172dcc1ad07a63d6000002/attachments/original/1361410998/2_SocialEmotionalLearningToolkit.pdf-link-to-2.pdf?1361410998)
- On social emotional learning and bullying
http://actforyouth.net/youth_development/professionals/sel/
- An online platform that offers step-by-step guidance and field-tested tools to help school teams implement high-quality SEL. (Jan 2019)
<https://schoolguide.casel.org/>

We have just scratched the surface of the many, excellent resources that are out there. To find more, consult the amazing Canadian resource finders here:

- Great resource finder for SEL brought to you by the University of British Columbia.
<http://www.selresources.com/sel-resources/>
- A resource finder from Well Ahead (wellahead.ca), an initiative of the McConnell Foundation.
<https://www.wellahead.ca/resources>

Resilient Children: up on their feet again

Despite our best efforts to shield them, children will experience disappointments, and stress. It's impossible to protect them from the difficulties of life. What isn't impossible—in fact, what is very possible—is to help children learn how to manage life's ups and downs and build their coping skills. This can help them feel good about themselves, trust others and feel hopeful and optimistic.

This is called resilience. One straightforward way to define it is the ability to “bounce back” and thrive in the face of difficulties.

So, that's resilience in a nutshell. It is also important to remember what it is **not**:

Resilience is **not** about encouraging children to cope quietly when things are tough. We need to encourage children to speak up about their feelings and their needs.

Social emotional learning (SEL) can help them do that. (See our info sheet for more on SEL.)

What does a resilient child look like?

Resilient children don't just *look* like they're coping. They actually are. They feel that you appreciate them as they are. Exactly as they are. They don't expect unreasonable things from themselves. They have coping strategies, including knowing how to ask for—and get—support when they need it.

Some researchers talk about the skills—or assets—children need in order to be resilient. Here are the basics:

The child:

- feels appreciated and valued
- understands how to set realistic expectations for themselves and others
- has good problem-solving skills
- has good coping strategies
- asks for help
- gets positive support from adults
- has good interactions with other children

And here are some activities and strategies you can use to help children develop these assets:

How I'm doing: a student-led report card

Develop a report card designed to encourage the child to reflect on their own strengths and areas for development, both personal and academic. Have a meeting, led by the student, and use the opportunity to reinforce positive attributes, and support their potential to develop. This focus on strengths will promote their self-confidence.

Mindfulness, or the practice of coming back to the present moment, can help reduce emotional distress in children.

Come back to the here and now:

Here's one simple technique to help your students to come out of their worries, and back into their body sensations. It can help them calm themselves.

Guide your student by saying: when you notice you're worrying about something, take a quiet moment for yourself. Simply and kindly say to yourself "come back", breathe, and focus on what you're doing right now. What can you see? What can you feel? What can you hear? What can you smell? Who is around you?

The internet is awash with mindfulness videos and exercises, including those adapted for children. These exercises can include guided dance, stretching, breathing, and working out.

Here are some other resources you can check out:

Go Noodle:

<https://www.gonoodle.com/>

Go Noodle is a free online library of fun, short videos that encourage movement and cultivate mindfulness in students. Go Noodle is designed to engage students in using their bodies to energize or calm down in a short time.

Smiling Mind

<https://www.smilingmind.com.au/>

Smiling Mind is a web and app-based program designed for children 7 or older, (and anyone beyond). It was designed by psychologists and educators to help develop emotional awareness, emotional regulation, and social awareness skills in children using mindfulness meditation techniques.

Pure power

<http://pureedgeinc.org/>

Pure Power teaches students ways to manage stress, respond versus react, act with compassion, and set goals.

Toolkits:

Here are some toolkits from the UK that can help *you* help *children* to develop resilience.

<https://www.headstartkent.org.uk/schools-and-practitioners/resilience-toolkit>

<https://www.seemescotland.org/media/8155/resilience-toolkit.pdf>

Promoting diversity and inclusion

Belonging is key to ensuring positive mental health in children and youth. You are always looking for ways to make sure that your students feel included and, on the flip side, that they aren't excluded or bullied.

Our classrooms, like our country, are places where diversity lives. Maybe we think primarily about cultural, racial and ethnic diversity. But the list is long: we also need to consider social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age and sexual orientation. (Charter of Fundamental Rights of the European Union 2000). This shouldn't be just a laundry list. Respecting and celebrating diversity in all of its richness can help ensure that children feel connected to each other, and that they don't find themselves on the outside, alienated, alone and in despair.

You, as educators, can help make your school and your classroom emotionally and psychologically safe spaces for *all* children.

Here are some things to take into account when creating inclusive classrooms:

Children come in all shapes, sizes and levels of physical ability. They should never be body-shamed. Body-shaming can lead to the internalization of negative body image, to eating disorders, and to weight-based bullying. Please see our fact sheet called *All bodies are good bodies*.

Not all children are gender "conforming": they are gender and sexually diverse. It is important to ensure that your school and your classroom are safe, caring and supportive for children, including those who do not conform to gender categories.

Schools offer an important place of welcoming for children who are newcomers to Canada. Beyond fostering belonging and connectedness, educators must also be aware that children who come as refugees may have experienced trauma, and they may need extra supports. In fact, by knowing what trauma supports are available in your community, you can assist all of your students who may require them.

Here is a checklist of ways to promote respect and appreciation for diversity and differences in schools. It was adapted from a resource created by the Pan-Canadian Joint Consortium for School Health (<http://wmaproducts.com/JCSHModule2/>).

- ☒ Are you providing opportunities for students to understand and value the similarities and differences among people?
- ☒ Are you including resource people in the classroom who come from a range of backgrounds and perspectives?
 - This may include inviting Elders and others from Indigenous communities to share their ways of knowing, their traditions and their values
 - This may include community members from other countries, cultures, home languages and identities
- ☒ As an educator, are you showing the way?

- Do you yourself model respect for individual and cultural differences?
- ☑ Does your classroom reflect the world?
 - Expand student awareness of individual and cultural differences through the materials you bring into the classroom
 - Ensure diversity when assigning student projects:
 - For example, biographical projects should include people of different cultures and identities
- ☑ Are you supporting students in the exploration of their own differences and identities?
 - For instance: support students in their efforts to create groups that advocate for supportive and safe environments

All bodies are good bodies

Bullying. It happens in classrooms and in playgrounds, and beyond the boundaries of school. As educators of children, you are looking to stop it in its tracks. You and your school are likely actively engaged in doing just that.

There are so many forms of bullying: from cyber and verbal, to physical and emotional. They all cause harm and threaten the well-being of your students, whether they are experiencing it themselves or witnessing it.

One prevalent and harmful form of bullying is weight-based bullying, or the teasing and harassment of children based on body size and shape, and it happens mostly at school and online. Perhaps more and more, as social media has exploded, children are learning from an early age that there is an “ideal” body shape. The body shaming and bullying that can result take their toll on children’s mental health, causing distress, self-loathing and eating disorders.

Are you looking for ways to address weight-based bullying? Here are some effective mental health promotion strategies brought to us by Manitoba Healthy Schools, which, incidentally provides excellent, general resources and practices to promote mental health in schools at https://www.gov.mb.ca/healthyschools/docs/Mental_Health_Promotion.pdf

- ☒ Make sure that the images in your classroom, and homework assignments reflect diverse physical abilities, body sizes and outward appearances.
- ☒ Reinforce the message that bodies come naturally in all shapes, sizes, weights and colours – and that all bodies are to be respected.
- ☒ When you discuss bullying, make sure to include weight-based bullying and body shaming, such as a child being excluded from the group or getting teased about her/his weight or shape.
- ☒ In lessons on puberty, discuss the natural weight gain that precedes major growth spurts for boys and girls.
- ☒ Teach children that all bodies are good bodies. Encourage them to accept their bodies and care for them by practising healthy habits and being kind to themselves.
- ☒ Compare food to fuel (ex: Just like a car needs “fuel” to continue operating, you need “food” to continue growing and developing in a healthy way).

- ☑ Teach kids to eat for energy, health and pleasure.
- ☑ Promote physical activity because it is fun and supports good mental and physical health. Changing children's body shapes and sizes should never be the goal!
- ☑ Do not measure bodies in physical education, or in any other context.
- ☑ Choose respectful language when discussing bodies and health.
- ☑ And teachers, while you're working to make your classroom safe for all students, don't forget to examine your own values and beliefs about body size and weight.

Teacher Resources:

- Beyond Images (National Eating Disorder Information Centre, Canada) Lesson plans for Grades 4-8 exploring key issues around body image and self-esteem as well as media messaging and critical thinking skills. www.beyondimages.ca/
- Body Image Friendly School Resources (Australia) www.youth.gov.au/sites/Youth/bodyImage/
- Talking to Kids about Media and Body Image - Tip Sheet (SmartsMedia, Canada). This resource helps adults talk with children and teenagers about unrealistic bodies in the media. <https://mediasmarts.ca/teacher-resources/talking-kids-about-media-body-image-tip-sheet>
- Healthy Bodies: Teaching Kids What They Need to Know (Kathy Kater, USA) Lesson plans for Grades 4-6 teaching about body image, eating, fitness and weight concerns. Adaptable for all ages. <http://bodyimagehealth.org/healthy-bodies-curriculum/>
- The Student Body: Promoting Health At Every Size (Ontario) Teacher Training Modules About Media and Peer Pressure, Healthy Eating, Active Living, Teasing, Adult Role Models, School Climate <http://thestudentbody.aboutkidshealth.ca/>
- The Bully Project: <http://www.thebullyproject.com/>
- Social Emotional Learning and Bullying Prevention https://www.casel.org/wp-content/uploads/2016/01/3_SEL_and_Bullying_Prevention_2009.pdf
- National Eating Disorder Information Centre on weight-based bullying: www.nedic.ca/weight-based-bullying
- Manitoba Healthy Schools on health body image: https://www.gov.mb.ca/healthyschools/docs/healthy_body_image.pdf

POLICY 9

STUDENT SAFETY, SECURITY, HEALTH AND WELLBEING

POLICY

It is the policy of the board that all students and staff have the right to feel safe, healthy and well, while engaged in the learning process in School District 92 Nisga'a schools. To that end and in keeping with the Nisga'a Vision for Education, the board directs that;

All members of the school community are expected to comply with the purpose and spirit of the BC Human Rights Code, including respectful practices towards all people regardless of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

Bullying, harassment, intimidation and violent and aggressive behaviours will not be tolerated, and all school district events are to be conducted in ways that support learning, promote safety, respect property, environment, personal space and privacy and model courtesy, compassion and respect. The board will not permit, encourage, nor tolerate any behaviours contrary to these beliefs whether by commission, or omission, and is committed to providing support and assistance to those who may be intended or unintended targets of such behaviours.

Delegation and Direction

The Board of Education for School District 92 Nisga'a delegates to the Superintendent authority and the responsibility to develop the administrative procedures and processes necessary to implement this policy.

The board shall be informed when significant changes are made to these policies or procedures.

Appeals

Section 11 of the *School Act* (RSBC) makes provision for an appeal process on decisions that significantly impact the education, health, or safety of students. The board's Appeal Bylaw 3 is presented in its entirety as Appendix A to this policy.



Operational Procedure 305

SEXUAL ORIENTATION AND GENDER IDENTITY

Background

The Board of Education's Board Governance Policy 9 is based on the principles of respect, acceptance, safety, and compassion. It creates an expectation that the Nisga'a Vision for Education and the protections provided by the British Columbia Human Rights Code will create an environment in which both students and staff will feel safe, healthy, and well as members of the Nisga'a learning community.

As such, the District is committed to establishing and maintaining a safe and positive learning environment for all students and employees including those who self-identify as a member of a sexual minority [including but not limited to those who identify as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or who are questioning their sexual orientation or gender identity (LGBTQ2S+)].

The District recognizes and reaffirms its commitment to the anti-discrimination principles and values contained within the BC Human Rights Code, Canadian Human Rights Act, and Canadian Charter of Rights and Freedoms. It also recognizes the need to provide a safe environment, free from harassment and discrimination, ensuring that sexual minority students, employees, and families are treated with respect and dignity while being welcomed and included in all aspects of education and school life. Denying an individual's sexual orientation and/or gender identity is a violation of their rights to free expression and equal protection under the law.

This procedure does not anticipate every situation that might occur with respect to sexual orientation or gender identity; therefore, the needs of each person must be assessed on an individual basis with the intent to protect the rights and safety of all.

When considering aspects of this procedure, it is important to keep in mind that gender can be fluid and not binary. It is helpful to see male and female at opposite ends of the continuum of gender identity. By seeing only two genders in decisions about procedure, there is a possibility of pressuring people to conform to gender stereotypes and the social roles assigned to males and females.

Procedures

1. Conduct

All students, employees, contractors, visitors, or any other persons who use District facilities shall be expected to conduct themselves in accordance with the District's commitment to non-discrimination, human rights, and cross-cultural understanding.

- 1.1 All members of the School District 92 community will be sensitive to individual discriminatory attitudes and behaviours towards individuals who self-identify as a part of a sexual minority so that all people are treated with fairness and respect.
- 1.2 It is expected that staff and students use language and behaviour that does not degrade, label, stereotype, and incite hatred, prejudice, discrimination or harassment towards others on the basis of their real or perceived sexual orientation or gender identification.

- 1.3 School personnel are expected to evaluate all gender-based procedures, routines, activities, rules, and ceremonies to ensure inclusive language and purpose. Language should be as gender neutral as possible.
- 1.4 Allegations of homophobic and transphobic language, behaviour, or discrimination will be reported to the teacher/principal in the case of students, and to the immediate supervisor in the case of employees, contractors, and volunteers.
- 1.5 This procedure covers conduct that takes place in the school, on school property, at school- sponsored functions and activities, on school buses or school/district vehicles, and at school bus stops, and pertains to the usage of electronic technology and electronic communication that occurs in the school, on school property, at school- sponsored functions and activities, on school buses or school/district vehicles and at school bus stops, as well as on school computers, networks, forums, and mailing lists.
- 1.6 Conduct consistent with this operational procedure is considered to be a term and condition of employment for all staff.

2. Name and Pronouns

- 2.1 A student who is transitioning while at school or who has transitioned can be addressed by the name and pronoun that reflects their preferred gender identity regardless of their presentation – it is their decision. If a student's gender identity is blended or is fluid or is neither, the student may request to not be referred to with a pronoun. It is expected that schools will counsel students to be as open and transparent with home as possible.
- 2.2 Schools have a degree of latitude in how they handle student records in the day-to-day operations of the school. A court-ordered name or gender change is only required should a student and/or parent or guardian wish to change the student's official records. See Section 4 (Official and School Records) below.
- 2.3 When contacting the parent or guardian of a transgender student, school personnel should use the student's legal name and the pronoun corresponding to the student's sex assigned at birth unless the student or parent/guardian has specified otherwise.
- 2.4 A student who is transitioning while at school or who has transitioned should be privately asked by school personnel as to how they want to be addressed in class, in correspondence to the home, or at conferences with the student's parent or guardian. Once declared, these preferences should be respected to consider the student's sense of well-being and security.

3. Privacy and Confidentiality

- 3.1 All persons have a right to privacy. This includes one's sexual orientation, gender identity and sex assigned at birth. Disclosing this information may violate privacy laws, such as the Freedom of Information and the Protection of Privacy Act (FIPPA).
- 3.2 Trans status, legal name, or gender assigned at birth constitutes confidential personal information that must be kept confidential unless its disclosure is legally required or unless the individual or the parent(s)/guardian have given authorization in writing.
- 3.3 Students' rights to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected. It is expected that schools will counsel students to be as open and transparent with home as possible.
- 3.4 The District will ensure that the confidentiality of the sexual orientation and gender identity of staff will be protected. Employees will be given the support they require to do their work in a safe and respectful environment.

4. Official and School Records

- 4.1 Schools are required, by law, to maintain a mandatory permanent record card which includes each students' legal name and legal sex, yet have a great deal of latitude in how they handle student records in the day-to-day operations of the school.
- 4.2 The school can only change a student's official record to reflect a change in legal name or legal sex upon receipt of documentation to which such change has been made by court order, or through amendment of provincial or federally issued identification.
- 4.3 To change a student's legal name and/or legal sex with the Ministry of Education, a legal name change and/or legal gender designation change must be submitted to the Personal Education Number (PEN) department. It is important to note that if a school adjusts a name and/or sex at the local level, this information is NOT automatically linked to the Ministry of Education.
- 4.4 In situations where school staff or principals are required by law to use or to report a trans student's legal name or legal sex, such as for purposes of standardized testing, school staff and principals will adopt practices to avoid the inadvertent disclosure of such confidential information.

* See Operational Procedure OP 173 Student Records for specific procedures.

5. Counselling and Student Support

- 5.1 School district counsellors are trained to respond to the needs of LGBTQ2S+ students as well as to the needs of students with LGBTQ2S+ family members.
- 5.2 Schools can, in consultation with the student, work with trained support providers to formally reveal the student's gender and/or sexual orientation status to the parent or guardian in the relatively safe confines of the school. It is important to address all the potential consequences of this approach by consulting with and/or working with trained individuals familiar with such situations. Ensure that support services can be accessed if it becomes evident that the student is no longer safe to return home after the meeting.
- 5.3 The District encourages, and will facilitate within reason, efforts in the formation of Gay/Straight Alliance clubs (GSAs) or other forms of GSAs where students or staff have come forward requesting this opportunity.
- 5.4 Students can report incidents of harassment, bullying, intimidation, and discrimination through the Erase Bullying website. Access to this site is on each school's website or information is available through the school office.

6. Gender Segregation, Physical Education, Curricular and Extra Curricular Activities

- 6.1 It is expected that teachers will create classrooms where students can see a commitment to creating a safe, caring and discrimination-free environment.
- 6.2 Educators are expected to teach the curriculum in a manner that addresses the impact of discrimination and the expectation that students will treat each other respectfully. They are encouraged to include positive images and accurate information that reflects and includes LGBTQ2S+ students and families as part of honouring diversity.
- 6.3 Schools and classrooms should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, transgender students will have the option to be included in the group that corresponds to their gender identity.
- 6.4 Where possible, students will be permitted to participate in any gender-segregated recreational and competitive athletic activities, in accordance with their gender identity. Due to issues of disclosure and safety, some students may wish to participate in a gender-segregated activity that is not aligned with their gender identity.

- 6.5 Trans students shall be provided the same opportunities to participate in physical education as all other students, shall not be asked or required to have physical education outside of the assigned class time, and shall be permitted to participate in any gender-segregated activities in accordance with their gender identity if they so choose.
- 6.6 It is the school principal's responsibility to make the requested arrangements for these students to participate in school and extra-curricular activities and physical education. All requests/meetings/decisions must be documented and maintained in a confidential file.
7. Washroom and Change Room Accessibility
- 7.1 The District will strive to make available single stall gender-neutral washrooms at all school locations and worksites. Any new construction or renovation should consider, where possible, the incorporation of single-use facilities.
- 7.2 All students have a right to safe and private washroom and changing facilities. Students who desire increased privacy will be provided with a reasonable alternative washroom and/or changing area.
- 7.3 Students shall have access to the washroom and change room that corresponds to their gender identity.
8. District and School Community Education and Training
- 8.1 The District will provide support and opportunities for training for all staff, elected trustees, and Parent Advisory Councils to develop their knowledge, skills, awareness, and behaviours to identify and eliminate homophobic and transphobic practices and to foster dialogue that creates understanding and respect for diversity.
- 8.2 School counsellors and child and youth family support workers are often the first point of contact for students seeking emotional support and will be specially trained in culturally safe responses to LGBTQ2S+ students and student with LGBTQ2S+ family members.
- 8.3 Educators and school support staff will be provided with the tools and resources to:
- Be familiar with and know where to access the District's Sexual Orientation and Gender Identity operational procedure.
 - Have a general understanding of definitions regarding sexual orientation and gender identity.
 - Develop appropriate communication strategies to interact with LGBTQ2S+ students and their families.
 - Fully understand the concepts of protection of privacy for students and families for school vs. home.
 - Be aware of strategies and procedures for intervening with issues, such as bullying, harassment, intimidation and/or discrimination.
 - Model and teach inclusive, respectful practices that honour diversity and promote human rights.
- 8.4 School principals have the primary responsibility for ensuring that all school staff, Parent Advisory Councils and students are familiar with and understand the content of the Diversity, Equality and Equity Board Governance Policy and these procedures.
- 8.5 The District is committed to taking reasonable steps to ensure that district employees responsible for personnel selection shall be provided with training to enhance their sensitivity to human rights issues, including sensitivity to sexual orientation and gender identity.

9. School and Community Relations

- 9.1 The District and district employees will work to increase parental awareness of the needs of LGBTQ2S+ students and/or families.
- 9.2 The District supports and encourages community partnerships that enhance the board's commitment to inclusivity of LGBTQ2S+ students, staff, teachers, and parents.

Reference: School Act Section 65
BC Human Rights Act
BC Vital Statistics Act
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms
BC School Sports Handbook Student-Athlete Gender
The Gender Spectrum: What Educators Need to Know

Cross Reference: Board Governance Policy 9 – Student Safety, Security, Health, and Well-being

Operational Procedure 305 - Appendix

Definitions:

These definitions are provided for the sole purpose of serving as a supporting resource to the District's operational procedure and are in no way inclusive of all terms and references concerning sexual orientation and gender identity. Please note some of these definitions can be imperfect and are evolving:

Gender Binary the view that there are only two, distinct, opposite genders.

Gender Expression is how someone expresses their gender, for example, through clothing, mannerisms, speech patterns, and social interactions.

Gender Identity refers to a person's internal, deeply felt sense of being as either male, female, something other, or in between. Everyone has a gender identity.

Gender Expansive refers to a person who does not conform to society's expectations of their gender role or gender expression.

Homophobia is the fear or hatred of, aversion to, and discrimination against homosexuals or homosexual behaviour. There are many levels and forms of homophobia, including cultural/institutional homophobia, interpersonal homophobia, and internalized homophobia.

LGBTQ2S+ is an acronym for Lesbian, Gay, Bisexual, Transgender, Questioning and Two-Spirited people. The plus sign recognizes that not all people identify with these terms and may prefer terms such as Transsexual, Asexual, Queer, or Intersex. LGBTQ2S+ is meant to be an inclusive term for a very diverse group of people.

Queer is a term that is becoming more widely used among LGBT communities because of its inclusiveness. Queer can be used to refer to the range of non-heterosexual and non-cisgender people and provides a convenient shorthand for LGBT. It is important to note that this is a reclaimed term that was once and is still used as a hate term, and thus some people feel uncomfortable with it.

Questioning is sometimes used by those in the process of exploring personal issues of sexual orientation and gender identity, as well as choosing not to identify with any other label.

Sexual Orientation can cover the range of human sexuality including gay and lesbian, bisexual, transgender, two-spirit and heterosexual orientations.

Trans or Transgender describes a range of people whose gender identity differs from conventional expectations based on their assigned biological birth sex. Identifying as transgender or trans is something that can only be decided by an individual for themselves and does not depend on criteria such as surgery or hormone treatment status.

Transitioning refers to the process during which trans people may change their gender expression and/or bodies to reflect their gender identity or sexual identity. Transition may involve a change in physical appearance (hairstyle, clothing), behaviour (mannerisms, voice, gender roles), and/or identification (name, pronoun, legal details). It may be accompanied by changes to the body such as the use of hormones to change secondary sex characteristics (e.g., breasts, facial hair).

Transphobia is the fear or hatred of, aversion to, or discrimination against people who are transgender or who otherwise identify outside of traditional gender norms.

Two-Spirit (2-Spirit) is a term used by some North American Indigenous societies to describe people with diverse gender identities, gender expressions, gender roles, and sexual orientations. Two-spirited people have been and are viewed differently in different First Nations communities. Sometimes they have been seen without stigma and have been considered seers, child-carers, warriors, mediators, or emissaries from the creator and treated with deference and respect, or even considered sacred, but at other times this has not been the case.



SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM #9.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 16, 2023
Topic:	2023/2024 Annual Budget – Version: 2710-1965-8982		

Background/Discussion:

For the 2023/2024, the Board must prepare an Annual Budget, and have it adopted by Bylaw before June 30, 2023. As per Section 113 of the School Act and submit to the Minister of Education by this date.

Attached is a copy of the 2023/224 Annual Budget, Version: 2710-1965-8982

Recommended Action:

That the 2023/2024 Annual Budget Bylaw Version: 2710-1965-8982 be read a first time the 16th day of May 2023.

Presented by: Secretary Treasurer

Annual Budget

School District No. 92 (Nisga'a)

June 30, 2024

School District No. 92 (Nisga'a)

June 30, 2024

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 92 (NISGA'A)
(called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2023/2024 pursuant
to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 92 (Nisga'a) Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$16,074,477 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 16th DAY OF MAY, 2023;

READ A SECOND TIME THE 13th DAY OF JUNE, 2023;

READ A THIRD TIME, PASSED AND ADOPTED THE 13th DAY OF JUNE, 2023;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 92 (Nisga'a)
Annual Budget Bylaw 2023/2024, adopted by the Board the 13th DAY OF JUNE, 2023.

Secretary Treasurer

School District No. 92 (Nisga'a)

Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	403.750	415.500
Adult	6.000	4.000
Total Ministry Operating Grant Funded FTE's	409.750	419.500
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	(173,992)	411,820
Other Revenue	12,305,402	11,089,516
Rentals and Leases	140,000	140,000
Investment Income	150,000	50,000
Amortization of Deferred Capital Revenue	537,594	538,834
Total Revenue	12,959,004	12,230,170
Expenses		
Instruction	9,606,898	8,359,647
District Administration	1,705,897	1,474,978
Operations and Maintenance	2,715,249	2,860,734
Transportation and Housing	1,163,933	1,628,446
Total Expense	15,191,977	14,323,805
Net Revenue (Expense)	(2,232,973)	(2,093,635)
Budgeted Allocation (Retirement) of Surplus (Deficit)	2,858,468	2,909,050
Budgeted Surplus (Deficit), for the year	625,495	815,415
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	625,495	815,415
Budgeted Surplus (Deficit), for the year	625,495	815,415

School District No. 92 (Nisga'a)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	11,108,781	11,071,954
Operating - Tangible Capital Assets Purchased	882,500	1,000,000
Special Purpose Funds - Total Expense	3,288,597	2,528,432
Capital Fund - Total Expense	794,599	723,419
Total Budget Bylaw Amount	16,074,477	15,323,805

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
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Signature of the Superintendent	Date Signed
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Signature of the Secretary Treasurer	Date Signed
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School District No. 92 (Nisga'a)

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(2,232,973)	(2,093,635)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(882,500)	(1,000,000)
From Deferred Capital Revenue	(4,263,176)	(6,500,000)
Total Acquisition of Tangible Capital Assets	(5,145,676)	(7,500,000)
Amortization of Tangible Capital Assets	794,599	723,419
Total Effect of change in Tangible Capital Assets	(4,351,077)	(6,776,581)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(6,584,050)	(8,870,216)

School District No. 92 (Nisga'a)

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	(260,202)	277,548
Other Revenue	9,103,015	8,695,356
Rentals and Leases	140,000	140,000
Investment Income	150,000	50,000
Total Revenue	9,132,813	9,162,904
Expenses		
Instruction	6,372,617	5,885,531
District Administration	1,705,897	1,474,978
Operations and Maintenance	1,972,711	2,187,900
Transportation and Housing	1,057,556	1,523,545
Total Expense	11,108,781	11,071,954
Net Revenue (Expense)	(1,975,968)	(1,909,050)
Budgeted Prior Year Surplus Appropriation	2,858,468	2,909,050
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(882,500)	(1,000,000)
Total Net Transfers	(882,500)	(1,000,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 92 (Nisga'a)

Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	9,161,070	8,586,712
ISC/LEA Recovery	(9,425,705)	(8,409,724)
Other Ministry of Education and Child Care Grants		
Pay Equity	1,427	2,649
Student Transportation Fund	1,588	2,948
Support Staff Benefits Grant	3	6
FSA Scorer Grant	50	2,093
Early Learning Framework (ELF) Implementation		54
Labour Settlement Funding	1,365	
Anti-Racism		6,429
Equity Scan		86,381
Total Provincial Grants - Ministry of Education and Child Care	(260,202)	277,548
Other Revenues		
Funding from First Nations	9,067,015	8,653,356
Miscellaneous		
Miscellaneous	30,000	36,000
Art Starts	6,000	6,000
Total Other Revenue	9,103,015	8,695,356
Rentals and Leases	140,000	140,000
Investment Income	150,000	50,000
Total Operating Revenue	9,132,813	9,162,904

School District No. 92 (Nisga'a)

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Salaries		
Teachers	2,939,000	2,758,000
Principals and Vice Principals	1,182,000	1,123,000
Educational Assistants	231,000	222,000
Support Staff	1,325,000	1,151,500
Other Professionals	1,238,000	960,500
Substitutes	240,000	180,000
Total Salaries	7,155,000	6,395,000
Employee Benefits	1,733,877	1,524,437
Total Salaries and Benefits	8,888,877	7,919,437
Services and Supplies		
Services	618,300	587,520
Student Transportation	70,000	197,000
Professional Development and Travel	200,097	271,097
Rentals and Leases		18,500
Dues and Fees	44,000	47,100
Insurance	30,500	15,000
Supplies	867,007	1,606,300
Utilities	390,000	410,000
Total Services and Supplies	2,219,904	3,152,517
Total Operating Expense	11,108,781	11,071,954

School District No. 92 (Nisga'a)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	2,400,000	250,000				170,000	2,820,000
1.03 Career Programs	58,000						58,000
1.07 Library Services	115,000						115,000
1.08 Counselling	117,000						117,000
1.10 Special Education	117,000		127,000			50,000	294,000
1.31 Indigenous Education	97,000	220,000	104,000		94,000		515,000
1.41 School Administration		712,000		186,000			898,000
1.60 Summer School	35,000						35,000
Total Function 1	2,939,000	1,182,000	231,000	186,000	94,000	220,000	4,852,000
4 District Administration							
4.11 Educational Administration				36,000	435,000		471,000
4.40 School District Governance					57,000		57,000
4.41 Business Administration				67,000	403,000		470,000
Total Function 4	-	-	-	103,000	895,000	-	998,000
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					51,000		51,000
5.50 Maintenance Operations				784,000	66,000	20,000	870,000
5.52 Maintenance of Grounds							-
5.56 Utilities							-
Total Function 5	-	-	-	784,000	117,000	20,000	921,000
7 Transportation and Housing							
7.41 Transportation and Housing Administration					41,000		41,000
7.70 Student Transportation				185,000			185,000
7.73 Housing				67,000	91,000		158,000
Total Function 7	-	-	-	252,000	132,000	-	384,000
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	2,939,000	1,182,000	231,000	1,325,000	1,238,000	240,000	7,155,000

School District No. 92 (Nisga'a)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	2,820,000	685,350	3,505,350	229,097	3,734,447	3,680,111
1.03 Career Programs	58,000	14,500	72,500		72,500	66,250
1.07 Library Services	115,000	28,750	143,750	18,500	162,250	15,000
1.08 Counselling	117,000	29,250	146,250	6,000	152,250	92,500
1.10 Special Education	294,000	58,650	352,650		352,650	323,500
1.31 Indigenous Education	515,000	134,203	649,203	36,507	685,710	599,395
1.41 School Administration	898,000	236,560	1,134,560	34,500	1,169,060	1,065,025
1.60 Summer School	35,000	8,750	43,750		43,750	43,750
Total Function 1	4,852,000	1,196,013	6,048,013	324,604	6,372,617	5,885,531
4 District Administration						
4.11 Educational Administration	471,000	130,305	601,305	129,000	730,305	540,844
4.40 School District Governance	57,000	2,052	59,052	89,500	148,552	171,098
4.41 Business Administration	470,000	126,240	596,240	230,800	827,040	763,036
Total Function 4	998,000	258,597	1,256,597	449,300	1,705,897	1,474,978
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	51,000	14,433	65,433	13,300	78,733	73,950
5.50 Maintenance Operations	870,000	177,078	1,047,078	413,900	1,460,978	1,620,950
5.52 Maintenance of Grounds	-	-	-	35,000	35,000	75,000
5.56 Utilities	-	-	-	398,000	398,000	418,000
Total Function 5	921,000	191,511	1,112,511	860,200	1,972,711	2,187,900
7 Transportation and Housing						
7.41 Transportation and Housing Administration	41,000	11,603	52,603		52,603	51,320
7.70 Student Transportation	185,000	37,000	222,000	169,500	391,500	379,400
7.73 Housing	158,000	39,153	197,153	416,300	613,453	1,092,825
Total Function 7	384,000	87,756	471,756	585,800	1,057,556	1,523,545
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	7,155,000	1,733,877	8,888,877	2,219,904	11,108,781	11,071,954

School District No. 92 (Nisga'a)
 Annual Budget - Special Purpose Revenue and Expense
 Year Ended June 30, 2024

	2024 Annual Budget	2023 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	86,210	134,272
Other Revenue	3,202,387	2,394,160
Total Revenue	3,288,597	2,528,432
Expenses		
Instruction	3,234,281	2,474,116
Operations and Maintenance	54,316	54,316
Total Expense	3,288,597	2,528,432
Budgeted Surplus (Deficit), for the year	-	-

Schedule 3A

Deferred Revenue, beginning of year

Less: Allocated to Revenue

Deferred Revenue, end of year

Expenses

Teachers

Educational Assistants

Other Professionals

conclusion

Net Revenue (Expense)

Version: 2710-1965-8982
May 10, 2023 11:21

School District No. 92 (Nisga'a)
Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2024

Deferred Revenue, beginning of year

Add: Restricted Grants
Provincial Grants - Ministry of Education and Child Care
Other

Less: Allocated to Revenue

Recovered

Deferred Revenue, end of year

Revenues

Provincial Grants - Ministry of Education and Child Care
Other Revenue

Expenses

Salaries

Teachers

Principals and Vice Principals

Educational Assistants

Support Staff

Other Professionals

Substitutes

Employee Benefits

Services and Supplies

Net Revenue (Expense)

Student & Family Affordability	ECL Early Care & Learning	Feeding Futures	NLGNLC Enhancement Fund	FNESC Skills Link Program	FNESC Language Program	TOTAL
\$	\$	\$	\$	\$	\$	\$
150,000	25,000		20,000	5,000	1,000,000	1,250,000
		350,000				1,631,347
-	-	345,726	-	2,250	400,000	1,992,387
		695,726	-	2,250	400,000	3,623,734
150,000	25,000	350,000	20,000	7,250	1,400,000	3,288,597
-	-	345,726	-	-	-	1,570,137
		-	-	-	-	15,000
150,000	25,000	4,274	20,000	7,250	1,400,000	86,210
150,000	25,000	350,000	20,000	7,250	1,400,000	3,202,387
						3,288,597
					230,000	869,280
					130,000	6,325
		50,000			25,000	321,667
		50,000			30,000	83,695
					5,000	108,410
		100,000	-	-	420,000	27,415
						1,416,792
150,000	25,000	25,000	20,000	7,250	105,000	366,156
150,000	25,000	225,000	20,000	7,250	875,000	1,505,649
		350,000	20,000	7,250	1,400,000	3,288,597
-	-	-	-	-	-	-
						-

School District No. 92 (Nisga'a)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2024

	2024 Annual Budget			2023 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Amortization of Deferred Capital Revenue	537,594		537,594	538,834
Total Revenue	537,594	-	537,594	538,834
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	688,222		688,222	618,518
Transportation and Housing	106,377		106,377	104,901
Total Expense	794,599	-	794,599	723,419
Net Revenue (Expense)	(257,005)	-	(257,005)	(184,585)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	882,500		882,500	1,000,000
Total Net Transfers	882,500	-	882,500	1,000,000
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	625,495	-	625,495	815,415



SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM #9.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 16, 2023
Topic:	Maintenance Report – February 2023-May 5, 2023		

Background/Discussion:

Maintenance Report – February 2023-May 5, 2023, attached.

Recommended Action:

For information only

Presented by: Secretary Treasurer

Paul Mercer, MBA
Director of Operations
School District 92 Nisga'a

Quarterly Report Feb 2- May 5, 2023

Projects:

AAMES

- Renovation of AAMES boys and girl's bathroom (complete)
- Waste line under the school has been replaced and re-aligned for drainage(complete)
- Structural Assessments of portables (on-going)

breakfast portable has been shut down due to infestation of ants; breakfast program operating out AAMES

Ongoing work:

AAMES

Exploratory work is being undertaken to check the status of waste line between the school and the village sewer system. The boys and girls bathroom are still not working as designed even after the changes made to apparatus and waste line under the school.

All schools

- Recommissioning of the heating and air handler units has started.

Summer Projects:

NESS

- Electrical upgrades
 - o Panel upgrades
 - o Change over off ballasts to LED lights at K-block and gym

AAMES

- New Playground
- Renovate existing staff bathrooms to accommodate a new Handicap Bathroom
- Refresh of exterior building at AAMES

NBES

- Chain link fencing around school playground

Pellet furnaces for both AAMES and NBES have been serviced and put into stand by mode for the spring and summer. Plans to restart pellet furnaces will be in October 2023.

Professional Development.

Maintenance & Custodians Training Courses

- Small Equipment Operator Training (completed)
- WHIMS for custodians and maintenance (completed)
- Building Service 1 for custodians (completed)
- Fall Safe Protection (scheduled for June 30, 2023)



SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM #9.3

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 16, 2023
Topic:	Information Technology Report - May 2023		

Background/Discussion:

Information Technology Report for May 2023 attached.

Recommended Action:

For information only

Presented by: Secretary Treasurer

IT Department Report

Date Written: May 4, 2023

I would like to thank the board for the opportunity to be part of the SD92 team. IT is focused on providing a consistent and reliable technology experience for both educators and students.

We recently had two system breaches, one by a user's opening phishing emails and clicking on external links and another with user using their district account and password on multiple external sites. The first breach was found by Lisims as they received a request for payment from the district. We were able to mitigate both but remain on high alert and have added email tags to help users identify external emails.

Projects Completed

DayCare Building Data/Access Control – Prepped build for data cabling and access control for rental to Lisims

NOC Building Data – Prepped building for data cabling for rental to Lisims

Email Tagging – Added an email to identify external emails and caution users to not click on links

In Progress

Staff ID – With recent account breaches we are working on changing staff user accounts to use their SDS employee numbers. This will make it more difficult for users to guess at user usernames and passwords.

Apple School Classroom – Our goal is to provide additional classroom management teaching tools for the teachers and streamline student access to Office365 using iPads. We currently are syncing MyED data with Apple School Manager and are working on training staff on how to use it.

Photocopier management - We are currently working with Papercut to see if we can use either Papercut MG or Papercut NF to simplify the deployment of copier / printer and provide added features for end user printing and copying. End users features such as user authenticated print and copying, iOS printing will simplify the end user experience for access to printing.

Student ID cards – We are working on re enabling students to have their own ID cards to access their laptops rather.

Helpdesk - Helpdesk is IT first point of contact for employees. When employees need someone to troubleshoot a login or printer issue, it is the helpdesk to the rescue. While we currently have 20 open tickets open, this does not actually reflect the actual real number of calls we receive daily. A support ticket is created if an issue cannot be quickly resolved over the phone.

Andrew Nutma
IT Manager



SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM #9.4

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	May 16, 2023
Topic:	Monthly Financial Statements at April 30, 2023		
Background/Discussion: Monthly Financial Statements at April 30, 2023 attached.			
Recommended Action: For information only			
Presented by: Secretary Treasurer			

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

	2022/2023 Actual Revenue and Expenses	2022/2023 Annual Budget	Percent Remaining or Available
Revenue (Schedule A2)			
Provincial Grants, MOE	(1,176,055)	277,548	5.24
Provincial Grants - Other Ministries	-	-	
Other Fees And Revenue	9,487,108	8,695,356	(0.09)
Rentals & Leases	128,218	140,000	0.08
Investment Income	204,249	50,000	(3.08)
	8,643,521	9,162,904	0.06
Expense (Schedule A3)			
Salaries			
Teachers	1,260,199	2,758,000	0.54
Principals and Vice Principals	870,186	1,123,000	0.23
Educational Assistants	99,480	222,000	0.55
Support Staff	788,329	1,151,500	0.32
Other Professionals	742,466	960,500	0.23
Substitutes	209,080	180,000	(0.16)
	3,969,739	6,395,000	0.38
Employee Benefits	752,920	1,524,437	0.51
Services & Supplies	1,605,815	3,152,517	0.49
	6,328,474	11,071,954	0.43
Net Revenue/Expenditure	2,315,048	(1,909,050)	
Encumbered PO's	694,491		
Interfund Transfers			
Capital Asset Purchases	(1,377,019)	(1,000,000)	
Local Capital		-	
Prior Year Surplus Appropriation	2,361,047	2,909,050	
Prior Year Surplus Unappropriated	1,487,969	-	
Balance Surplus/(Deficit)	4,092,554	(0)	

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

	2022/2023 Actual Revenue and Expenses	2022/2023 Annual Budget	Percent Remaining
Provincial Grants, Ministry of Education			
Operating Grant, MOE	364,105	8,586,712	
ISC/LEA Recovery	(1,826,449)	(8,651,309)	
Other Ministry of Education Grants			
Pay Equity	97,989	116,874	0.16
Student Transportation	91,064	130,091	0.30
ELF	54	53	-0.02
FSA Exam Funding	4,094	2,047	-1.00
Graduated Adult Enrollment (EG)	-	-	
Support Staff Benefit Grant	278	270	-0.03
Child Care	-	-	
Anti-Racism	6,429	6,429	
Equity Scan	86,381	86,381	
Early Learning Grant	-	-	
	(1,176,055)	277,548	5.24
Provincial Grants - Other Ministries	-	-	
Other Fees and Revenue			
Other School District/Education Authorities	9,147,626	8,653,356	-0.06
Miscellaneous (Specify)			
Miscellaneous	339,483	36,000	-8.43
ArtStarts	-	6,000	1.00
	9,487,108	8,695,356	-0.09
Rentals and Leases	128,218	140,000	0.08
Investment Income	204,249	50,000	-3.08
TOTAL OPERATING REVENUE	8,643,521	9,162,904	0.06

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

	2022/2023 Actual Revenue and Expenses	2022/2023 Annual Budget	Percent Available
Salaries			
Teachers	1,260,199	2,758,000	0.54
Principals and Vice Principals	870,186	1,123,000	
Educational Assistants	99,480	222,000	0.55
Support Staff	788,329	1,151,500	0.32
Other Professionals	742,466	960,500	0.23
Substitutes	209,080	180,000	(0.16)
	3,969,739	6,395,000	0.38
Employee Benefits	752,920	1,524,437	0.51
Total Salaries & Benefits	4,722,659	7,919,437	0.40
Services and Supplies	As Per Data		
Services	457,272	587,520	0.22
Student Transportation	-	197,000	1.00
Professional Development and Travel	234,540	271,097	0.13
Dues and Fees	26,040	47,100	0.45
Insurance	17,155	15,000	(0.14)
Supplies	617,957	750,770	0.18
Furniture and Equipment	1,369,274	803,500	(0.70)
Computer Equipment	7,745	52,030	0.85
Capitalize	(1,377,019)		
	1,366,463	2,742,517	0.50
Utilities			
Electricity	198,087	318,000	0.38
Propane-Heat	10,654	12,000	0.11
Bio Mass Pellets	13,575	60,000	
Garbage/Water/Sewer	17,035	20,000	0.15
Carbon Offsets	-	-	
	239,352	410,000	0.42
Total Service & Supplies	1,605,815	3,152,517	0.49
TOTAL OPERATING EXPENSE	6,328,474	11,071,954	0.43

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

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	Total Expenses	2022-2023 Amended Annual Budget	Percent Available
1 INSTRUCTION							
1.02 Regular Instruction	1,514,740	284,742	1,799,481	234,494	2,033,975	3,685,011	0.45
1.03 Career Programs	-	-	-	-	-	66,250	1.00
1.07 Library Services	-	-	-	2,685	2,685	15,000	0.82
1.08 Counseling	52,996	2,083	55,079	1,888	56,967	92,500	0.39
1.10 Special Education	66,581	10,546	77,127	-	77,127	323,500	0.76
1.30 English Language Learning	15,675	2,879	18,554	-	18,554	-	-
1.31 Aboriginal Education	346,921	73,207	420,128	21,100	441,228	599,395	0.26
1.41 School Administration	523,484	108,763	630,247	26,322	656,569	1,060,125	0.38
1.60 Summer School	-	-	-	-	-	43,750	1.00
Total Function 1	2,520,397	480,220	3,000,617	286,289	3,286,906	5,885,531	0.44
4 DISTRICT ADMINISTRATION							
4.11 Educational Administration	274,454	48,755	323,209	181,403	504,612	540,844	0.07
4.40 School District Governance	45,933	2,441	48,374	63,186	111,561	171,088	0.35
4.41 Business Administration	302,099	57,696	359,796	232,745	592,540	763,036	0.22
Total Function 4	622,486	108,892	731,379	477,334	1,208,712	1,474,978	0.18
5 OPERATIONS AND MAINTENANCE							
5.41 Operations and Maintenance Admin	49,525	11,314	60,839	12,607	73,446	73,950	0.01
5.50 Maintenance Operations	577,899	111,917	689,816	331,814	1,021,630	1,620,950	0.37
5.52 Maintenance of Grounds	-	-	-	34,361	34,361	75,000	0.54
5.56 Utilities	-	-	-	250,185	250,185	418,000	0.40
Total Function 5	627,424	123,231	750,655	628,967	1,379,622	2,187,900	0.37
7 TRANSPORTATION AND HOUSING							
7.41 Transportation and Housing Admin	39,620	9,051	48,670	4,384	53,054	51,320	(0.03)
7.70 Student Transportation	73,870	12,382	86,252	113,750	200,002	379,400	0.47
7.73 Housing	85,941	19,144	105,085	95,092	200,177	1,092,825	0.82
Total Function 7	199,431	21,433	134,923	213,226	453,233	1,523,545	0.70
TOTAL FUNCTIONS 1 - 7	\$ 3,969,739	\$ 733,777	\$ 4,617,574	\$ 1,605,815	\$ 6,328,474	\$ 11,071,954	0.43