



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

**TUESDAY, MAY 6, 2025 – 5:30 pm**

**A G E N D A**

1. <b>PROTOCOL</b>			
2. <b>CALL TO ORDER</b> 2.1 Vice-Chair Announcement	Information	Verbal	
3. <b>DECLARATION OF QUORUM</b>			
4. <b>APPROVAL OF AGENDA FOR MAY 6, 2025</b>	Motion		
5. <b>ADOPTION OF MINUTES OF PRIOR MEETING:</b> 5.1 Regular Meeting – April 1, 2025	Motion	Attachment	Page 1-5
6. <b>BUSINESS ARISING FROM THE MINUTES:</b> 6.1			
7. <b>PRESENTATION:</b> 7.1 Alvin A. McKay- Laura Ganyo, Principal	Information	Verbal	
8. <b>EDUCATION:</b> SUPERINTENDENT 8.1 Superintendent's May Update 8.2 Director of Instruction – Indigenous Education Report 8.3 Director of Instruction – Learning & Innovation Report 8.4 Terms of Reference – Education Advisory Committee	Information Information Information Motion	Attachment Attachment Attachment Attachment	Page 6 -14 Page 15-18 Page 19-21 Page 22-27
9. <b>BUSINESS:</b> SECRETARY-TREASURER 9.1 Statement of Operations as at March 30, 2025 9.2 9.3	Information	Attachment	Page 28-29
10. <b>POLICY DEVELOPMENT:</b> 10.1 Field Trip Policy	Motion	Attachment	Page 30-31
11. <b>TRUSTEE REPORTS:</b> 11.1 Education Committee Chair Update 11.2 Board Retreat – Vice-Chair Update	Information Information	Verbal Verbal	
12. <b>CORRESPONDENCE RECEIVED:</b> 12.1 FNESC – School Act Amendment Resource – March 26, 2025	Information	Attachment	Page 32-33
13. <b>PUBLIC QUESTION PERIOD:</b>			
14. <b>ADJOURNMENT:</b>			



## NISGA'A SCHOOL DISTRICT NO. 92

### MEETING AGENDA ITEM 5.1

<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	May 6, 2025
<b>Topic:</b>	Minutes of the Regular Meeting of the Board – April 1, 2025		
<b>Background/Discussion:</b>			
Minutes as attached.			
<b>Recommended Action:</b>			
THAT the Minutes of the Regular Meeting of the Board held on April 1, 2025 be approved.			
Presented by: Board Chair			

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

**TUESDAY, APRIL 1, 2025 – 4:00 PM**

<b>In attendance:</b>	George Nelson, Chair Winnie Morven-Hansen Danica Moore Carl Azak Gary Cox	Gingolx Trustee Gitlaxt'aamiks Trustee Laxgalts'ap Trustee Gitwinksihlkw Trustee Nass Camp & Surrounding Areas
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<b>Also in attendance:</b>	Robert Clifton Paul Mercer Sharlene Grandison Bryce Recsky Rajesh Joshi	Superintendent of Schools Secretary-Treasurer Executive Assistant – Recorder Director of Instruction Director of Finance
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<b>Absent:</b>	Danica Moore	Laxgalts'ap Trustee (medical)
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1. **PROTOCOL:**  
Board Chair Nelson acknowledged the passing of a family member of Wilps Kwaxsuu. Condolences sent to the family.

2. **CALL TO ORDER:**  
  
The meeting was called to order at 5:33 p.m.

3. **DECLARATION OF QUORUM:**  
  
Board Chair declared a quorum.

4. **APPROVAL OF AGENDA:**

**R02-1631**

That the Board of Education approved the April 1, 2025, Agenda as presented.

Trustee Morven-Hansen/Trustee Azak

Carried

5. **ADOPTION OF MINUTES:**

5.1 Regular Meeting Minutes – March 4, 2025

**R02-1632**

That the Minutes of Regular Meeting of the Board held on March 4, 2025 be approved.

Trustee Cox/Trustee Morven-Hansen

Carried

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

No business arising from the minutes.

7. **PRESENTATION:**

7.1 Introduction – Director of Instruction – Bryce Recsky

Mr. Recsky shared his background in alternative education and emphasized the importance of relationship-building and innovation in supporting students. He expressed excitement about joining the district and working towards student success.

8. **EDUCATION:**

Superintendent

8.1 Superintendent Update – April 2025

- Superintendent Clifton discussed the strategic plan for the upcoming school year, emphasizing the importance of community input and the integration of Nisga'a language and culture into the curriculum.
- Highlighted initiatives for literacy and numeracy, including a new grant for building educator capacity.
- Discussed the importance of creating a supportive and inclusive environment for students, addressing issues like bullying, and ensuring that students feel a sense of belonging.

**R02-1633**

That the Board of Education receive and file the Superintendent's April 2025 report as presented.

Trustee Morven-Hansen/Trustee Azak

Carried



## 8.2 Indigenous Education Director's Report

Tanya Azak

- Provided updates initiatives to involve elders and knowledge keepers in schools, enhancing culture education.
- Author Visits: successful visits from authors to schools, with plans for more in the future.
- Cultural Days: Positive feedback from recent culture events, with plans for future events to enhance student identity and engagement.

### **R02-1634**

That the Board of Education receive and file the Indigenous Education report for April 2025 as presented.

Trustee Azak/Trustee Morven-Hansen

Carried

## 9. **BUSINESS:**

Secretary Treasurer  
No report.

## 10. **POLICY DEVELOPMENT:**

### 10.1 Field Trip Policy & Regulation – Draft

- Draft Policy on field trips was presented, focusing on risk management and ensuring student safety. The policy aims to clarify the procedures for planning field trips and ensuring proper oversight.
- Discussion on the necessity of having robust policies in place to mitigate risks associated with school trips.
- A special online board meeting will be scheduled to finalize and approve the field trip policy.
- Continued focus on integrating community voices into educational planning and decision-making.

## 11. **TRUSTEE REPORTS:**

### 11.1 BCPSEA – Representative Trustee Winnie Morven-Hansen

Trustee Morven Hansen shares experiences from training sessions on negotiation processes, emphasizing the importance of understanding the complexities of educational governance and collective agreements.

### 11.2 Provincial Council – Trustee Carl Azak

Trustee Azak reported on BCSTA meeting discussions on tariffs, Victoria School Board concerns, and trustee leadership programs.

12. **STANDING COMMITTEE REPORTS:**

12.1 Business – Chair Update

No report.

12.2 Education – Chair Update

No report.

13. **CORRESPONDENCE RECEIVED:**

13.1 No correspondence received.

14. **PUBLIC QUESTION PERIOD:**

No public in attendance.

15. **ADJOURNMENT:**

The meeting adjourned 7:02 pm.

Trustee Morven-Hansen/Trustee Azak

Carried

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Certified correct,  
George Nelson,  
Board Chair

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Certified correct,  
Paul Mercer,  
Secretary Treasurer



## NISGA'A SCHOOL DISTRICT NO. 92

### MEETING AGENDA ITEM 8.1

<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	May 6, 2025
<b>Topic:</b>	Superintendent's Monthly Update – May 2025		
<b>Background/Discussion:</b>			
Superintendent's Monthly Update for May 2025 is attached.			
<b>Recommended Action:</b>			
For Information Only			
Presented by: Superintendent			

# Superintendent's Monthly Update

## May 2025



### A Message from the Superintendent



*Superintendent, Robert Clifton on a hike, enjoying the beauty of the Nass Valley.*

As we enter the last two months of this school year, my report to the board will focus on the progress to ensure the board of education's strategic plan is directing cycles of improvement for student success. In my report this month, I will provide a high-level executive summary on some of the actions that have occurred to "enhance student learning and achievement".

The work over the year has focused on nurturing school and district cultures that inspire powerful teaching, engaged learning, and responsive leadership. Our efforts are grounded in the belief that every member of our district team in partnership with school staff, play a vital role in student success. Through strengthening graduation pathways, growing leadership across the system, deepening the use of evidence to inform instruction, and prioritizing literacy and numeracy, we are aligning school and district planning to ensure all learners are supported to thrive.

As part of our ongoing commitment to strategic leadership and continuous improvement, members of the senior leadership team participated in the BC School Superintendents Association (BCSSA) Spring Forum in April. This professional learning experience served as a powerful reminder that building system capacity begins with leadership that is intentional, relational, and adaptive.

The forum's central themes: trust, coherence, and equity in complex systems; align deeply with our district's mission to support equitable, learner-centered success. These sessions challenged us to reflect not only on how we lead, but why we lead, and how we can design environments where both students and adults can thrive.

As we move forward, the insights gained will inform the operational plan for 2025-2026 and guide the growth of effective leadership practices across the district. By embedding strategic clarity, empathy, equity, and continuous reflection into our work, we are laying the foundation for a more connected, responsive, and resilient education system.

I would like to extend my sincere thanks to the Board of Education for your thoughtful engagement and commitment during our recent two-day Board Retreat. Your active participation alongside myself, Mike McKay (Consultant), and Paul Mercer (Secretary-Treasurer) demonstrated a strong collective focus on learning, reflection, and governance.

Over the course of the retreat, you meaningfully evaluated your progress as a Board, began the important work of reviewing governance policy, and laid the foundation for the year ahead. These sessions were invaluable in orienting the Board for the third year of your term and in clarifying the strategic direction that will guide our shared work. Thank you for your continued dedication to the students, families, staff, and communities of Nisga'a School District.

T'ooyak̓siy̓ ḡiin!,

Robert Clifton  
Superintendent of Schools



# Superintendent's Monthly Update

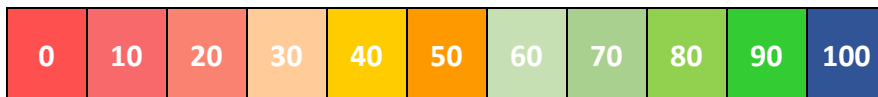
## May 2025



### Cycles of Improvement - Superintendent's Priority Area Progress

In January, I shared that I would focus on three key priority areas as part of my commitment to continuous improvement and strategic leadership. Since then, work has been underway to advance each of these areas through intentional actions aligned with our district goals. The following section outlines the progress made to date, highlighting key steps taken and the impact of these efforts as part of our ongoing cycle of improvement.

The following colours represent the progress percentage in each of the key action areas.



#### 1. Building Relationships

Goal: Strengthen connections with staff, families, and community partners to foster collaboration and mutual trust.

Key Actions	Key Performance Indicators	Status Progress
Increase engagement with school staff	Number of school visits. Frequency of communication updates at regular intervals. Survey to measure satisfaction professional learning opportunities. Retention rate, well-being indicators.	70
Increase collaboration with external partners	Number of active external partnerships and tables with Nisga'a Valley Health, Nisga'a Lisims Government Executive, Village Government Chief & Council and Executive Directors, Nisga'a Language and Culture Directorate. Frequency of formal updates to partners.	80
Improve internal communication and staff connection	Design and deploy Microsoft Office 365 tools to enhance communication flows. Regular Superintendent messages, learning resources shared with PVP. Tech tools to improve leadership planning and progress tracking. Frequency of district-level communications. Satisfaction score with communication tools and formats. Staff participation in team-building and collaborative learning activities.	90
Collect feedback from partners & stakeholders.	ThoughtExchange surveys, Response rate for surveys. Number of staff meetings attended, visits to schools, trustee & senior leadership meetings with staff.	70

# Superintendent's Monthly Update

## May 2025



### 2. Strategic Planning

Goal: Align district operations with the Board's current Strategic Plan while laying the groundwork for a renewed vision and priorities.

Key Actions	Key Performance Indicators	Status Progress
Embed strategic plan goals into operational plans and school improvement plans for vertical and horizontal integration.	100% of school improvement plans reference strategic priorities. Operational work plan is intentional in meeting the strategic plan goals. Evidence of strategic goal integration in staff goal setting and evaluation processes	60
Launch inclusive community consultation for strategic renewal	ThoughtExchange to increase individual input from community and partners. Townhall engagement. # of consultation insights integrated into draft strategic renewal documents, Documentation of how feedback shaped strategy ("You said, we did" summaries)	50
Complete SWOT and Gap Analysis	Completion rate of SWOT and gap analyses, Report shared with Board summarizing findings and response plans, used in new Strategic Planning cycle.	100

### 3. Operational Excellence

Goal: Attract and retain high-quality, values-aligned staff across all roles. Enhance systems, structures, and staffing processes to improve operational efficiency, and quality service to support improved student learning outcomes.

Key Actions	Key Performance Indicators	Status Progress
Effective recruitment and retention processes	Time-to-fill rate for key positions. Annual staff retention rate. % of new hires retained after 1,2 and 3 years. % of applicants who meet district priorities. # of successful hires with skillsets and abilities to increase cycles of improvement in student success.	80
Support leadership by coaching and mentoring and ongoing learning sessions.	Number of leaders participating in leadership learning opportunities, number of sessions scheduled. % of leaders who report increased confidence in strategic leadership, % of school improvement plans aligned with strategic plan. # of internal leaders in succession plan pipeline.	70
Improve district systems and service delivery	% of departments with clearly documented procedures, staff satisfaction with district services (HR, IT, Finance, Facilities, Education). Average service request time. % of strategic initiatives completed on time and scope. # of system processes reviewed and improved annually	60
Strengthen school operations and service delivery	School Administration satisfaction score with operational supports, # of cross-functional support visits or meetings held with schools per term, # of technology, facilities, or support issues resolved within service level standards, % of school leaders reporting increased autonomy and support to lead learning	60

# Superintendent's Monthly Update

## May 2025



### Executive Summary: Progress Report on Strategic Goal #1 Enhancing Student Learning and Achievement



This year, in collaboration with district leadership, school administration, and school staff there are many initiatives that focused on improving student achievement and well-being. The following outlines key accomplishments and ongoing actions in five main areas. These efforts show our commitment to teaching practices that are inclusive, responsive, and meet the unique needs of our students. By using current data, we have been able to spot gaps in achievement, respond with targeted supports, and improve learning at both the school and classroom levels. Staff learning has focused on trauma-informed practices, universal design for learning, and flexible teaching methods. At the same time, we've increased support for student mental health and created more inclusive environments where students feel a sense of belonging. These actions lay the groundwork for stronger student engagement and help ensure all learners feel valued and supported in their learning.

#### KEY ACCOMPLISHMENTS

##### 1. Data-Informed Decision-Making

- EdPlan Insight was licensed as a district-wide data dashboard to monitor student progress, well-being, and equity outcomes to enable use of disaggregated data to identify achievement gaps and inform targeted interventions. Implementation will occur in the next school year.

##### 2. Equity & Inclusion Initiatives

- Delivered trauma-informed professional learning with a focus on supportive technologies and inclusive instructional strategies.

##### 3. Mental Health & Well-Being

- Culturally affirming mental health services provided by the itinerant school counsellor and Nisga'a Enhancement Teacher.
- School-wide surveys conducted to assess needs and guide services.

##### 4. Staffing, Schools, Programs & Initiatives

- Focused hiring on leadership with expertise in Universal Design for Learning (UDL), Response To Intervention (RTI), trauma-informed practice, and literacy and numeracy intervention & instruction.
- Began implementing leadership training and succession planning for current leaders.
- Continued efforts to diversify staffing to better support Indigenous learners.
- Strengthened the role of Directors, District Principals, and School Administrators through ongoing capacity building sessions and clearly defined job descriptions.

# Superintendent's Monthly Update

## May 2025



### BCSSA Spring Forum

Members of the senior leadership team attended in April. As part of our ongoing commitment to strategic leadership and continuous improvement, the senior leadership team attended the BC School Superintendents Association (BCSSA) This forum reaffirmed that trust, coherence, and adaptive leadership are essential for achieving our mission of equitable, learner-centered success. These learnings will inform both our next operational plan and the continued development of our leadership practices across the district. The learning sessions focused on equity, connection, and adaptive leadership within complex systems.

What follows is a summary of key ideas and potential leadership actions arising from this forum—ideas that will shape how we support schools, develop leaders, and create the conditions for success for every learner in our care.



*(L to R) Laura Ganyo, Robert Clifton, Tanya Azak, Bryce Recsky, Olga Jorda*

### Big Ideas Shaping Our Strategic Thinking

1. **Trust and Human Connection Are Foundational**
  - Leadership grounded in empathy and vulnerability builds accountable, relationally responsible learning environments.
  - Connection—not compliance—is the heart of transformational leadership.
2. **Leading in Complex Systems**
  - Educational leadership must respond to a non-linear environment using frameworks to navigate the complex, adaptive nature of school systems.
3. **Strategic Intent Over Strategic Control**
  - Leaders must deeply understand and interpret the Board's strategic intent, adapting it authentically within their local school context.
4. **Equity Requires Structural Disruption**
  - Equity must be embedded through intentional planning, collective action, and sustained monitoring, avoiding the replication of systemic barriers.
5. **Symmetry in Adult and Student Learning**
  - Professional learning should mirror desired student experiences: connection, engagement, voice, and challenge.
6. **Strategy as Direction and Emergence**
  - Strategic leadership is dynamic: guiding purpose while allowing space for innovation and responsive adaptation.
7. **Continuous Improvement is Iterative**
  - Embed cycles of reflection, evidence-based action, and responsive adjustment in all areas of planning and practice.
8. **Building Coherence (Not Just Compliance)**
  - True coherence comes from shared understanding across roles and structures—not simply aligned documents.



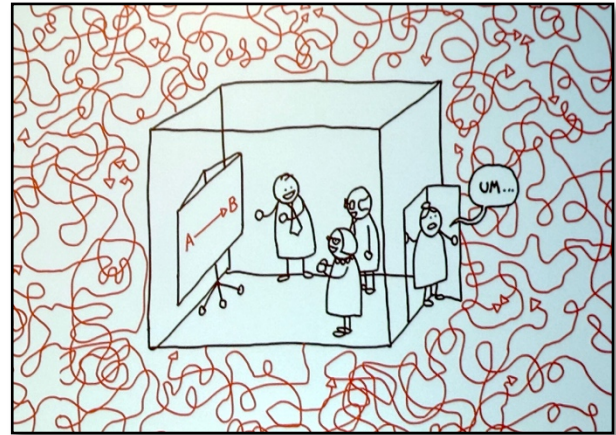
# Superintendent's Monthly Update

## May 2025



### ✓ Nisga'a School District Leadership - Ways of Being and Doing

- **Strengthen Trust & Influence**
  - Model empathy and vulnerability; build psychologically safe leadership spaces.
- **Deepen Strategic Alignment**
  - Integrate school, district, and Ministry planning into a coherent strategy.
- **Build a Culture of Inquiry**
  - Normalize reflective practice, data use, and adaptive learning cycles.
- **Lead Through Connection**
  - Use facilitation to connect teams, celebrate progress, and nourish local innovation.
- **Engage Stakeholders Authentically**
  - Equip leaders with public engagement tools; shift from “doing for” to “doing with” communities.



*The complexity of leading a team .... from point A to point B, in a complex system is never linear!*



## Upcoming Dates

May 5 – Red Dress Day  
May 5 & 6 – Mental Health in Schools Conference (Vancouver)  
May 6 – Public Board Meeting - NESS  
May 7 – Salmonberry Health Fair - NESS Library  
May 12 to 30 – UBC Community Field Experience -Teacher Candidates in District  
June 3 – Public Board Meeting - NESS  
June 4 – Local Education Agreement (LEA) Negotiations Begin

# Superintendent's Monthly Update

## May 2025



### Foundation Skills Assessment Participation Rates

FSA results for Grade 4 and 7 students have been shared with school leaders, who will review the data with their elementary teams. These assessments give us a snapshot of how students are doing in reading, writing, and math. While they don't tell the whole story, they help us confirm what we already know, highlight areas that may need more attention, and raise new questions. When we combine FSA data with classroom assessments, school-level information, and what we know about our learners, we get a more complete picture of how students are doing and how their learning is changing over time. This information will guide planning and support at both the school and district levels. District participation in the FSA was higher than the provincial average in most areas, except for Grade 4 numeracy.



### FSA LITERACY and NUMERACY PROFICIENCY LEVELS - Grades 4 & 7

It's important to keep in mind that FSA results can help confirm what we already know about our students, point out areas that may need more focus, or lead us to ask new questions. When we compare this data with other information, like classroom assessments, teacher observations, and what we hear from learners, families and the community we get a fuller and more accurate picture of how students are doing and how they're progressing over time.

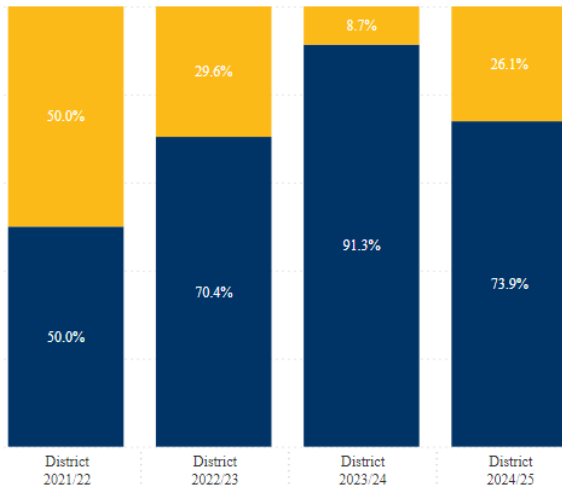
The charts below show several years of data, starting in 2021, when students returned to school after COVID-related closures. The results are organized into three levels of proficiency: **Emerging** (dark blue), **On-Track** (yellow), and **Extending** (black). Over time, we hope to see fewer students in the dark blue category, more students in the yellow category, and an increase in students reaching the black (Extending) level.

# Superintendent's Monthly Update

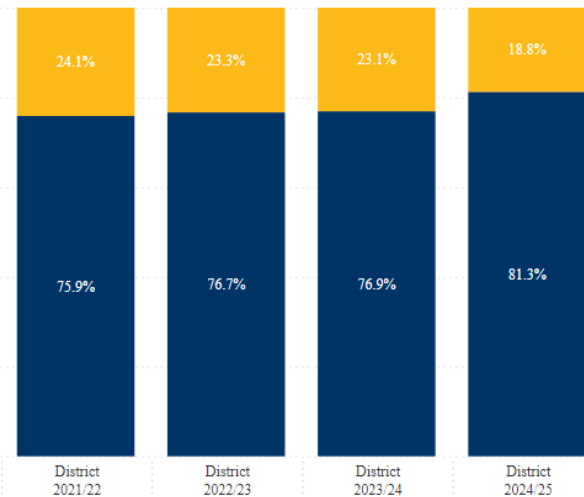
## May 2025



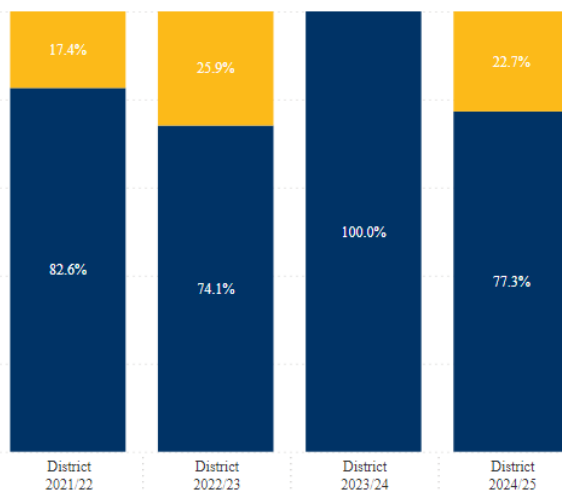
### Grade 4 - Literacy and Reading



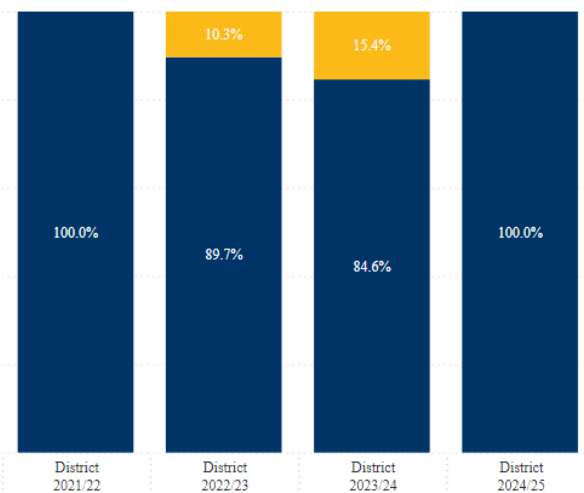
### GRADE 7 - LITERACY AND READING



### Grade 4 Numeracy



### Grade 7 Numeracy





# NISGA' A SCHOOL DISTRICT NO. 92

## MEETING AGENDA ITEM 8.2

<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	May 6, 2025
<b>Topic:</b>	Director of Instruction – Indigenous Education & Early Learning Update		
<b>Background/Discussion:</b>			
Director of Instruction’s Monthly Update for May 2025 is attached.			
<b>Recommended Action:</b>			
For Information Only			
Presented by: Director of Instruction - Indigenous Education & Early Learning			

# Director of Instruction's Monthly Update Yansa'alt 2025



## Nisga'a Language & Culture Family

**Elder in Residence** continued guidance, mentorship and leadership to all educators within the Nisga'a School District by

- ❖ Currently vacant.

**Helping Teachers** continues to promote inclusion of Nisga'a language and culture, while fostering inclusive and supportive learning environment for all students by

- ❖ Currently focusing on: Classroom infusion support for year-end events, seasonal units and language teacher training.

**District Principal of Indigenous Education** – The District Principal plays a vital role in advancing Indigenous education initiatives, ensuring cultural responsiveness, and fostering inclusive learning environments.



## Update on Compassionate Systems

The Nisga'a School District will be host to a Foundations II – Compassionate Systems Workshop

**Anyone that has had any Compassionate Systems experience is able to attend. Register now!!**

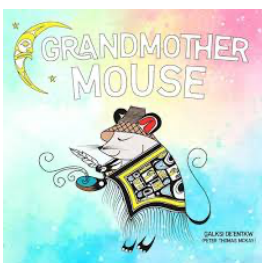
Dates: May 28 – 30, 2025

Place: Gitwinksihlkw Ts'oohl Tsap Memorial

Website: <https://systemsawareness.org/program/foundations-ii-awareness-nisgaa-fmay2025>

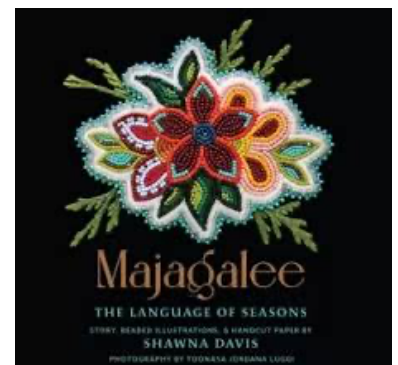
For more information on Compassionate Systems:

- Center for Systems Awareness - [www.systemsawareness.org](http://www.systemsawareness.org)
- MIT Systems Awareness Lab, Massachusetts Institute of Technology - <https://systemsawareness.mit.edu>



## Nisga'a Author Series

The Nisga'a School District will host Peter McKay and Shawna Davis in the upcoming months, please stay tuned.





# Director of Instruction's Monthly Update Yansa'alt 2025



## District Cultural Days & Hobiye at Nisga'a Elementary Secondary School

We were thrilled to host the 3rd Nisga'a School District Cultural Day at AAMES on Thursday, April 17, 2025. Students and staff from across the district gathered at AAMES for a day of celebration, featuring song, dance, and engaging educational activities centered around seasonal harvesting and Nisga'a art.

We have one more cultural day that will be filled with song and dance, story and traditions:

⇒ May 13, 2025 – GES Gitwinksihlkw



*Please mark your calendars, as  
we would be honoured if you can  
join us on these days!*



## Nisga'a District Professional Development Day at Nisga'a Elementary Secondary School

On Friday April 25, 2025, our Nisga'a School District participated in a Professional Development Day @ NESS. It began with a warm welcomes and conversations over morning refreshments and networking.

We were very excited to welcome back and honoured to hear from Ye'e Alvin Azak, Chairperson of the Nisga'a Council of Elders, who shared powerful insights that grounded the day in cultural wisdom and community values. Ye'e Alvin officially opened the day with thoughtful remarks, celebration, and acknowledgements, setting a respectful and inclusive tone for the learning ahead.

Throughout the day, participants engaged in four rounds of breakout sessions, offering diverse opportunities for professional growth. Sessions were led by facilitators from SET-BC, POPARD, as well as our very own district specialists (Bryce Recsky & Laura Ganyo), covering a range of topics such as:

**NISGA'A SCHOOL DISTRICT 92**

*Professional Development Day*

**25 APRIL 2025** 8:30 AM - 3:00 PM  
Nisga'a Elementary Secondary School

**Session Sign-up is required: form to follow**

**Agenda**

- 9:00 am
  - Morning Refreshments & Networking
  - Opening/Protocol
  - Guest speaker
  - Breakout Groups - 2 sessions
- 12:00
  - Lunch & Networking
- 12:45
  - Breakout Groups - 2 sessions
- 2:45
  - Closing Remarks, Wrap-Up and Reflections

**Bus Schedule: TBA**

**Please bring your laptop or iPad**

*Indigenous Education & Early Learning*  
**Tanya M. Azak**

# Director of Instruction's Monthly Update Yansa'alt 2025



- Technology tools to support literacy
- iOS accessibility features
- Inclusive behaviour strategies
- Neurodiversity and AAC apps
- Transforming math classrooms through data, equity, and mindset

There were also designated spaces and times for collaborative learning, allowing educators to reflect, plan, and deepen connections.

The day concluded with closing remarks and time for reflection, leaving participants energized and inspired to continue their learning journeys.

It was a meaningful day of connection, collaboration, and culturally responsive learning.

A survey was distributed online at the end of the day to collect feedback, here is a snapshot of the reflections overall.



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learning

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people  
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quote  
whole

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presentation  
know  
opening  
dear  
different  
district  
enjoyable  
expect  
fantastic  
feel  
got  
great



# NISGA'A SCHOOL DISTRICT NO. 92

## MEETING AGENDA ITEM 8.3

<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	May 6, 2025
<b>Topic:</b>	Director of Instruction – Learning & Innovation Report		
<b>Background/Discussion:</b>			
Director of Instruction – Learning & Innovation Report attached.			
<b>Recommended Action:</b>			
For Information only			
Presented by: Superintendent			






Amaa saa.

It is an honor to present my inaugural report to the Board of Education, Nisga'a School District. Over the past month, I have had the privilege of collaborating with a dedicated group of educators and leaders. My initial focus has been on building relationships, asking insightful questions, and understanding the district's strengths and areas for growth. Below are my key observations from three areas of focus and the next steps that will improve planning, practice and delivery of service for student success. These three areas directly support the goals outlined in the strategic plan of nurturing a sense of belonging, pride, and confidence in identity, and enhancing student learning and achievement.


### Insights From the Field

 **Observations:** The role of an educator is increasingly complex, with numerous responsibilities and challenges. Balancing classroom demands with personal and professional commitments can be difficult at times. Despite these challenges, school staff consistently demonstrate a strong commitment to their students, colleagues, and the district's overall success. This dedication is often shown through a focus on the needs of others, which can sometimes affect their own well-being. In some of my interactions, staff have shared feedback with me that will improve how the district supports learners and schools.

#### Next Steps:

- **Clarify District Priorities:** Clearly communicate the board of education's strategic plan and key priorities, ensuring that focus is given to the most pressing needs first. This approach will help align efforts and maximize impact.
- **Promote a Balanced Approach:** Support an environment where high expectations are balanced with empathy and understanding of the challenges staff face.
- **Encourage Collaboration:** Strengthen a culture of teamwork, focusing on collective efforts to support all learners and creating a shared sense of purpose within the district.

### Inclusive Education – Supporting Diverse Learners

 **Observations:** Nisga'a School District is committed to creating inclusive learning environments where all students feel supported, valued, and capable of success. A key strength of our approach is the strong collaboration with a range of contracted and external partners, which brings valuable expertise and perspectives to our schools. As we continue to improve how we work with our external network of support, there is an opportunity to clarify and refine roles and responsibilities to ensure our collective efforts are well-aligned and effectively coordinated. This will help us strengthen our shared vision and further enhance the support we provide to all learners.



### ➡ Next Steps:

- **Re-establish School-Based Teams (SBT):** Align the SBT process with the BC School Act, Ministry of Education and Child Care guidelines, Nisga'a School District policies, and collective agreements. This will provide a clear framework for identifying and supporting students who need additional assistance.
- **Enhance Communication:** Attend SBT meetings with the District Principal, Inclusive Education to ensure consistent communication and collaboration. This will help in establishing a clear system for identifying students' needs, implementing interventions, and communicating plans with staff, students, and their families.
- **Define Roles and Responsibilities:** Clearly delineate the roles and responsibilities of all partners involved in supporting diverse learners to decrease confusion and ensure accountability.

## Understanding Student Behaviour & Learning New Approaches

👁 **Observations:** During school visits, I have observed a variety of practices and approaches being used to support learners. There is an opportunity in supporting ongoing learning to take foundational understanding and ensure it is implemented effectively; this will require further commitment to improving our skills and strategies; especially to better support students experiencing social or emotional challenges. Recognizing that all behavior is a form of communication is essential. When we seek to understand the reasons behind behaviors that may affect learning, we are better equipped to provide thoughtful, responsive, and effective support for all students.

### ➡ Next Steps:

- **Behavior Analysis:** Work with school teams to understand student behavior, identifying the root causes and triggers.
- **Trauma-Informed Practices:** Incorporate trauma-informed practices to better understand and support students who may have experienced trauma. This approach will help in creating a safe and supportive learning environment.
- **Skill Development:** Develop and implement strategies to help students acquire the skills needed to engage in learning activities consistently. This includes both learning new behaviors and unlearning those that are disruptive.
- **Professional Development:** Provide ongoing professional development for staff on trauma-informed practices and behavior management strategies. This will equip them with the tools needed to support students effectively.



# NISGA'A SCHOOL DISTRICT NO. 92

## MEETING AGENDA ITEM 8.4

<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	May 6, 2025
<b>Topic:</b>	Terms of Reference – Education Advisory Committee		
<b>Background/Discussion:</b>			
Education Advisory Committee: Terms of Reference attached.			
<b>Recommended Action:</b>			
That the Board of Education for Nisga’a School District approve the Education Advisory Committee Terms of Reference as presented, effective September 1, 2025, and the Terms of Reference be reviewed at least once every two years to ensure continued alignment with the Board of Education’s strategic priorities.			
Presented by: Superintendent			



### 1. **Committee Name**

- 1.1. **Education Advisory Committee** - As per Section 65 of the School Act, a board may establish committees and specify the functions and duties of these committees. Committees of trustees or individual trustees may not exercise the rights, duties and powers of the board. Unless expressly required to be exercised by bylaw, all powers of a board may be exercised by a bylaw or by resolution.

### 2. **Mandate**

- 2.1 The Education Advisory Committee advises the Board of Education by providing recommendations on matters relating to student learning, achievement, well-being and culturally affirming education. The committee will provide guidance on education policy, programs, curriculum, assessment and strategic initiatives.

### 3. **Responsibilities**

#### 3.1 **Oversight of Student Learning and Success**

- 3.1.1 Monitor student achievement data and key performance indicators.
- 3.1.2 Promote and support the integration of Nisga'a language, culture, and identity, into learning.
- 3.1.3 Recommend strategies and initiatives aimed at improving literacy, numeracy, and student well-being and graduation rates.

#### 3.2 **Strategic & Policy Planning**

- 3.2.1 Provide input into the yearly District Operation Plan (Education) to ensure alignment with the strategic and educational priorities of the Board of Education.
- 3.2.2 Recommend educational policies to align with the Board of Education's strategic plan.
- 3.2.3 Support the implementation of district-wide initiatives, including mental health, trauma-informed practices, and safe and inclusive schools.

#### 3.3 **Curriculum and Program Review**

- 3.3.1 Review and recommend new educational programs, adaptations, and professional development.



- 3.3.2 Recommend Board Authority Authorized (BAA) courses for board approval.
- 3.3.3 Recommend Level 4 & 5 field trips in accordance with risk management and policy.
- 3.3.4 Monitor supports for students with diverse learning needs.
- 3.3.5 Support initiatives in mental health, social-emotional learning, and substance use prevention.
- 3.3.6 Ensure policies reflect principles of equity, anti-racism, reconciliation, and inclusion.

### 3.4 **Collaboration with Stakeholders**

- 3.4.1 Engage with students, families, Elders, and community members.
- 3.4.2 Collaborate with school and district staff.
- 3.4.3 Partner with Nisga'a Lisims Government, other Nisga'a organizations, and external education partners.

### 3.5 **Accountability and Continuous Improvement**

- 3.5.1 Review school growth plans, achievement reports, and assessments.
- 3.5.2 Promote safe, healthy, and culturally responsive learning environments.
- 3.5.3 Recommend practices aligned with environmental sustainability and district values.

### 3.6 **Other Duties**

- 3.6.1 Undertake other responsibilities related to student learning as assigned by the Board.

## 4. **Membership**

### 4.1 **Trustee Representatives**

- 4.1.1 Chair – appointed annually by the Board Chair.
- 4.1.2 Alternate Chair – appointed annually by the Board Chair.



### 4.2 **District Staff**

- 4.2.1 Superintendent or designate.
- 4.2.2 Director of Instruction – Indigenous Education and Early Learning.
- 4.2.3 Director of Instruction – Learning and Innovation.
- 4.2.4 District Principal – Curriculum & Instruction.
- 4.2.5 District Principal – Inclusive Education.
- 4.2.6 One Nisga'a School Administrator representative.

### 4.3 **Partner Participants**

- 4.3.1 Nisga'a Teachers Union representative.
- 4.3.2 CUPE representative
- 4.3.3 Learner (student) representative(s), as appropriate.
- 4.3.4 PAC representative
- 4.3.5 Nisga'a Lisims Government representative
- 4.3.6 Indigenous Education Council Chair

### 4.4 **Additional Participants**

- 4.4.1 Additional trustees, if requested, with prior approval of the Chair.
- 4.4.2 Secretary-Treasurer, if required, based on meeting topics.

### 4.5 **Committee Support**

- 4.5.1 Executive Assistant to the Secretary-Treasurer and Superintendent will provide administrative support, under the supervision of the Superintendent.

## 5. **Meetings**

### 5.1 **Frequency**

- 5.1.1 Meetings will occur four times annually, or as needed.



### 5.2 **Format**

5.2.1 Meetings may be held virtually, in-person, or in a hybrid format.

### 5.3 **Scheduling and Agendas**

5.3.1 A regular meeting schedule will be established.

5.3.2 Agendas will be distributed at least two weeks in advance.

5.3.3 Agendas and minutes will be posted on the district website.

### 5.4 **Quorum and Decision-Making**

5.4.1 Quorum requires a majority of members.

5.4.2 The committee is advisory and does not make binding decisions.

5.4.3 Recommendations will be made by consensus when possible; dissenting views will be noted.

5.4.4 Confidential matters will not be discussed.

## 6. **Reporting and Accountability**

6.1 The Chair will report to the Board of Education at the next public meeting.

6.2 Reports will include a summary of discussion and recommendations.

6.3 A briefing document will support recommendations to the board.

6.4 Meeting minutes and records will be maintained and shared appropriately.

## 7. **Review of Terms of Reference**

7.1 Terms will be reviewed at least every two years.

7.2 Proposed changes must be submitted to and approved by the Board of Education.

## 8. **Trustee Appointment**

8.1 Committee members serve one-year terms, renewable annually.

8.2 Chair and Alternate Chair are appointed by the Board Chair in June.

8.3 Non-member trustees may attend and participate with prior approval of the Committee Chair.



## Nisga'a School District 92 – **Advisory Committee Terms of Reference**

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### 9. **Conflict of Interest**

9.1 Members must disclose any conflicts of interest.

9.2 Members will recuse themselves from related agenda items.

### 10. **Signatories and Approval**

10.1 The Board of Education approves these Terms of Reference.

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Board Chair

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Superintendent

Approved: May 6, 2025





## NISGA'A SCHOOL DISTRICT NO. 92

### MEETING AGENDA ITEM 9.1

Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 6, 2025
Topic:	Statement of Operations As At March 31, 2025		
Background/Discussion:			
Statements of Operations for March 31, 2025 attached.			
Recommended Action:			
For Information Only			
Presented by: Secretary-Treasurer			

# School District No. 92 (Nisga'a)

## Statement of Operations

As At March 31, 2025

	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
<b>Revenues</b>			
Provincial Grants			
Ministry of Education	(173,992)	(1,150,580.73)	143,644
Other			15,158
Municipal Grants Spent on Sites			
Federal Grants			
Tuition			
Other Revenue	12,305,402	10,303,055.89	10,729,670
Rentals and Leases	140,000	160,186.01	209,587
Investment Income	150,000	163,457.43	297,042
Income (Loss) from Investments in Government Business Enterprises			
Gain (Loss) on Disposal of Tangible Capital Assets			
Amortization of Deferred Capital Revenue	537,594	487,018.47	619,029
District Entered			
<b>Total Revenue</b>	<b>12,959,004</b>	<b>9,963,137.07</b>	<b>12,014,130</b>
<b>Expenses</b>			
Instruction	9,374,580	5,006,143.81	6,118,433
District Administration	2,857,149	1,507,489.57	1,864,756
Operations and Maintenance	2,740,799	1,608,873.83	3,178,115
Transportation and Housing	1,172,426	629,838.95	1,494,213
Debt Services			
Write-off/down of Buildings and Sites			
District Entered			
<b>Total Expense</b>	<b>16,144,954</b>	<b>8,752,346.16</b>	<b>12,655,517</b>
<b>Surplus (Deficit) for the year, before endowment contributions</b>	<b>(3,185,950)</b>	<b>1,210,790.91</b>	<b>(641,387)</b>
<b>Endowment Contributions</b>			
<b>Surplus (Deficit) for the year</b>	<b>(3,185,950)</b>	<b>1,210,790.91</b>	<b>(641,387)</b>
<b>Accumulated Surplus (Deficit) from Operations, beginning of year</b>		<b>9,107,966.00</b>	<b>9,749,353</b>
<b>Accumulated Surplus (Deficit) from Operations, end of year</b>		<b>10,318,756.91</b>	<b>9,107,966</b>



# NISGA'A SCHOOL DISTRICT NO. 92

## MEETING AGENDA ITEM 10.1

<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	May 6, 2025
<b>Topic:</b>	Field Trips Policy - 210		
<b>Background/Discussion:</b>			
Field Trips Policy - 210 attached.			
<b>Recommended Action:</b>			
That the Board of Education for Nisga’a School District No. 92 approves the Field Trips Policy – 210 as presented.			
Presented by: Superintendent			



### POLICY 210 - FIELD TRIPS

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The Board of Education supports enhancing student learning through experiential, curriculum-based field trips that broaden academic, cultural, and social horizons. Recognizing the educational value of learning outside the classroom, the Board is committed to ensuring that field trips are well-organized, culturally respectful, and aligned with local community values, while prioritizing student safety and well-being. The accompanying regulation outlines a clear framework for planning and conducting field trips, maximizing both educational benefit and student care. The Board reserves the right to modify or cancel any field trip in accordance with this policy, applicable provincial legislation and regulation.

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**Related Documents:** Regulation 210-10



# NISGA'A SCHOOL DISTRICT NO. 92

## MEETING AGENDA ITEM 12.1

<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	May 6, 2025
<b>Topic:</b>	FNESC – School Act Amendment Resource Letter		
<b>Background/Discussion:</b>			
FNESC – School Act Amendment Resource Letter attached.			
<b>Recommended Action:</b>			
For Information only			
Presented by: Superintendent			

March 26, 2025

Winnie Morven-Hansen, Board Chair  
Robert Clifton, Superintendent  
Nisga'a School District (No. 92)

PO Box 240, 4702 Huwilp Road  
New Aiyansh, BC V0J 1A0

**Re: School Act Amendments Resource**



#113 - 100 Park Royal South  
West Vancouver, BC V7T 1A2  
Tel (604) 925-6087  
Toll-Free 1-877-422-3672  
Fax (604) 925-6097  
[www.fnesc.ca](http://www.fnesc.ca)

Dear Winnie Morven-Hansen and Robert Clifton:

On behalf of the First Nations Education Steering Committee (FNESC), I am pleased to share with you our *School Act Amendments* resource for distribution within your school district. The *School Amendment Act*, co-developed by FNESC and the Ministry of Education and Child Care, received Royal Assent on November 8, 2023, introducing three new sections to the *BC School Act*: First Nation Schools of Choice, the Model Local Education Agreement, and Indigenous Education Councils. The amendments are intended to improve the outcomes and attendance of Indigenous students in fulfilment of important commitments included in the BC Tripartite Education Agreement: Supporting First Nation Student Success and the Declaration on the Rights of Indigenous Peoples Act Action Plan.

To support the implementation of this transformative change to public education, FNESC compiled key ministerial orders, policies, and regulations related to the legislation. Six copies of our resource have been provided to your district. We kindly suggest the following key staff receive a copy:

- Chair, Board of Education
- Chair, Indigenous Education Council
- Superintendent
- Secretary Treasurer
- Indigenous Education Lead

FNESC will continue to assist with the implementation of these critical initiatives in partnership with the Ministry. We appreciate your ongoing commitment to supporting First Nations education in British Columbia and look forward to hearing about the progress you have made.

Sincerely,

Deborah Jeffrey  
Executive Director

Encl. (6): *School Act Amendments Resource*