



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

TUESDAY, NOVEMBER 4, 2025 – 5:30 pm

A G E N D A

1. PROTOCOL – Acknowledgement – Wilps Sim'oogit Kwaxsugans Niis Lisyaaan (late Clyde Doolan)			
2. CALL TO ORDER			
3. DECLARATION OF QUORUM			
4. Board Chair/Vice-Chair Election			
5. APPROVAL OF AGENDA FOR NOVEMBER 4, 2025	Motion		
6. ADOPTION OF MINUTES OF PRIOR MEETING:			
6.1 Regular Meeting – October 7, 2025	Motion	Attachment	Page 1-6
7. BUSINESS ARISING FROM THE MINUTES: None			
8. PRESENTATION: 8.2 Director PSO - Service Delivery Update	Information	Verbal	
9. EDUCATION: SUPERINTENDENT			
9.1 Director of Instruction – Indigenous Education & Early Learning	Motion	Attachment	Page 7-11
9.2 Superintendent – Monthly Update	Motion	Attachment	Page 12-16
10. BUSINESS: SECRETARY-TREASURER			
10.1 Operations Implementation Plan 2025-26 - Goal 4	Information	Verbal	
11. POLICY DEVELOPMENT: None			
12. TRUSTEE REPORTS:			
12.1 Education Committee Update - Chair	Information	Verbal	
12.2 BCSTA - IEAC Knowledge Series	Information	Attachment	Page 17-27
12.3 Rural and Remote	Information	Attachment	Page 28-32
12.4 BCSTA - Provincial Council Update	Information	Verbal	
13. CORRESPONDENCE RECEIVED:			
14. PUBLIC QUESTION PERIOD:			
15. ADJOURNMENT:			



NISGA'A SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM 6.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 4, 2025
Topic:	Minutes of the Regular Meeting of the Board – October 7, 2025		
Background/Discussion:			
Minutes as attached.			
Recommended Action:			
THAT the Board of Education for the Nisga'a School District adopt the Minutes of the October 7, 2025 Regular/Public Board Meeting as circulated.			
AND THAT any corrections or amendments noted be incorporated into the official record.			
Moved by:			
Seconded by:			
Presented by: Board Chair			

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

OCTOBER 7, 2025 – 5:30 P.M.

Trustees:	George Nelson, Chair Winnie Morven-Hansen Carl Azak Gary Cox	Gingolx Trustee Gitlaxt'aamiks Trustee Gitwinksihlkw Trustee Nass Camp Trustee
District:	Robert Clifton Bryce Recsky Tanya Azak Sharlene Grandison	Superintendent of Schools Director of Instruction Director of Instruction Executive Assistant, Recorder
Regrets:	Danica Moore	Laxgalts'ap Trustee

1. PROTOCOL

Acknowledgement to Wilps Gitxhoon, Wilps Niiyuus for the loss a family member.

2. CALL TO ORDER

Board Chair Nelson called the meeting to order at 3:17 pm.

3. DECLARATION OF QUORUM

Board Chair Nelson declared quorum.

4. BOARD CHAIR and VICE-CHAIR ELECTION

Tabled to the November 2025 Board Meeting.

5. APPROVAL OF AGENDA

R02-1656

THAT the Board of Education adopt the October 7, 2025, Agenda with item number 4. Board Chair/Vice-Chair Election moved to the November Board Meeting.

Moved: Trustee Azak

Seconded: Trustee Cox

Carried

6. ADOPTION OF MINUTES

6.1 Regular Meeting of September 10, 2025

R02-1657

THAT the Board of Education for Nisga’a School District adopt the Minutes of the September 10, 2025 Regular/Pubic Board Meeting as circulated.

AND THAT any corrections or amendments noted be incorporated into the official record.

Moved: Trustee Morven-Hansen

Seconded: Trustee Cox

Carried

6.2 Special Regular Meeting of September 23, 2025

R02-1658

THAT the Board of Education for Nisga’a School District adopt the Minutes of the September 23, 2025 Special Regular Meeting as circulated.

AND that any corrections or amendments noted be incorporated into the official record.

Moved by: Trustee Azak

Seconded by: Trustee Cox

Carried

7. BUSINESS ARISING FROM THE MINUTES

7.1 None

8. PRESENTATIONS

8.1 District Principal – Curriculum & Instruction

Principal Laura Ganyo presented on the district’s shift from procedural to conceptual math instruction. The new three-part framework supports intentional lesson design to build confidence and skills in both teachers and students. Key elements include fostering a growth mindset, collaborative planning, and integrating the “Four Cs” (collaboration, communication, critical thinking, creative thinking) as essential employability skills. Strategies such as number talks and cross-curricular integration of math concepts were highlighted to promote a broader numeracy culture. Implementation is supported through monthly coaching, professional learning communities, and resource sharing. Principals will set learning goals with their teams, and progress will be monitored throughout the year.

9. EDUCATION

9.1 Learning & Innovation Update - Director of Instruction, Bryce Recsky

The Director reported on funding processes related to student designations, with a focus on inclusive education and Indigenous learners. Updates included standardizing IEP processes, timelines, and documentation for consistency and audit readiness. Collaboration with provincial outreach partners is improving IEP

quality and compliance. Data collection, including literacy and numeracy assessments, is underway to inform targeted interventions and planning.

R02-1659

That the Board of Education receive and file the Director of Instruction – Learning & Innovation October 2025 Report.

Moved by: Trustee Morven-Hansen

Seconded By: Trustee Azak

Carried

9.2 Superintendent's Update, Robert Clifton

The Superintendent reported on the district's strategic plan launch, anchored by four priorities: language and culture, empowered learners, thriving staff and collaborative leadership, and strengthening foundations. Initiatives include individualized student success planning, inclusive professional development for all staff, and alignment of operational and financial plans with strategic goals. Literacy and numeracy screening results are at provincial averages, with ongoing efforts to close gaps. The district is enhancing transparency through robust data collection and public reporting, strengthening partnerships with community and Indigenous organizations, and supporting local hiring and training of education assistants. Policy reviews are underway through a five-phase governance update plan, with emphasis on procedural fairness in addressing concerns.

R02-1660

THAT the Board of Education receive and file the Superintendent's Monthly Update.

Moved by: Trustee Morven-Hansen

Seconded by: Azak

Carried

10. BUSINESS

10.1 Indigenous Education Committee - Robert Clifton, Acting Secretary-Treasurer

Appointment of Members and Alternate to the Indigenous Education Committee.

In response to legislative changes (Bill 40, 2023), the board established an Indigenous Education Committee as a distinct advisory body focused on integrating Indigenous voices, worldviews, languages, and cultures into all aspects of district education. The IEC will guide program development, funding allocation, and enhanced student achievement for Nisga'a and other Indigenous learners, with the appointment of community representatives from each village.

R02-1661

THAT the Board of Education for Nisga'a School District No. 92 appoint the following individuals as members and alternates to the Indigenous Education

Council for the 2025-2026 school year, in accordance with the Ministerial Order No. M217 issued by the Minister of Education and Child Care, and in alignment with the Board's commitment to Indigenous education and community engagement.

Appointed Members:

Taron Scott – Representative for Nisga'a Village of Gitlaxt'aamiks
Sheena Johansen – Representative for Nisga'a Village of Gitwinksihlkw
Peter Leeson – Representative for Nisga'a Village of Laxgalts'ap
Mary-Lee Watts – Representative for Nisga'a Village of Gingolx

Appointed Alternate:

Vacant - Representative for Nisga'a Village of Gitlaxt'aamiks
Rochelle Moore - Representative for Nisga'a Village of Gitwinksihlkw
Phyllis Clark - Representative for Nisga'a Village of Laxgalts'ap
Rene Clayton - Representative for Nisga'a Village of Gingolx

Moved by: Trustee Azak

Seconded by: Trustee Morven-Hansen

Carried

11. TRUSTEE REPORTS

11.1 Education Committee Report - Winnie Morven-Hansen, Trustee

An update was provided on the formation and terms of the Education Advisory Committee, which will regularly advise on student achievement, curriculum, policy, and well-being. The committee includes broad representation from trustees, staff, labor partners, and students, and will meet multiple times annually with transparent agendas and minutes.

11.2 Board Chair Report - George Nelson, Trustee

The Board Chair summarized key events and updates, highlighted provincial leadership in Indigenous education, and reflected on cross-jurisdictional collaboration and legislative trends. The hiring and transition of key positions was noted, including the hiring of a full-time district counselor and administrative staffing changes. The importance of following proper channels for policy review and dispute resolution was discussed.

12. CORRESPONDENCE RECEIVED:

No correspondence received.

13. PUBLIC QUESTION PERIOD:

No public questions.

14. ADJOURNMENT:

The meeting adjourned at 6:31 pm

Moved by: Trustee Morven-Hansen

Seconded by: Trustee Cox

Carried

Certified correct
George Nelson
Board Chair

Certified correct
Robert Clifton
Acting Secretary-Treasurer



NISGA'A SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM 9.1

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 4, 2025
Topic:	Director of Instruction – Indigenous Education & Early Learning Update		

Background/Discussion:

Director of Instruction – Indigenous Education & Early Learning Report attached.

Recommended Action:

That the Board of Education receive and file the Director of Instruction – Indigenous Education & Early Learning Report for November 2025.

Moved by:
Seconded by:

Presented by: Director of Instruction – Tanya Azak

Director of Instruction's Monthly Update Gwilatkw 2025



NSD Goal: Empowered and Inspired Learners: Well-being, Belonging, and Futures

Enhancement & Supporting Language and Culture Learning

The Enhancement Education Family provides targeted support to all learners to strengthen instructional practices and classroom management in a culturally safe and responsive manner. This role is integral to ensuring that teaching and learning environments reflect Nisga'a values and promote student success.

Key Responsibilities

- Collaborative coaching with teachers to improve classroom management and culturally grounded instruction.
- Instructional support for integrating Nisga'a language and cultural content into lessons.
- Capacity building through professional learning and individualized guidance.
- Ensuring cultural safety in all teaching practices.



Measurable Outcomes – Educator Learner Support

- Provide monthly one-on-one coaching sessions for educators in all schools.
- Co-develop culturally integrated lesson plans.
- Offer professional learning workshops on culturally grounded classroom management.
- Invitation feedback from teachers on enhancement supports.
- Ensure all educators receive individualized support.
- Track growth in educator confidence through pre- and post-support surveys.
- Facilitate educator collaboration meetings.
- Increase teacher participation in collaborative planning.

Student Learner Success Outcomes – How Will We Know?

- **Student Engagement:** Increased participation in culturally integrated lessons, measured through classroom observation and participation data.
- **Behavior:** Reduction in classroom behavior in supported classrooms.
- **Achievement:** Improvement in language literacy benchmarks in classrooms receiving enhancement support.

Indigenous Education & Early Learning – As guided by the 4 NSD Strategic Priorities
Tanya M. Azak

Director of Instruction's Monthly Update Gwilatkw 2025



- **Cultural Integration:** Evidence of culturally relevant student learning projects in classroom portfolios.

Examples of Student Projects:

- **Land-Based Learning Journals:** Students document seasonal activities, plant knowledge, and traditional harvesting practices during outdoor learning sessions, using Nisga'a vocabulary for plants, animals, and places.
- **Nisga'a Storytelling Digital Archive:** Students record oral stories shared by Elders, create bilingual transcripts (Nisga'a and English), and present them through multimedia formats such as videos or podcasts.
- **Community Mapping Project:** Students design maps of local areas highlighting Nisga'a place names, cultural landmarks, and historical sites, integrating language and geography.
- **Seasonal Knowledge Posters:** Collaborative projects where students illustrate traditional seasonal cycles, foods, and activities, labeling them in Nisga'a language.
- **Land Stewardship Action Plans:** Students develop small-scale environmental stewardship projects (e.g., river clean-up, planting native species) and present their plans using Nisga'a terminology for land and water.

NSD Goal: Strengthening Foundations: Sustainability and Improvement

Nisga'a Language Learning Opportunities

Nisga'a Language Teachers Meetings: Contributions and Collaboration

The Nisga'a Language Teachers contributions play a pivotal role in the Nisga'a district's commitment to revitalizing and sustaining the language and culture within education. These gatherings serve as a vital space for collaboration, professional growth, and cultural leadership, ensuring that language instruction remains rooted in community values and responsive to student needs.

Why are these meetings important?

- **Cultural Preservation:** These meetings reinforce the role of language teachers as cultural knowledge keepers, supporting the transmission of Nisga'a language, traditions, and worldview to younger generations.



Director of Instruction's Monthly Update Gwilatkw 2025



- **Professional Support:** Teachers receive ongoing pedagogical support, share best practices, and engage in reflective dialogue to strengthen their instructional approaches. They also provide guidance and assistance to other educators, fostering collaboration and building capacity across the district.
- **Curriculum Development:** The meetings provide a forum to co-create and refine culturally responsive curriculum and resources that align with both provincial standards and Nisga'a ways of knowing.
- **Community Connection:** They foster deeper connections between schools and Nisga'a communities, ensuring that language learning reflects lived experiences and community priorities.

Key components of the meeting

- **Collaborative Planning:** Teachers work together to design lesson plans, develop thematic units, and align teaching strategies across curriculum and grade levels.
- **Resource Sharing:** Participants exchange teaching materials, digital tools, and culturally relevant content to enhance classroom engagement.
- **Language Proficiency Support:** Opportunities are provided for teachers to strengthen their own language skills through peer mentorship and expert-led sessions.
- **Guest Presentations:** Elders, fluent speakers, and cultural advisors are invited to share insights, stories, and teachings that enrich the learning environment.
- **Assessment and Reporting:** Teachers collaborate on culturally appropriate assessment tools and data collection methods to track student progress and inform district reporting.
- **Celebration of Success:** Meetings often include sharing student achievements, classroom innovations, and community events that highlight the impact of language learning.



Director of Instruction's Monthly Update Gwilatkw 2025



NSD Goal: Language and Culture: The Mind, Heart, Body and Spirit of Learning

Cultural Sharing Days

Cultural Sharing Days are back!! We are excited to host these events in each school. These gatherings bring students, educators, and community members together to celebrate Nisga'a language, traditions, and values through drumming, songs, storytelling, and shared learning. They create a space where students experience culture in action, strengthening identity and pride.

Why These Days Matter

1. **Living Culture in Education** - Cultural Sharing Days ensure that Nisga'a knowledge and practices are not just taught but lived, making learning deeply meaningful and connected to heritage.
2. **Building Unity and Relationships** - By bringing all schools and communities together, these events foster belonging, mutual respect, and strong relationships across generations.
3. **Empowering Students** - Students take active roles as speakers, performers, and knowledge keepers, building confidence and leadership while honoring their roots.
4. **Community Strength** - These days reinforce the partnership between schools and the Nisga'a Nation, creating a shared commitment to cultural continuity and educational success.
5. **Celebrating Achievements** - Recognizing milestones—such as graduates and cultural contributions—encourages perseverance and pride in both academic and cultural accomplishments.

Future events:

- ⇒ Monday March 10, 2026 @ GES
- ⇒ Monday April 21, 2026 @ AAMES

Upcoming Events:

1. **November 3 (1:00 pm – 4:00 pm)** - Nisga'a School District Indigenous Education Council 1st Meeting @ NSD Boardroom/Teams
2. **November 4 (10:30 am – 1:00 pm)** - Nisga'a School District Cultural Day @ NESS

Gabiihl Hi'y





NISGA'A SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM 9.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 4, 2025
Topic:	Superintendent's Monthly Update to the Board		
Background/Discussion:			
Superintendent's Monthly Update – November 2025 is attached.			
Recommended Action:			
THAT the Board of Education receive and file the Superintendent's November 2025 Monthly Update.			
Moved by: Seconded by:			
Presented by: Superintendent			

Superintendent's Monthly Update Gwilatkw 2025



A Message From the Superintendent



As we enter November, the Nisga'a School District continues to move forward with purpose and clarity. The launch of our Strategic Plan earlier this fall has set the direction for our work, and we are now focused on implementation—translating vision into action across every school, department, and community partnership.

This month's update highlights the operational rollout of our four strategic goals, each led by a member of our senior leadership team. Their efforts are supported by collaborative planning, clear objectives, and a shared commitment to student success. We also welcomed two new senior leaders to the Board Office, whose onboarding has strengthened our leadership capacity and positioned us well for the work ahead.

Professional learning remains a priority, and our participation in the Education Law Conference provided

valuable insights that are already informing policy and practice. As we continue to build a resilient and responsive district, our focus remains on creating inclusive, culturally grounded learning environments where every learner can thrive.

As Board members, your role in championing this work is vital. I encourage you to continue engaging with the Strategic Plan, asking questions that deepen our shared understanding, and supporting the alignment of governance decisions with our strategic priorities. Your leadership helps ensure that our collective efforts remain focused, accountable, and rooted in the values of Sayt K'ilim Goot.

Thank you for your continued support and commitment to the learners, families, and communities we serve.

T'ooyaksiy' niin!

Robert Clifton
Superintendent of Schools

Superintendent's Monthly Update Gwilatkw 2025



Staffing and Onboarding of Senior Leaders

This November marks a key moment in our district's leadership renewal. We welcomed Tawnia White Cow as Senior Manager of Human Resources on October 15 and Ernie Gran as Secretary-Treasurer on October 20. Both leaders bring valuable experience and perspectives to their roles, and their onboarding was designed to ensure a smooth and purposeful transition.



Over two days, onboarding sessions focused on:

- Clarifying strategic priorities aligned with the 2025–2030 Strategic Plan and the current Operational Plan.
- Understanding the scope of responsibilities across human resources, finance, operations, and governance.
- Establishing collaborative workflows to support cross-departmental communication and decision-making.
- Start of a review of key district policies and procedures, including collective agreements and reporting structures.

The onboarding process emphasized shared leadership, strategic alignment, and a commitment to building strong, responsive systems that support learners, staff, and communities. Both Tawnia and Ernie are now actively engaged in leading their respective goal areas within the Strategic Plan and contributing to district-wide improvement efforts.

Operational Planning: Strategic Goals in Action



As we move deeper into the school year, the Nisga'a School District has entered the implementation phase of its 2025–2026 Operational Plan, with each of the four strategic goals now actively led by designated members of the district leadership team:

- **Goal 1 – Language and Culture:** Led by Director of Instruction, Tanya Azak, this goal focuses on embedding Nisga'a language, values, and knowledge systems into daily learning environments. Tanya is working closely with schools to support culturally grounded instructional practices and community partnerships.

Superintendent's Monthly Update

Gwilatkw 2025



- **Goal 2 – Empowered and Inspired Learners:** Led by Director of Instruction, Bryce Recsky, this goal emphasizes student well-being, belonging, and future-ready learning. Bryce is supporting schools in strengthening literacy and numeracy outcomes, while also advancing inclusive education strategies.
- **Goal 3 – Thriving Staff and Collaborative Leadership:** Led by Senior Manager of Human Resources, Tawnia White Cow, this goal centers on professional growth, leadership development, and workplace wellness. Tawnia is coordinating initiatives that build staff capacity and foster a culture of collaboration and care.
- **Goal 4 – Strengthening Foundations:** Led by Secretary-Treasurer, Ernie Gran, this goal focuses on operational effectiveness, sustainability, and innovation. Ernie is overseeing improvements to financial systems, facilities planning, and district-wide procedures to ensure responsive and resilient infrastructure.

As Superintendent, I am overseeing the delivery of these action plans and monitoring Objective Key Results (OKRs) to ensure that implementation is both strategic and measurable. This includes regular check-ins with goal leads, alignment of resources, and the development of reporting tools to track progress. Our aim is to ensure that each goal area contributes meaningfully to student success and organizational improvement.

Education Law Conference - Key Takeaways

On October 22, senior leaders from the Nisga'a School District attended the Education Law Conference hosted by Harris & Co., including Superintendent Clifton, Secretary-Treasurer Ernie Gran, and Senior Manager of Human Resources Tawnia White Cow. The conference provided valuable insights into emerging legal issues and best practices for school districts. Key takeaways included:

1. **Trustee Conduct:** The role of school trustees was clarified, with emphasis on the scope and application of Trustee Codes of Conduct. Guidance was provided on how district leaders can support Boards in managing conduct concerns, including provincial criteria for codes, procedures for breaches, and appropriate sanctions.

Policy or Procedure Implication and Follow-up: The district will review and update its Trustee Code of Conduct to ensure alignment with provincial standards and to clarify the Superintendent's role in managing conduct concerns.

2. **Inclusive Education and Student Discipline:** Legal principles were reviewed for situations where a student may need to be removed from school due to behaviour linked to a disability. The session reinforced the importance of balancing safety, support, and rights under human rights legislation.

Policy or Procedure Implication and Follow-up: The Inclusive Education team will work with school

Superintendent's Monthly Update

Gwilatkw 2025



leaders to develop clearer guidelines for temporary exclusions, ensuring decisions are legally sound and support student rights.

3. **Privacy and Investigations:** The conference explored how privacy rights and protections against unreasonable search and seizure intersect with the district's responsibility to investigate concerns. Strategies for balancing these rights were discussed.

Policy or Procedure Implication and Follow-up: Updates will be made to the district's investigation practices and protocols to better reflect Charter protections and privacy legislation, particularly in cases involving searches or digital evidence.

4. **Family Law in Schools:** A refresher on family law concepts—such as parental responsibilities and the best interests of the child—was provided, with practical applications for school settings where custody and access issues may arise.

Policy or Procedure Implication and Follow-up: School administrators will receive updated guidance on managing custody-related issues, including documentation and communication protocols.

5. **Duty to Accommodate:** The complexity of accommodation in education was unpacked, especially where obligations to students and employees may overlap. The session outlined critical milestones in the accommodation process and emphasized the importance of documentation and collaboration.

Policy or Procedure Implication and Follow-up: The HR department will lead a review of accommodation procedures to ensure clarity, consistency, and alignment with legal obligations and available resources.

6. **Teacher Regulation Branch (TRB) Updates:** Recent boundary discipline decisions were reviewed, highlighting considerations the TRB uses in its rulings. Best practices were shared to help districts navigate professional standards and regulatory processes effectively.

Policy or Procedure Implication and Follow-up: The district will strengthen its documentation and reporting practices related to professional conduct, ensuring readiness for TRB review processes.

These insights will inform district practices and ongoing policy updates and development to support the Board's Strategic Plan commitments for goal number 3 and 4: **Thriving Staff and Collaborative Leadership** and **Strengthening Foundations** through legally sound, student-centered decision-making.



NISGA'A SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM 12.2

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 4, 2025
Topic:	Indigenous Education Committee Report		
Background/Discussion:			
Indigenous Education Advisory Committee Report – October 22, 2025 attached.			
Recommended Action:			
For information only			
Presented by: Indigenous Education Advisory Committee Rep – Trustee Winnie Morven-Hansen			

BCSTA – Indigenous Education Advisory Council -mtg Oct 22, 2025, by Winnie Morven-Hansen

BCSTA Board of Directors update presented by Gordon Li – there will be a blanketing ceremony for 2 previous members of the IEAC. Gordon listed many presentations that will be at the BCSTA Academy. Included will be cedar weaving, Haida ceremonies, storytelling, BC Lions presentation, Canucks (why it matters), learn the truth, building champions, walking people back to the land, plus many other sessions which includes continued roles of boards of education.

FNESC Presentation – presented by Connor Morris. This all had to do with Indigenous student attendance and there was new information on data, showing stats of attendance. See handout

Children with Autism – presented by Trustee Thorne. Concerns are:

- How much training do teachers have

- Do budget cuts affect supports

- Ask for teachers panel for feedback

- What about the wellness of the teachers

Truth and Reconciliation – presented by IEAC. This is a continued standing item. We all need to stay strong against all challenges. Students need to see themselves as leaders, that they have a voice and their voices matter. We cannot forget the indigenous children in care.

Ableism and the Indigenous Experience – presented by Trustee Thorne. This is discrimination in favour of nondisabled people. We all know and understand how it is to be overlooked by multiple people in many facets of life.

UNDRIP – United Nations Declaration Rights of Indigenous Peoples – included in Section 35 is the hunting and fishing rights, Education is not included – this area needs a lot of work, this will be discussed further

IEAC Knowledge Series - presented by Ms Hoffman. The Landbased Learning Series is ready to go and will be presented at the BCSTA Academy. Denialism needs more work before we go ahead with it, so in its place for the next is series will be Indigenous Student Leadership. Also we're holding off proceeding with Bill 40 Success Stories topic as we aren't quite far enough with our work – need to compile more success stories across the board.

Indigenous Sports Academy – Physical literacy in the Indigenous student population. The Academy in Prince George did a presentation, they have intake of students for the north region. Any indigenous student can apply, although it up to the parents to find places to stay for their child and pay living expenses.

First Nations Education Steering Committee Presentation to

BCSTA Indigenous Education Advisory Committee



Attendance Data, BC Public Schools

“To close the gaps means to achieve education outcomes for Aboriginal students that are the same as outcomes for non-Aboriginal students.

This language does not imply any failure by Aboriginal students, but rather, a failure of the education system to meet their needs.”

– *An Audit of the Education of Aboriginal Students
in the BC Public School System (2015)*

Attendance

- Making sure that all students have every opportunity for success by attending school consistently is critical. Students cannot learn when they are not in school.
- FNEESC and FNSA have identified attendance as a priority issue for several years, reflected in a substantial campaign launched by FNEESC and FNSA in 2020 to raise awareness about the importance of attendance, including:
 - Creating and updating an Attendance Toolkit and other resources to be shared with all First Nations and First Nation schools in BC;
 - Providing ongoing workshops for parents, government authorities and conferences
- Per Schedule I, Section 2 of BCCTEA, BC has committed to providing attendance data to FNEESC for First Nation students who attend public schools.

Attendance: Elementary (K-7)

- **Chronically Absent Student Rate:** the rate of total students who miss 10% or more of scheduled learning experience within a cohort.

2024/25	
Indigenous, On-Reserve	82%
Indigenous, Off-Reserve	61%
Non-Indigenous	40%

Attendance: Secondary (8-12)

- **Chronically Absent Student Rate:** the rate of total students who miss 10% or more of scheduled learning experience within a cohort.

	2024/25
Indigenous, On-Reserve	92%
Indigenous, Off-Reserve	81%
Non-Indigenous	60%

FNESC and FNSA'S Continued Response to Education Data Outcomes

Supporting:

Parents

- First Nations Parents Club
- Parents Toolkit and Implementation Guide
- Attendance Toolkit
- Activity Guides
- Parents Conference
- Workshops
- Etc.

First Nations

- Education governance grants
- Impacts on learning grants
- Attendance Toolkit
- Workshops to support LEAs and broader advocacy
- Etc.

First Nation School Staff

- Pro-d and coaching
- Language and Culture and Supports for Students with Exceptionalities programs
- School improvement planning supports
- Etc.

First Nation School Governing Authorities

- Education Governance Toolkit
- Attendance Guide
- Education Governance grants
- Professional learning series
- Etc.

Systemic Change

- DRIPA Action Plan
- Bill 40 implementations – model LEA, school of choice, and Indigenous Education Councils
- BCTEA implementation
- Joint advocacy and co-development of policies and programs
- Etc.

Questions?





NISGA' A SCHOOL DISTRICT NO. 92

MEETING AGENDA ITEM 12.3

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	November 4, 2025
Topic:	Rural and Remote Report – October 15, 2025		
Background/Discussion:			
Rural and Remote Report for October 15, 2025 attached.			
Recommended Action:			
For information only			
Presented by: Indigenous Education Advisory Committee Rep – Trustee Winnie Morven-Hansen			

Priority One of our workplan is that Recruitment and Retention continues to be at the forefront. It is important to have teacher training programs close to home, this was conveyed to the BCTC (BC Teachers Council), they are the ones that set the parameters for teacher education programs. Flexible learning options are needed to allow people to pursue certification and meet family and job obligations, which also may increase the number of indigenous people to become certified teachers.

There needs to be more support and mentorship for new teachers, studies have shown that teachers leave the profession after a few years. If school districts implement teacher supports and mentorships, teachers tend to stay in their current positions.

Priority Two is to investigate and build an understanding of the issues and what the current educational outcomes and needs are for students. Analyze provincial data to identify areas of need for literacy and numeracy success and challenge results, completion rates, plus school readiness. Learning from stories

Priority Three, build an understanding of funding challenges , costs and impacts.

- What are the strategies from government for families in rural communities
- What are the mental health supports
- How is government allocating funds
- advocacy for equitable funds

Priority Four, explore and engagement with students, parents and communities. This where stories from districts and schools can share to see what is working and what isn't so everyone can learn from each other.

Priority Five is to identify connectivity issues for rural, remote and isolated communities. Work is underway – check on the BC Connectivity website, trustees can review presentation offered by the Ministry of Citizen Services to the BCSTA Board of Directors in December 2024 with an update of the work

Priority Six is advocacy to the BCSTA membership , Ministry of Education and Childcare and other agencies as appropriate on identified and emerging issues. This will be ongoing and continuing as needed and necessary.

Priority Seven is to explore the needs of supporting staff and families with diverse and exceptional needs. This will be evaluated at a later time, starting with priority two and three to determine what other work is required

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- What are the strategies from government for families in rural communities
- What are the mental health supports
- How is government allocating funds
- advocacy for equitable funds

Priority Four, explore and engagement with students, parents and communities. This where stories from districts and schools can share to see what is working and what isn't so everyone can learn from each other.

Priority Five is to identify connectivity issues for rural, remote and isolated communities. Work is underway – check on the BC Connectivity website, trustees can review presentation offered by the Ministry of Citizen Services to the BCSTA Board of Directors in December 2024 with an update of the work

Priority Six is advocacy to the BCSTA membership , Ministry of Education and Childcare and other agencies as appropriate on identified and emerging issues. This will be ongoing and continuing as needed and necessary.

Priority Seven is to explore the needs of supporting staff and families with diverse and exceptional needs. This will be evaluated at a later time, starting with priority two and three to determine what other work is required