

**MINUTES OF THE REGULAR BOARD MEETING HELD AT GUDANGAAY  
TLAATS'GAA NAAY SECONDARY SCHOOL AND THE DISTRICT  
ADMINISTRATION OFFICE VIA TELECONFERENCE**

**PRESENT WERE:** Harmony Williams, Chairperson  
Kim Goetzinger, Vice Chairperson  
Elizabeth Condrotte, Trustee  
Denise Husband, Trustee  
Wilson Brown, Trustee

**ALSO PRESENT:** Dawna Johnson-Day, Superintendent of Schools  
Shelley Sansome, Secretary Treasurer  
Steve Goffic, Facilities Manager  
Ryan Brown, Information Technology Technician

**MEMBERS OF THE PUBLIC:**

Maureen Benoit  
Steve Querengesser  
Andrew Hudson  
Roeland Denooij

**1. Call to Order**

Chair Condrotte acknowledged that the meeting is being held in the traditional territory of the Haida Nation and called the meeting to order at 1807 hours.

**2. Approval of Agenda**

R16121301 THAT the agenda be approved as circulated with the following additions:  
6.2 Truth and Reconciliation Report;  
6.3 School Names;  
7.6 Housing Bids.

MOTION CARRIED

**3. Approval of Minutes of Prior Meetings**

**3.1 November 29, 2016 Regular Board Meeting Minutes**

R16121302 THAT the minutes of the regular meeting of November 29, 2016 be approved as presented.

MOTION CARRIED

**4. Delegations/Presentations**

None

**5. Reports**

### **5.1 Report from the Chair**

Chairperson Williams reported on her attendance at the Learning Forward conference.

### **5.2 Trustee Reports**

- Trustee Wilson reported on his request to the Old Massett Village Council Chief Councilor to meet with the Board of Education in January 2017.
- Trustee Husband reported on her attendance at a Gidgalang Kuuyas Naay Secondary Parent Advisory Council meeting and YMCA training.
- Vice Chairperson Goetzinger reported on her attendance at the Learning Forward conference and her correspondence with the First Nations Education Steering Committee regarding the Local Education Agreement.
- Trustee Condrotte reported on her attendance at Teacher Katie Borserio's memorial.

### **5.3 Superintendent of Schools' Report**

The Superintendent of Schools reported on her involvement updating district policies, circulating the Local Education Agreements and Enhancement Agreements to the Skidegate Band Council and Old Massett Village Council, transportation, meetings with Principals, student mental health strategies, she shared PISA scores highlighting BC Schools' successes, sent an invitation to the Living and Learning school board to meet, identifying Education Assistant support needs, and sent a letter to BC Ferries.

### **5.3 Secretary Treasurer's Report**

The Secretary Treasurer reported on her involvement with the Statement of Financial Information, recruiting a Clerk Typist, working with Principals to address personnel and collective agreement matters, attendance at the Learning Forward conference, attendance management, working with a Ministry contractor to analyze the potential impacts from the recent Supreme Court of Canada ruling, the General Reporting Entity report submission, and attended Teacher Katie Borserio's memorial.

R16121303 The Board of Education of School District No. 50 (Haida Gwaii) accepts the Trustee and senior management reports.

MOTION CARRIED

### **5.5 Trustee Expenditure Report**

R16121304 The Board of Education of School District No. 50 (Haida Gwaii) received and filed the Trustee expenditure report for the month of November 2016.

MOTION CARRIED

## **6. Strategic and Policy Issues**

### **6.1 Trustee Portfolio Representatives**

R16121305 THAT the Board of Education of School District No. 50 (Haida Gwaii) refers the option to adopt the Carver model to BC School Trustees' Association in the spirit of team building.

MOTION CARRIED

R16121306 THAT the Board of Education of School District No. 50 (Haida Gwaii) adopts Trustee portfolio representatives as follows with all Trustees named as alternates until research into the Carver model is complete during a BC School Trustees' Association training session:

- Cultural and District Sports: Wilson Brown
- Professional Development: Denise Husband
- Haida Education Council: Kim Goetzinger
- Local Education Agreement: Kim Goetzinger
- BC Public Schools Employers' Association: Kim Goetzinger
- Labour Management: Elizabeth Condrotte
- BC School Trustees' Association: Harmony Williams
- District Parent Advisory Council: Elizabeth Condrotte
- Community Relations Liaison: Denise Husband
- Sexual Orientation: Denise Husband

MOTION CARRIED

## **6.2 Truth and Reconciliation Commission of Canada: Calls to Action**

The Board of Education of School District No. 50 (Haida Gwaii) discussed relevant sessions from the Learning Forward conference.

## **6.3 School Names**

R16121307 THAT the Board of Education of School District No. 50 (Haida Gwaii) use the full official name of schools in written correspondence and communication; however, informal correspondence and communication may use the appropriate acronym.

MOTION DEFEATED

R16121308 THAT the Board of Education of School District No. 50 (Haida Gwaii) refer this matter to the Haida Education Council and the language authorities in both Old Massett and Skidegate to obtain their recommendations.

MOTION CARRIED

## **7. Operational Issues**

### **7.1 October Finance Voucher**

R16121309 THAT the Board of Education of School District No. 50 (Haida Gwaii) receives and files the Accounts Payable and Payroll for November 2016.

MOTION CARRIED

### **7.2 Statement of Financial Information**

R16121310 THAT the Board of Education of School District No. 50 (Haida Gwaii) approves the Statement of Financial Information for the year ended June 30, 2016.

MOTION CARRIED

### **7.3 Request for Quotation Jewelry Program**

The Board of Education of School District No. 50 (Haida Gwaii) will not pursue this program.

### **7.4 How Are We Doing Report?**

The Board of Education of School District No. 50 (Haida Gwaii) reviewed the How Are We Doing Report?

### **7.5 BCSTA Letter to Hon. de Jong dated November 25, 2016**

The Board of Education of School District No. 50 (Haida Gwaii) received and filed a letter from the BC Schools Trustees' Association to Honorable de Jong dated November 25, 2016.

### **7.6 Sale of Oceanview Drive Teacherage**

RI6121311 THAT the Board of Education of School District No. 50 (Haida Gwaii) ratifies acceptance of Ms. Eva Lazorek's bid of \$200,111 to purchase the district property located at 3506 Oceanview Drive in Queen Charlotte, BC subject to Ministerial approval.

MOTION TO CARRIED

### **8. Questions from the public**

The Board of Education and members of the public held a question and answer period. The following points were discussed:

- Transportation report;
- Haida Gwaii school names and corresponding acronyms;
- Haida language teachers and staff to provide instruction on proper pronunciation of Haida school names.

### **9. Adjournment**

RI6121312 THAT the Board of Education of School District No. 50 (Haida Gwaii) adjourns the Regular Board meeting at 1952 hours.

MOTION CARRIED

---

Secretary Treasurer

---

Chairperson



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

---

**INFORMATION SHEET**

**TO:** The Board of Education  
**FROM:** Shelley Sansome, Secretary Treasurer  
**DATE:** January 24, 2017  
**SUBJECT:** Secretary Treasurer Report

---

Since our December 13<sup>th</sup> board meeting, some of the items I've been involved with are as follows:

- Attendance management;
- Student Achievement Data Exchange (SADE) report;
- Two WorkSafe BC investigations;
- Oceanview Drive land disposal;
- Melding of teacher collective agreements;
- Meetings regarding the recent Supreme Court of Canada Decision;
- Meeting with Skidegate Band Council;
- Agnes L. Mathers Elementary Jr Secondary school replacement;
- BMW budget software conversion;
- Budget projections with updated operating grant information;
- 2017/2018 enrolment projection reports;
- Confidential personnel matters.

**TRUSTEE EXPENDITURE REPORT  
AS OF December 31, 2016**

	December	Year-To-Date	Budget	Available	% Spent
4-40-19000	4,486.22	26,917.77	53,934.00	27,016.23	50%
4-40-20000	81.37	465.95	910.00	444.05	51%
4-40-34000	589.05	19,065.97	25,000.00	5,934.03	76%
4-40-37000		426.64	8,822.00	8,395.36	5%
4-40-39000		0.00	1,200.00	1,200.00	0%
4-40-42005		0.00		-	0%
4-40-43000		0.00		-	0%
4-40-51000		262.55	2,000.00	1,737.45	13%
4-40-59000		12,420.29		(12,420.29)	0%
<b>Total</b>	<b>5,156.64</b>	<b>59,559.17</b>	<b>91,866.00</b>	<b>32,306.83</b>	<b>65%</b>



January 11, 2017

Ref: 192331

To: All Board Chairs, Superintendents, Secretary Treasurers  
All School Districts

Dear Colleagues:

As per our previous correspondence, you are aware of the current initiative to review rural education and that we have been planning regional meetings. We are still seeking input from stakeholders, including (but not limited to): parents, the public, school district staff, Boards of Education, partner organizations, and local governments.

We are pleased to announce that we have finalized the dates and times of the regional meetings and are actively engaging with our community partners to ensure they are a success.

Chilliwack	January 26 <sup>th</sup>	Thursday	6:00pm-8:00pm
Prince George	February 1 <sup>st</sup>	Wednesday	6:00pm-8:00pm
Terrace	February 6 <sup>th</sup>	Monday	6:00pm-8:00pm
Williams Lake	February 8 <sup>th</sup>	Wednesday	6:00pm-8:00pm
Kamloops	February 9 <sup>th</sup>	Thursday	6:00pm-8:00pm
Comox-Courtenay	February 17 <sup>th</sup>	Friday	6:00pm-8:00pm
Trail	February 24 <sup>th</sup>	Friday	6:00pm-8:00pm
Fort St John	March 3 <sup>rd</sup>	Friday	6:00pm-8:00pm
Revelstoke	March 10 <sup>th</sup>	Friday	6:00pm-8:00pm

Information updates regarding the regional meetings, including the specific venues, will be posted on the rural education website at <http://engage.gov.bc.ca/ruraleducation/>.

We hope that members of your organisation will be able to attend, and we respectfully request your assistance in communicating meeting dates and times to your members, noting that everyone is welcome to attend. The first 30-45 minutes of each meeting will be an open house format, where light refreshments will be served. The remaining portion of the meeting will be a facilitated session with Ministry of Education staff and/or Ms. Larson to review the key themes that have been communicated through the engagement process thus far, and to discuss possible ideas for moving forward.

.. /2

Your ongoing support of the review is appreciated. On behalf of Linda Larson, Parliamentary Secretary for Rural Education, I thank you for taking the time to participate in the conversation on rural education in British Columbia.

Sincerely,

A handwritten signature in black ink, appearing to be 'G. Farkas', written in a cursive style.

George Farkas  
Assistant Deputy Minister



---

## NEWS RELEASE

For Immediate Release  
2017EDUC0004-000015  
Jan. 5, 2017

Ministry of Education

### **Province provides \$50 million for priority measures to hire teachers, support students**

VICTORIA – B.C. students will soon benefit from an agreement reached with the BCTF to provide school districts with \$50 million to immediately begin hiring teachers and improve student supports, Education Minister Mike Bernier announced today.

The funding is for the 2016-17 school year and is equivalent to compensation for approximately 1,100 teachers. The actual number of teachers hired will be determined by districts, local unions, and the hiring process.

The priority measures, outlined in a Memorandum of Agreement (MOA) signed this week by the Province, the BC Public School Employers' Association and the BCTF, are the first step in responding to the decision from the Supreme Court of Canada as negotiations continue on the restored collective agreement provisions.

The funding will go towards:

- Hiring additional classroom teachers this school year where it is feasible to do so given current timetable, physical space and labour supply limitations.
- Hiring additional specialty teachers this school year where it is feasible to do so. This includes, but is not limited to, teachers employed as special education teachers, speech language pathologists, behaviour intervention specialists, school psychologists, Aboriginal support teachers, counsellors including for mental health, ELL teachers, and teacher librarians.
- Where it is not feasible to add additional teachers during the current school year, the funding may be used to fund district-level capacity building opportunities such as upgrading existing teacher qualifications during the 2016-17 year, teacher recruitment programs and teacher mentoring programs.

The priority measures MOA provides districts with the flexibility to work with their local teachers' union to determine how best to use the funding to provide additional education services for students by hiring new teachers and specialist teachers.

The parties agreed in the last round of bargaining that they would reopen the agreement and negotiate from the restored contract provisions. The parties continue to meet and jointly review the old contract language as well as current district-level information on classrooms and composition. These negotiations will determine how to modernize the language so it reflects changes to classrooms that have taken place over the past 15 years.

Both sides are working collaboratively to ensure that the final agreement on the restored provisions will have a meaningful impact on student outcomes and working conditions for teachers into the future. In the meantime, the action announced by the B.C. government today

is ensuring students benefit from enhanced learning environments now – while negotiations for a final agreement are underway.

The priority measures funding is in addition to the \$5.1 billion invested in public education in B.C. which includes \$100 million in the learning improvement fund that is already in place to help hire more teachers and education assistants.

**Quote:**

**Mike Bernier, Minister of Education –**

“We have to find a way that is both practical and appropriate for the education system we have today. This new funding will help to kick-start the changes we all know are required following the recent Supreme Court of Canada decision. While the positive negotiations continue, we’re going to keep focused on solutions that work for kids in their classrooms.”

**Learn More:**

View the Memorandum of Agreement:

[http://www.bcpsea.bc.ca/publications/overview/whats-new/17-01-05/issue\\_No\\_2017-01\\_Parties\\_Reach\\_Priority\\_Measures\\_Memorandum\\_of\\_Agreement.aspx](http://www.bcpsea.bc.ca/publications/overview/whats-new/17-01-05/issue_No_2017-01_Parties_Reach_Priority_Measures_Memorandum_of_Agreement.aspx)

**Media Contact:**

Government Communications and Public  
Engagement  
Ministry of Education  
250 356-5963

---

Connect with the Province of B.C. at: [www.gov.bc.ca/connect](http://www.gov.bc.ca/connect)



Ref: 192288

January 11, 2017

To: All Board Chairs, Superintendents, Secretary Treasurers  
All School Districts

Dear Colleagues:

As you know, last week the Ministry of Education (MoE), the BC Public Schools Employers Association (BCPSEA) and the BC Teachers Federation (BCTF) signed a Memorandum of Agreement re: LoU No. 17: Education Fund and Impact of the Court Cases – Priority Measures (the MoA), as the first step in responding to the decision from the Supreme Court of Canada. The MoA supports the implementation of priority measures as agreed upon by MoE, BCPSEA, and the BCTF while negotiations continue regarding the restored collective agreement provisions. The MoA commits to \$50 million for school districts the remainder of this school year, and I am pleased to be able to share more details on the allocation method and the timing of the funding and the subsequent reporting requirements.

Firstly, regarding the distribution of funds, accounting treatment, and reporting requirements please note the following information and instructions:

- \$50 million in net new funding (which is the monetary equivalent of approximately 1000—1100 teacher FTE) is being allocated for the remainder of the 2016/17 school year. School districts are encouraged to begin hiring as soon as possible. This funding may form a part of any final negotiated settlement between the parties.
- Funding will be distributed in the same manner as the Learning Improvement Fund, using September 2016 enrolment data as the basis for the calculation.
- This funding meets the definition of a restricted contribution per Treasury Board Regulation 198/2011. Therefore, this grant must be reported on Schedule 3A of your Financial Statements. Please note that it will not be reflected in the 2016/17 Amended Annual Budget (to be submitted to the Ministry no later than February 28, 2017) as it was announced after school districts were asked to prepare this budget. The grant will however need to be reflected in the next quarterly GRE (March 2017) and in your 2016/17 Financial Statements.
- Funding will flow later this school year, no later than April. In order to facilitate early hiring, we are accelerating existing operating grant payments in February and March to ensure that school districts have sufficient cash on hand to manage until then.

---

Ministry of Education  
Resource Management and Corporate  
Services Division  
Office of the Assistant Deputy Minister

Mailing address:  
PO Box 9161 Stn Prov Govt  
Victoria BC V8W 9H3

Telephone: (250) 356-1883

- School districts are responsible for tracking and reporting accurate and complete information to the end of the current school year, including sign-off of the final report(s) by Boards of Education. Specifically:
  - Funding and FTE information must be reported to the Ministry using the attached template by June 30, 2017; note that as well as the amount spent in each category the number of incremental new FTE must be reported. As per the MoA, this information will be shared with the BCTF at the main table.
  - An interim reporting process will also be undertaken, to assess school districts' collective progress in implementing the MoA as at March 31, 2017. More details from MoE can be expected in late February 2017.

Secondly, to ensure that the expenditure of this funding aligns with the terms and conditions agreed upon by the parties set forth in the MoA, please note the following requirements:

- Boards of Education are responsible for ensuring that funding is spent in a manner that aligns with the MoA, including meeting local consultation requirements between staff and the teacher union local.
- As per the MoA, funding must be spent on enrolling and non-enrolling teachers (Article 1a & 1b) before it can be spent on capacity building initiatives (Article 2). In cases where funding is being spent on capacity building initiatives under Article 2, a justification will be required as part of the reporting process noted above.
- Any unused funding may be carried over to the 2017/18 school year. However, school districts must report, as part of their June 30th report back noted above, how they plan to expend those funds within the 2017/18 school year, consistent with the MoA.
- MoE staff will be reviewing school district reports and Financial Statements to verify that the funds were spent in a manner that is consistent with the MoA.

Your completed reporting templates should be sent to [SDFR@gov.bc.ca](mailto:SDFR@gov.bc.ca) no later than 4:00pm on June 30, 2017. If you have technical questions regarding the distribution or accounting and reporting requirements, please contact Kim Abbott ([Kim.Abbott@gov.bc.ca](mailto:Kim.Abbott@gov.bc.ca)), Ian Aaron ([Ian.Aaron@gov.bc.ca](mailto:Ian.Aaron@gov.bc.ca)), or Jonathan Foweraker ([Jonathan.Foweraker@gov.bc.ca](mailto:Jonathan.Foweraker@gov.bc.ca)).

Sincerely,



George Farkas  
Assistant Deputy Minister

Allocation of \$50 Million, Based on 2016/17 Enrolment and Other Data

School District	Allocated by Proportion of Grants / LIF		
	2016/17 Interim Full-Year Oper Grants	Proportion of Total Grants	Allocation
5 Southeast Kootenay	54,355,806	1.1%	552,890
6 Rocky Mountain	33,521,663	0.7%	340,971
8 Kootenay Lake	49,513,455	1.0%	503,635
10 Arrow Lakes	7,009,178	0.1%	71,295
19 Revelstoke	10,300,851	0.2%	104,777
20 Kootenay-Columbia	35,346,264	0.7%	359,531
22 Vernon	75,507,677	1.5%	768,040
23 Central Okanagan	192,650,859	3.9%	1,959,582
27 Cariboo-Chilcotin	50,466,011	1.0%	513,324
28 Quesnel	32,849,565	0.7%	334,135
33 Chilliwack	121,840,740	2.5%	1,239,324
34 Abbotsford	168,983,158	3.4%	1,718,842
35 Langley	169,534,214	3.4%	1,724,447
36 Surrey	610,517,410	12.4%	6,209,985
37 Delta	133,830,972	2.7%	1,361,285
38 Richmond	169,750,373	3.5%	1,726,646
39 Vancouver	436,860,160	8.9%	4,443,600
40 New Westminster	58,595,029	1.2%	596,010
41 Burnaby	199,734,193	4.1%	2,031,631
42 Maple Ridge-Pitt Meadows	124,724,936	2.5%	1,268,662
43 Coquitlam	261,444,247	5.3%	2,659,326
44 North Vancouver	127,460,594	2.6%	1,296,488
45 West Vancouver	57,542,588	1.2%	585,305
46 Sunshine Coast	35,110,412	0.7%	357,132
47 Powell River	20,548,663	0.4%	209,014
48 Sea to Sky	44,638,792	0.9%	454,051
49 Central Coast	5,426,613	0.1%	55,198
50 Haida Gwaii	9,712,608	0.2%	98,793
51 Boundary	15,613,861	0.3%	158,819
52 Prince Rupert	23,873,247	0.5%	242,831
53 Okanagan Similkameen	24,260,921	0.5%	246,774
54 Bulkley Valley	21,490,166	0.4%	218,591
57 Prince George	124,358,075	2.5%	1,264,930
58 Nicola-Similkameen	23,773,229	0.5%	241,814
59 Peace River South	39,935,765	0.8%	406,214
60 Peace River North	58,829,489	1.2%	598,394
61 Greater Victoria	164,364,913	3.3%	1,671,867
62 Sooke	89,408,507	1.8%	909,434
63 Saanich	64,657,717	1.3%	657,677
64 Gulf Islands	19,813,078	0.4%	201,532
67 Okanagan Skaha	51,980,690	1.1%	528,731
68 Nanaimo-Ladysmith	117,315,756	2.4%	1,193,298
69 Qualicum	38,995,178	0.8%	396,646
70 Alberni	35,991,208	0.7%	366,091
71 Comox Valley	71,998,236	1.5%	732,343
72 Campbell River	51,530,659	1.0%	524,153
73 Kamloops/Thompson	134,771,853	2.7%	1,370,856
74 Gold Trail	18,985,688	0.4%	193,116
75 Mission	55,408,175	1.1%	563,594
78 Fraser-Cascade	19,036,770	0.4%	193,636
79 Cowichan Valley	70,639,101	1.4%	718,518
81 Fort Nelson	9,319,328	0.2%	94,793
82 Coast Mountains	48,351,386	1.0%	491,815
83 North Okanagan-Shuswap	60,035,509	1.2%	610,662
84 Vancouver Island West	8,063,998	0.2%	82,024
85 Vancouver Island North	17,372,097	0.4%	176,703
87 Stikine	5,296,130	0.1%	53,871
91 Nechako Lakes	49,175,782	1.0%	500,200
92 Nisga'a	7,531,566	0.2%	76,609
93 Conseil scolaire francophone	75,656,063	1.5%	769,549
<b>Provincial Totals</b>	<b>4,915,611,172</b>	<b>100.0%</b>	<b>50,000,004</b>

## **BCSTA TEMPLATE POLICY AND PROCEDURES**

### **SCHOOL ACT - SECTION 177**

#### **Policy**

The Board of Education is responsible for ensuring the maintenance of order in schools, on school property, and at school district events. The safety of students, staff and others in the school community is paramount, and to that end, authorized individuals may make orders in accordance with the procedures set out below pursuant to section 177 of the *School Act* to prevent and address any disturbance, disruption or interruption of a school.

#### **Background**

Section 177 of the *School Act* addresses the preservation of order on school premises, including ordering a person to leave and calling in police help if necessary. Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. It provides authority to principals and other administrators or designated individuals to ensure the orderly operation of schools and school programs and to ensure the protection of students, staff and property. This section creates two offences: (1) it is an offence for a person to "disturb or interrupt the proceedings of a school or an official school function"; and (2) it creates an offence for failing to follow a direction of a principal, other school administrator or person authorized by the Board to direct a person to leave school property, and from returning without prior approval of the principal, administrator or other designated person. It also enables the principal or administrator to call for assistance from law enforcement if necessary.

The full text of section 177 of the *School Act* is provided below:

#### **Maintenance of order**

**177 (1)** A person must not disturb or interrupt the proceedings of a school or an official school function.

(2) A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction

(a) must immediately leave the land and premises, and

(b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.

(3) A person who contravenes subsection (1) or (2) commits an offence.

(4) A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

Section 1 of the *School Act* defines "school" as follows:

"school" means

- (a) a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction,
- (b) the teachers and other staff members associated with the unit, and
- (c) the facilities associated with the unit,

and includes a Provincial resource program and a distributed learning school operated by a board.

Orders under Section 177 may be used in a variety of circumstances, including preventing strangers who present a threat to the safe and efficient operation of a school from accessing school property, addressing circumstances involving disruptive, threatening or unruly parents, students, staff or volunteers or taking steps to address harassment (of parents, students or staff) within a school or the school community. Section 177 orders may be made whether the conduct that is disturbing or interrupting the operation of the school occurs on or off school property. Section 177 orders should not be made except in unusual circumstances without first attempting to remedy the problem with other approaches.

## Procedures

1. The following individuals may issue orders pursuant to section 177 of the *School Act*:

[INSERT POSITIONS AS APPROPRIATE]

- a. Superintendent of Schools
  - b. Deputy, Associate and Assistant Superintendents of Schools;
  - c. Directors of Instruction;
  - d. Principals and Vice Principals; and
  - e. Law enforcement officials designated by the Superintendent (such as School Liaison Officers).
2. Orders under section 177 of the *School Act* may be issued when the actions of an individual:
    - a. pose a risk to the safety of students, staff or others in the school community;
    - b. present significant and/or ongoing disruption to the operation of a school, a school function, or an educational program.
  3. Where practicable, before issuing an order pursuant to section 177:
    - a. the responsible school official should first attempt to resolve the situation without issuing such an order; and
    - b. should communicate to the Superintendent of Schools or designate the intention to issue an order pursuant to section 177.
  4. For clarity, the responsible school official may issue a section 177 order without first completing the process outlined in subsections 3(a) and (b) if in the opinion of the responsible school official, it is not practicable to complete the process outlined in 3(a) and 3(b) in the circumstances.



5. Where a person refuses to leave school district property after being directed to do so pursuant to section 177, or where there is reason to believe an individual may pose a threat to themselves, others, or to property, the responsible school official shall call for assistance from a peace officer.
6. The responsible school official shall confirm any order issued pursuant to section 177 of the *School Act* in writing. The notice shall include the following:
  - a. The name and address of the school or school district property from which the person is to be excluded;
  - b. The name of the person excluded from the school or school district property, with contact information if known;
  - c. A summary of the circumstances giving rise to the issuance of the order, including, as applicable, the date, time and location of any incident or incidents, witnesses to the incident, and a general statement as to the nature of the disruption to the school, school function or educational program.
  - d. The name and title of the person issuing the order and preparing the written notification of it;
  - e. The duration of the order (if applicable);
  - f. The date by which the order will be reviewed; and
  - g. A statement that the order pursuant to section 177 may be appealed and the process for such appeal.
7. Where an order is issued pursuant to section 177, the responsible school official shall inform the Superintendent of Schools or designate without delay. The Superintendent or designate will retain copies of the section 177 orders that have been issued within the school district.
8. An order issued pursuant to section 177:
  - a. may be appealed within 30 days of its issuance, unless the responsible individual or panel considering the appeal considers a further period is appropriate.

- b. where the order issued pursuant to section 177 of the *School Act* may significantly affect the education, health or safety of a student, the student or the student's parent(s) may appeal the decision pursuant to section 11 of the *School Act* in accordance with the Board's appeal bylaw [INSERT CROSS REFERENCE];
  - c. where the order may not significantly affect the education, health or safety of a student, the order may be appealed to the next level of administration issuing the order (i.e., an order of a principal may be appealed to a director of instruction; an order of an assistant superintendent may be appealed to the Superintendent of Schools; an order of the Superintendent of Schools may be appealed to the board).
  - d. the board may establish procedures for the conduct of each appeal to ensure fairness and that the excluded individual has the opportunity to fairly respond to the decision to grant the order, including whether the appeal shall be conducted in writing or whether an oral hearing will be granted;
  - e. an appeal will normally be heard within thirty (30) days of being filed, unless such time limit is extended on reasonable grounds;
  - f. A decision on the appeal shall be rendered in writing, with reasons, within 14 days of the hearing of the appeal.
  - g. a decision on the appeal is final and may not be appealed further, except that decisions appealed pursuant to section 11 may, if permitted by the *School Act* and Appeals Regulation be appealed to the Superintendent of Appeals;
9. Any information in relation to a section 177 order will only be collected, used or disclosed in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act*. Such information may be collected to:
- a. maintain a safe, orderly and effective educational environment at schools and on school district property;
  - b. <INSERT OTHER PURPOSES>

THE BOARD OF EDUCATION FOR SCHOOL DISTRICT NO. 50 (HAIDA GWAI)

INFORMATION SHEET

TO: Board of Education  
DATE: 24-Jan-17  
SUBJECT: Operating Grant  
FROM: Shelley Sansome, Secretary Treasurer

---

On December 21, 2016 the district received its Interim Operating Grant reflecting the September 30th enrolment count. The differences from the March 2016 Estimated Operating Grant are as follows:

	March 2016	December 2016	Difference
Standard School-Age Enrolment	529 FTE	505.625 FTE	-\$141,213
Distributed Learning	0 FTE	11.75 FTE	\$70,853
1% - 4% Enrolment Decline	\$37,801	\$58,145	\$20,344
Level 1 Special Needs	\$37,700	\$0	-\$37,700
Level 2 Special Needs	\$358,150	\$301,600	-\$56,550
Level 3 Special Needs	\$85,500	\$104,500	\$19,000
English Language Learning	\$55,200	\$41,400	-\$13,800
Aboriginal Education	\$407,495	\$366,865	-\$40,630
Adult Education	\$14,266	\$26,249	\$11,983
Supplement for Salary Differential	\$116,031	\$153,420	\$37,389
Funding Protection	\$317,313	\$347,324	\$30,011
<b>TOTAL</b>			<b>-\$100,313</b>

An Amended Budget will be presented at the February 2017 Regular Board meeting to reflect this change to our budget.

**THE BOARD OF EDUCATION FOR SCHOOL DISTRICT NO. 50  
(HAIDA GWAI)**

**ACTION SHEET**

TO: Board of Education

DATE: January 24, 2017

SUBJECT: 3506 Oceanview Drive Land Disposal Bylaw 2017

FROM: Shelley Sansome, Secretary Treasurer

---

**FIRST READING - RECOMMENDATION**

That the Board of Education of School District No. 50 (Haida Gwaii) adopts that 3506 Oceanview Drive Land Disposal Bylaw 2017 be given first reading.

**SECOND READING - RECOMMENDATION**

That the Board of Education of School District No. 50 (Haida Gwaii) adopts that 3506 Oceanview Drive Land Disposal Bylaw 2017 be given second reading.

**UNANIMOUS CONSENT – RECOMMENDATION**

Unanimous consent of the Board must be given to authorize the Secretary Treasurer to read the 3506 Oceanview Drive Land Disposal Bylaw 2017 a third time at the same Board meeting.

**THIRD READING - RECOMMENDATION**

That the Board of Education of School District No. 50 (Haida Gwaii) adopt that 3506 Oceanview Drive Land Disposal Bylaw 2017 be given third and final reading.

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 50 (HAIDA GWAI)**

**3506 OCEANVIEW DRIVE LAND DISPOSAL BYLAW 2017**

WHEREAS a board of education may dispose of land or improvements owned or administered by the board under the authority of Section 96(3) of the School Act, subject to the Orders of the Minister of Education (the "Minister");

AND WHEREAS the Minister issued Order M193/08 effective September 3, 2008 requiring fee simple sales and leases of land or improvements for a term of ten years or more to be specifically approved by the Minister, unless the transferee is an independent school or another school board;

AND WHEREAS Section 65(5) of the *School Act* requires a board of education to exercise a power with respect to the acquisition or disposal of property only by bylaw;

AND WHEREAS:

- (i) The Board of Education of School District No. 50 (Haida Gwaii) (the "Board") has determined and hereby confirms that the land and improvements at 3506 Oceanview Drive, Queen Charlotte, B.C. (the "Property") are not required for future educational purposes;
- (ii) the address of the Property is 3506 Oceanview Drive, Queen Charlotte, British Columbia, V0T 1S0, and the legal description of the Property is:  
  
Parcel Identifier: 012-357-821 Lot 4 District Lot 15 Queen Charlotte District Plan 3906 Except Parcel A (See B1966) and Except Plan 6937;
- (iii) the Board engaged in a public process offering the Property for sale, and as a result of that process the Board proposes to enter into a sale agreement (the "Sale Agreement") with Eva Lazorek (the "Purchaser") providing that, subject to the approval of the Minister, the Board shall sell the Property to the Purchaser for a sale price of \$200,111 (the "Sale Price"); and
- (iv) the Board has obtained an appraisal of the Property dated August 6, 2016 from GHW Appraisals Northwest Ltd. and is satisfied that the Sale Price represents the fair market value of the Property.

NOW THEREFORE be it resolved as a Bylaw of the Board that the Board enter into the Sale Agreement with the Purchaser and, subject to the approval of the Minister, complete the sale of the Property to the Purchaser for the Sale Price on the terms and subject to the conditions set out in the Sale Agreement.

BE IT FURTHER resolved that the Secretary-Treasurer be and is hereby authorized, on behalf of the Board, to execute and deliver the Sale Agreement and all such amendments thereto (except as to the Sale Price) as the Secretary-Treasurer may, in her discretion, consider advisable and, provided the Minster approves the sale of the Property, all related and ancillary documents required to complete the sale of the Property to the Purchaser pursuant to the terms of the Sale Agreement.

This Bylaw may be cited as "School District No. 50 (Haida Gwaii) 3506 Oceanview Drive Land Disposal Bylaw 2017".

Read a first time this 24<sup>th</sup> day of January 2017.

Read a second time this 24<sup>th</sup> day of January 2017.

Upon unanimous agreement of the Trustees of the Board in attendance, this Bylaw was read a third time on January 24, 2017, and finally passed and adopted this 24 day of January 2017.

Corporate Seal

\_\_\_\_\_  
Chairperson of the Board

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 50 (Haida Gwaii) 3506 Oceanview Drive Land Disposal Bylaw 2017, adopted by the Board the 24<sup>th</sup> day of January 2017.

\_\_\_\_\_  
Secretary-Treasurer

2.2 School Staff, students, witnesses involved in Threat incidents will be supported in identifying appropriate follow up support.

3.0 Administration is expected to:

- i. Secure the school environment by informing RCMP to assist in detaining students involved in a violent situation is necessary
- ii. notifying parents/guardians,
- iii. implementing the school discipline policy as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety;

4.0 School threat assessment team

An "assessment Team" may be formed to assess Student intervention needs, based on the level of the threat (reference: *Threat & Risk Assessment Training Guide*, pages 51-58, page 131),

- i. May consult with outside experts, and provide intervention recommendations to the school principal as per Form 6950-1 Threat Assessment, Screening and Reporting document;
- ii. When the threat assessment protocol is activated, a designated Threat Assessment Team member will notify parents/guardians.
- iii. Whenever possible, parents should be an integral part of the risk assessment process;
- iv. The district threat assessment team will meet with the school Principal and one other member of the school threat assessment team to review the incident, assess the threat intervention needs, and make recommendations for intervention planning to the school principal for action;
- v. The resulting assessment report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team;

Additional Resources:

British Columbia School Act Section 177

Threat and Risk Assessment Training Guide

# FORM 6950-1

## Student Threat Assessment, Screening and Reporting

The results of this screening do not predict specific episodes of violence, nor are they a fool proof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the risk for potential violence and to assist school staff in developing a safety and intervention plan.

### THREAT ASSESSMENT SCREENING AND REPORTING

The School Threat Assessment Team should initiate a Threat Assessment Screening when a *student makes a threat, or if there is concern that a student may be about to act out violently, or has acted out violently.* Information should be shared amongst all members of the Building Team, as this is essential to the effectiveness of the Threat Assessment Screening and to the development of an Intervention Plan. The School Threat Assessment Team is directed by the School's Principal and consists of:

- Administrator (Principal, Vice-Principal)
- School/District Counsellor if possible
- Teacher

This Threat Assessment Screening will guide your inquiry, document concerns, and help you develop an Intervention Plan to maximize student safety. Contact administrative offices as necessary for guidance. Actively seek information from:

- Current and *previous* school/discipline records
- Other agencies: mental health, human services, etc.
- Law Enforcement, Probation, Diversion, etc.
- Activities: internet histories, diaries, notebooks
- Interviews with school staff, students, parents, the target of the threat, the student of concern
- Parent/Guardian interview: offer support, seek their help in understanding, clarify interest in/access to weapons
- Searches of the student(s), lockers, and cars

Student: \_\_\_\_\_ School: \_\_\_\_\_  
DOB: \_\_\_\_\_ Student Number: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_  
Parent Name: \_\_\_\_\_ Date of incident: \_\_\_\_\_

### Step 1: Make Sure All Students Are Safe

- Appropriately detain the student(s).
- Do not allow access to coats



- If there is imminent danger call the \_\_\_\_\_ backpacks, or lockers.  
RCMP Liaison Officer

**Step 2: Notify the Student’s Parent(s) or Guardian(s)**

- Parents/guardians have been notified of the situation and this screening.
- Parents/guardians have NOT been notified because:  
\_\_\_\_\_

**Step 3: Interview witnesses including all participants directly and indirectly involved.**

**Step 4: Initiate the Level 1 Threat Assessment Screening**

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student *poses* a threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviors that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Who are the Targets of the threat? \_\_\_\_\_

Describe the incident or concern. Who was present? Where did the incident occur? What happened?

**Assess and Discuss All Areas**

**Notes**

- Is there evidence of a plan to hurt *self* or *others*?
- Is the threat vague, or specific, plausible and detailed? \_\_\_\_\_
- Violent ideation or threats conveyed in stories, diary entries, essays, letters, songs, drawings, or videos? \_\_\_\_\_
- Subtle threats, boasts, innuendos, or predictions? \_\_\_\_\_
- Homicidal ideation? \_\_\_\_\_
- Suicidal ideation?
- Obsessive thoughts?
- Motives* for the student’s threat or behaviour? \_\_\_\_\_
- Has the student engaged in behaviours relevant to carrying out the threat? “Practice sessions”? \_\_\_\_\_
- Interest in weapons or acts of violence?
- Weapon-seeking? \_\_\_\_\_

- Access to firearms? \_\_\_\_\_
- At home or friends? \_\_\_\_\_
- Violence seen as a way to solve problems? \_\_\_\_\_
- Difficulty controlling impulses or emotions? \_\_\_\_\_
- Are emotional reactions extreme or disproportionate to the situation? \_\_\_\_\_
- History of disruptive behaviour? \_\_\_\_\_
- Aggressive behaviour? \_\_\_\_\_
- Suspension? \_\_\_\_\_
- Expulsion? \_\_\_\_\_
- Nature of the student's achievement/academic progress? \_\_\_\_\_
- Irrational beliefs or ideas? Mental health concerns? \_\_\_\_\_
- Student accepts responsibility for actions? Denials? \_\_\_\_\_
- Are peers fearful of the student? \_\_\_\_\_
- Staff fearful of the student? \_\_\_\_\_
- Drug or alcohol concerns? Nature of substance use/abuse? \_\_\_\_\_
- Initiator or victim of harassment or bullying? \_\_\_\_\_
- Student experiencing hopelessness, personal failure, desperation, depression? \_\_\_\_\_
- History of violence toward others, objects or property (e.g., fights, vandalism, fire setting)? \_\_\_\_\_
- Student feels treated unfairly? Grievances, grudges? Against whom? \_\_\_\_\_
- Result of attempts to solve these problems? \_\_\_\_\_
- Recent loss or emotional trauma? \_\_\_\_\_
- Loss of status: Shame, rejection, humiliation, failed love relationship? \_\_\_\_\_
- Member of a closed peer group? \_\_\_\_\_
- Does the student's peer group reinforce antisocial attitudes? \_\_\_\_\_
- Quality of support? \_\_\_\_\_
- Quality of the student's relationships with peers/adults at school? \_\_\_\_\_

- What support will parents provide? \_\_\_\_\_
- Lack of supervision? \_\_\_\_\_
- How will the student react to discipline in the current situation? \_\_\_\_\_
- Student's reaction to recent or past disciplinary incidents? \_\_\_\_\_

#### Step 5: Review Findings with the School Threat Assessment Team

Convene the School Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: "To what extent does the student pose a threat to school/student safety?"

##### □ **Low Level of Concern**

Risk to the target(s), students, staff, and school safety is minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.

##### □ **Medium Level of Concern**

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon, seeking), although there may be an ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: "I'm serious!"
- Moderate or lingering concerns about the student's potential to act violently.

##### □ **High Level of Concern**

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student's potential to act violently.

#### Step 6: Decide on a Course of Action

With the input of all School Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

##### □ **Low to Medium Level of Concern**

- Implement the attached Intervention Plan. (*Most students can be managed at school with interventions.*)

□ **Medium to High Level of Concern**

- The School Threat Assessment Team has determined that a Level II Threat Assessment is needed and that Law Enforcement investigation is needed. Immediately notify the Superintendent at 250 559 8471. Contact the RCMP.
- *If there is imminent danger, call the RCMP immediately at 250 626 3991 or 250 559 4421 (e.g., a gun is found).*
- While awaiting contact from the Level II, District Threat Assessment Team (DTAT), complete the Intervention Plan below and use it to provide for student safety. Document all interim steps taken by the School Threat Assessment Team (STAT).

**Step 7: Develop an Intervention Plan**

Use the following Intervention Plan to address all concerns identified during the Level I screening.

# 6950-2 School Intervention Plan

## SCHOOL INTERVENTION PLAN (attach additional pages as needed)

Student: \_\_\_\_\_

School: \_\_\_\_\_

DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

Student Number: \_\_\_\_\_

Age: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Date of incident: \_\_\_\_\_

- Disciplinary action taken:**
- If suspended, student will return on:** \_\_\_\_\_
- Intended victim warned and/or parents or guardians notified.
- Suicide assessment initiated on: \_\_\_\_\_ by \_\_\_\_\_
- Contract not to harm self or others created (please attach).
- Alert staff and teachers on a need-to-know basis.
- Daily or  Weekly check-in with (Title/Name): \_\_\_\_\_
- Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- Backpack, coat, and other belongings check-in and check-out by: \_\_\_\_\_
- Late Arrival Early Dismissal.
- Increased supervision in these settings: \_\_\_\_\_
- Modify daily schedule by: \_\_\_\_\_
- Behaviour plan (attach a copy to this Threat Assessment Screening).
- Intervention by support staff (Psychologist, Social Worker, Counsellor).
- Identify precipitating/aggravating circumstances, and intervene to alleviate tension. Describe: \_\_\_\_\_
- Drug and/or alcohol intervention with:
- Referral to IEP team to consider possible Special Education Assessment.*
- If Special Education student, review IEP goals and placement options.*
- Electronic copy sent to Superintendent Date: \_\_\_\_\_
- Review community-based resources and interventions with parents or caretakers.
- Maintain permission to share information with community partners such as counsellors and therapists.
- Other action:

## **4150 Student Injury, & First Aid**

March 2011

### **Preamble**

The Haida Gwaii Board of Education of School District No. 50 recognizes that the safety and well-being of students is of primary importance. In determining a course of action where student safety or well-being is concerned, teachers and other staff must err on the side of caution, contacting parents or guardians promptly and, if there is any doubt as to the condition of the student, directing the student with escort to a medical practitioner.

### **PROCEDURE**

#### **1.0 Students Ill at School**

- 1.1 Place the student in a suitable area that is regularly supervised. If practicable, contact the parent/ guardian.
1. 2. If the student cannot resume normal activity within a reasonable time, or clearly demonstrates extreme pain or similar conditions, contact a parent/guardian for further care.

#### **2.0 Accidents at School**

- 2.1. In the case of an accident or any emergency affecting any student in the school, the Principal shall deal with the matter using his/her own good judgment.
- 2.2. All staff should be constant and thorough in their attention to grounds, buildings and equipment to ensure that unsafe conditions do not exist.
- 3.3. Principals and their staff shall see that students in the school and on the grounds are adequately supervised while under school authority.
- 3.4. An accident report form ('SPP') shall be submitted to the Secretary Treasurer within 48 hours of the accident.

#### **3.0 Students Who Are Injured**

"Serious Injuries" include any head or dental injury, a seizure, or any physical injury that effectively incapacitates the student for a long period of time.

- 3.1 All Serious Injuries must be observed and/or treated at a medical facility.

- 3.2. A School employee administers basic first aid. If the injury is critical, the ambulance is called immediately.

3.3. The Principal or designate, along with the parent, if available, shall make a decision to either return the student to regular activity or seek medical assistance via ambulance or personal vehicle.

3.4. The incident, is recorded in the school's First Aid Log. An SPP form must be filled out by the Principal or designate (i.e., First Aid Attendant) for the Secretary Treasurer.

3.5 Serious injuries must be reported by phone or e mail to the Superintendent of Schools by the Principal or designate

#### 4.0 Students Who Are Injured or Ill on Field Trips

4. 1. All regulations above are considered when students are out of district. However, the duty of care is considered even more significant due to the inability of parents/guardians to attend the student.

4. 2. Every effort will be made by the employee to notify the parent/guardian and the Principal.

4. 3. If there is any doubt as to the seriousness of the student's condition, the employee shall escort the student to a hospital or equivalent medical facility and remain with the student.

5.0 Students taken to hospitals or other institutions are under the care of the school until a parent or guardian arrives, and thus cannot be left without a responsible adult while at the medical centre.

#### 6.0 First Aid

6.1 The School District encourages all staff to have and maintain a basic first aid certificate.

6.2 Subject to approval by managers and subject to successful completion of the course the School District will refund the cost of the course.

#### 7.0 First Aid Supplies

That the following supplies shall be maintained in each school, office or shop and determined by the attached schedules.

(a) Medical Room Supplies - 6430-1;

(b) Industrial Education/Science Rooms - 6430-2;

(c) Travel and Physical Education - 6430-3;

(d) Maintenance Shop and Vehicles - 6430-4.

Do not have copies of these forms

7.1 Science teachers should be familiar with pages 16 and 17 of the Science Safety Manual in which is listed Safety Equipment for classrooms.

7.2 That each and every medical supply kit shall be inspected every six (6) months.

7.3 The inspection shall determine the sterility of supplies and recommend the replacement or renewal of depleted supplies.

7.4 The inspection will be the responsibility of the First Aid attendant.



# 6600 Employees Working Alone or in Isolation

Date Passed: December 2008

Date Approved: December 2008

## Preamble

In accordance with Worker Compensation Board Regulation Section 4.21 to 4.23 The Haida Gwaii Board of Education of School District No. 50 must develop and implement a written procedure for checking the well-being of a worker assigned to work alone or in isolation under conditions, which present a risk of injury.

1. To ensure staff are alert and mindful of safety issues while working alone.
2. To provide a safety checklist.
3. To guide staff on risk assessment for home visits.
4. To encourage staff to remain alert to signals (student and internal) when assessing danger.
5. To encourage staff to consider alternative responses in potentially dangerous situations.

## PROCEDURE

### 1.0 Supervisor/Principal Responsibility

Supervisor/Principal are responsible for ensuring workers are familiar with the checking of procedures appropriate to their duties.

1.1 Workers are responsible for ensuring they follow procedures developed for their protection. Failure to comply with procedures developed is a violation of School District No. 50 (Haida Gwaii) policy.

### 2.0 Communication

2.1 Where two-way telephone communication is available that is the designated means of checking on workers well-being.

2.2 A schedule for contacting the designated personnel must be strictly adhered to.

2.3 In case of emergency employees are reminded that the use of the school alarm system, the fire alarm system, or the school telephone system is available to summon emergency assistance.

### 3.0 Procedures for Custodians Working Alone or in Isolation

3.1 A Custodian working alone or in isolation will be given a phone number of a lead hand custodian working in another school or Supervisor. In schools with automatic warning systems to the security company those procedures will be enabled when the custodian is working alone.

### 4.0 Procedures for Maintenance Employees

4.1 Working Foreman in each area will be issued a cell phone, which will be active and carried at all times.

4.2 It will be the responsibility of the working foreman to ensure the safety of the employee working with him.

4.3 When maintenance employee's travels to rural schools out of the cell phone coverage area the working foreman and the employee will establish an estimated time of arrival.

4.4 When the employee reaches his destination he/she will telephone the working foreman or acting supervisor upon arrival. They will also check-in with the School Principal, acting Principal or school secretary.

4.5 The employee will advise the working foreman by phone when he leaves the school.

4.6 Should the employee not phone or arrive by the estimated time the working foreman will take the appropriate action.

4.7 When either the working foreman or maintenance employee is absent in either the north or the south the maintenance employee is working alone. A procedure should be established in the south with the Board Office or in the north with a designated school Principal so a check with the maintenance worker can be established.

4.8 At all times maintenance workers should check-in with the school Principal, acting Principal or School Secretary to make the school aware of his presence in the school.

4.9 When leaving the school, the maintenance worker should make the school aware as well.

## 5.0 Voluntary or Personal Activities

If a Principal/Supervisor authorizes an employee to enter or use a facility outside normal operating hours, and no person will be present in the facility then the following rules apply:

- i) The employee will be required to sign in and out of the facility using a designated logbook.
- ii) At each facility the school/location health and safety committee will develop a procedure detailing by whom, how and when the employees well-being will be checked.
- iii) Those procedures will be filed with the District Health and Safety Committee.

## 6.0 Home visit Safety Guidelines

### 6.1 Plan ahead:

- a. Review student's history (file, verbal)
- b. Leave a copy of your itinerary with the designate at the school
- c. Do inside and outside risk assessments:
  - from outside the home
    - i. Park where you can' be blocked in
    - ii. Determine if there are any vicious pet(s) in the yard of home
    - iii. Consider entrances and exits to the home
    - iv. When approaching the house, listen for outward sounds of potential danger
    - v. If it feels at all threatening do not enter the home
  - inside the home
    - i. Do a quick visual scan of the room for possible signs of danger (drug paraphernalia, weapons)

ii. Be observant in regards to people's behavior in the home (intoxication, emotional aggression, agitation, etc.)

iii. If there is any indication of a threat to your safety, promptly and politely end the visit.

6.2 Report and record unsafe conditions. Form 6910-1 Violent Incident Report



SCHOOL DISTRICT NO. 50 (HAIDA GWAI)  
BOARD POLICY MANUAL

6910-1 VIOLENT INCIDENT REPORT

Adopted: November 1999  
Last Revision: \_\_\_\_\_

General Information

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

Filed by: \_\_\_\_\_

Location of Incident: \_\_\_\_\_

Brief Description of Incident:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Personal Injuries (if any)

\_\_\_\_\_  
\_\_\_\_\_

Type of Incident:  THREAT  ASSAULT  
\_\_\_\_\_  
\_\_\_\_\_

Description of person or persons involved:

MALE  FEMALE GLASSES:  YES  NO

Distinguishing Features (clothes, hair, height weight, etc)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Witnesses to Incident:

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Phone #: \_\_\_\_\_  
Phone #: \_\_\_\_\_

In your best judgement this incident could be best categorized as:

Verbal Abuse  Bullying/Intimidation

Verbal Threat   
Written Threat   
Physical Assault   
Sexual Assault   
Weapon Involved   
Students Fighting   
Other: (explain) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Violence by Instructor   
Inciting Others to Violence   
Property Damage   
Gang Related   
Racial Confrontation

Signature of Person Filing: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

---

**VIOLENT INCIDENT REPORT (continued) – Principal/Vice Principal Only**

---

**Principal/Vice Principal Only**

Police Attended  YES  NO

Officer's Name:

Response Time:

Action Taken:

Parent(s)/Guardian(s) Notified  YES  NO

Name of Person(s) Notified:

Suspensions  YES  NO

Who:

Number of days

Number of days

Number of days

Number of days

## **6420 Emergency Response Plan**

**Date Passed:** October 1999

**Date Approved:** November, 1999

**Policy:** EMERGENCY RESPONSE PLAN

### **Preamble**

The Haida Gwaii Board of Education of School District No. 50 recognizes the importance of students, parents and staff being prepared in the event of an emergency. To this end it has developed a generic plan in regulation; each school is required to adapt this plan to its own situation. The basic premise of such a plan is the safety of students and staff and the orderly reuniting of these people with their families as safety permits.

Definition:

Emergencies will be categorized as:

#### **A. General Emergencies**

These emergencies are specific to a school that may prohibit re-entry to the building (fire, bomb threat, violent physical threat, etc.) but will have the support of other community services (fire department, police, etc.).

#### **B. Tsunamis**

#### **C. Earthquakes**

## **PROCEDURE**

### **1.0 Plans**

- i. School plans will be filed with the Superintendent of Schools by 09-30 and subsequently as changes are made to plans.
- ii. Copies of such plans will be provided for the Superintendent of Maintenance and all community services that are involved in emergency situations.
- iii. At the beginning of each school year all staff will be in serviced in emergency procedures with follow up in service throughout the year.
- iv. Parents must be made aware of school plans and procedures carried out during emergencies.
- v. Community services that may have a role to play in emergency situations shall be involved in development of school plans. These include but are not restricted to: bus contractor, fire department, ambulance service, medical service, hospital and police.
- vi. School plans will clearly identify persons in order of authority.
- vii. In all types of emergencies student accounting is essential.

## 2.0 Drills

- i. In order to prepare students, parents and staff for emergencies, a program of emergency procedure drills will be developed and implemented by each school, including annexes, the administration office and the continuing education office.
- ii. Practice drills will be practiced often enough for students and staff to implement the plan routinely. Drills will occur at least once each term. A record of such drills will be kept.

## 3.0 Evacuation

It is mandatory to evacuate by orders of the Area –Coordinator – Provincial Emergency Program, the police or the mayor (civil authorities).

4.0 All schools will have a designated person in charge of first aid to the injured.

- i. This person will co-ordinate the transfer of the seriously injured to the care of medical service or ambulance service.
- ii. In all emergencies, the person in authority shall inform the Superintendent of Schools or another executive office as soon as practical.

## 4.0 General Emergencies

### 4.1 Fire

- i.-sound alarm
- ii.-evacuate by designated routes
- iii.-call fire department and police
- iv.-complete roll call
- v.-report to control point
- vi.-the fire chief will provide direction for re-entry
- vii.-re-enter building only on positive signal
- viii.-put into action a dispersal plan when re-entry is not possible

### 4.2 Bomb Threat

- i.-remain calm
- ii.-call police and fire department
- iii.-look for items out of the ordinary
- iv.-do not touch or move a suspicious article
- v.-clear access routes
- vi.-evacuate as for a fire emergency to a safe distance, not less than 100 metres, from the building
- vii.-the police will provide direction for re-entry
- viii.-re-enter building only on positive signal
- ix.-put into action a dispersal plan when re-entry is not possible

#### 4.3 Violent Physical Threat- Refer to Policy 6930 Threat Assessment and Response

#### 5.0 Tsunami

Tsunamis are a real threat and if advised, evacuation is mandatory. The person in authority is governed by instructions of civil authorities.

The person in authority is to put the tsunami plan into effect. The plan must include:

- i. -designated assembly point
- ii. -sufficient transportation from the school to the assembly point
- iii. -assignment of students/staff to transport vehicles and accounting of same
- iv. -all students shall be accounted for prior to the person in authority leaving the school
- v. -dispersal of students to their families as safety permits

#### 6.0 Earthquake

- i. -follow earthquake safety procedure
- ii. -evacuate by designated routes
- iii. -complete roll call and report to control point
- iv. -schools will not be re-entered until approval is provided by maintenance personnel
- v. -put into action a dispersal plan to reunite students with their families where re-entry is not possible

#### 7.0 Closing School for Emergencies

- i. When closure of a school seems advisable for emergency reasons every attempt should be made to determine the estimated duration of the problem.
- ii. If an estimate of long time or major break-down is established, the Principal will, when possible, contact the Chief Executive Officer to review the situation and any needed alteration in transportation schedules before a change is effected.
- iii. When prior contact as above is not feasible, the Principal may act on his own initiative and advise the Chief Executive Officer as soon as possible.
- iv. Every attempt should be made to notify a parent/guardian, particularly of young students, when a school closure is made.

#### Reference Guides:

-School Earthquake Safety Guidebook - Ministry of Education, September 1987

-Tsunami's - B.C. Provincial Emergency Program

- -Help Yourself Survive a Tsunami - B.C. Provincial Emergency Program
- -Help Yourself Survive an Earthquake - B.C. Provincial Emergency Program



- -Safety Program - School District No. 61 (Greater Vancouver)
- -Guidebook for Developing a School Emergency
- -Safety Program - Federal Emergency Management Agency December, 1985

## 6000 Utilization of Properties by General Public

Date Passed: October 1999

Date Approved: November, 1999

Date Amended: January 2004

### Preamble

Subject to the prior needs of the educational programs of Haida Gwaii School District No. 50 it is desirable to make school district properties available to the communities served within the district.

Commercial interests within the district or interests falling outside the school district operation may be granted use of such facilities, subject to procedure.

### Definitions

*(a) COMMERCIAL (COMM) - Person or persons making a profit from goods or services supplied while using school district properties;*

*(b) NON-PROFIT ORGANIZATIONS (NPO) - Programs that do not provide profit to sponsor or participants.*

### 1.0 Procedure

The responsibility for administering such regulations is vested in the Principal of the School or the Maintenance Supervisor.

- i. It is the policy of this School District to grant permission for rental and use of properties for the use of school age children and by the general public.
- ii. Granting of use is subject to other suitable and adequate facilities not being available within the community concerned.
- iii. Rental fees must be charged after assessment of use and according to rental fees set by management team and governed by regulations.
- iv. Use of properties covers premises and grounds as is and includes equipment that is specifically approved by the Principal of the school.
- v. Principals will have the responsibility of giving out keys and codes and arranging for custodial clean-up

### 2.0 Application for Use

- i. Form 6000.1 *Application for Rental-Use of School Facilities Rental agreement* will be completed for each application for use
- ii. Applications for Commercial Use shall be made on a standard school district form obtained through the school.

iii. For user Groups of 20 or more participants, it is recommended that custodians cleanup after use.

iv. Non-Profit Groups must provide their own liability insurance for sports related events (i.e., floor hockey, basketball, soccer, badminton, etc.).

v. Classroom rentals will be considered for meetings on the condition that nothing in the classroom is disturbed and with the approval of the teacher in charge of that classroom.

#### 2.1 Review of Application

i. The Principal or District Manager will process all applications.

ii. Permission shall not be granted for the consumption of alcoholic beverages.

iii. All rentals may be subject to direct supervision by school district personnel.

iv. In reviewing any application for use consideration will be given:

a) to activities of direct education benefit; and secondly,

b) any other use based on individual merit with non-profit and charitable use taking precedence over any profitable endeavor.

v. Copies of approved applications will be forwarded to the School District Administration Office.

#### 3.0 Substances

The use of tobacco, narcotics, or alcohol is not permitted on school properties. This includes alcohol sales, prizes or fundraisers.

#### 4.0 Responsibility for Damage

i. The lessee will be held responsible for any damage, whether to persons or to property, including the exterior of all school buildings, grounds and fences.

ii. All facilities must be left in clean and tidy condition.

##### 4.1 Condition of Premises

All premises are rented "as is" and the Board does not accept the responsibility for theft, injury, loss or personal damage while the building is in use by the lessee.

##### 4.2 Supervision

i. The lessee must provide sufficient supervision to maintain order, and prevent unauthorized persons from entering rooms and hallways not authorized on the permit for use.

ii. Activities must be confined to the area granted for use.

#### 5.0 Hours of Access

Unless special authority is obtained, which will only be granted under very exceptional circumstances, all facilities must be vacated by 10:00 p.m.

### 5.1 Access to Buildings

- i. Arrangements for access to buildings and their security during the evening should be made with the Principal of the school.
- ii. Security and access come under the direction of the custodial staff or are subject to other suitable arrangements being made with the Principal of the school or Maintenance Supervisor.
- iii. The District Office will handle summer rentals with the Maintenance Supervisor having jurisdiction over facilities use.

### 6.0 Rental Fees

i. Schools will collect rental fees and will forward all fees collected to the School Board Office.

{Insert Rental fee Chart}

ii. 50% of fees will be used to maintain the facilities and the other 50% will be used to the benefit of the school through trust funds.

### 6.1 Rental Rates

- i. Rental fees directly associated with a school program will be credited to that program.
- iii. All rates are exclusive of custodial fees incurred in conjunction with the rental.
- iv. Custodial fees to be charged are as follows for weekends and holidays:

Table 6.1.iv. : Haida Gwaii School District School Rental Custodial Fees

Git Kalung Kuyaas Naay(QCSS); Sk'aadgaa Naay Elementary; Tahayghen Elementary; Guudinaay Tl'sstsgaa Naay (GMD) {Check Spelling}	2 Hour minimum charge @ \$50.00 per hour
Agnes L. Mathers School and Port Clements Elementary	2 Hour minimum charge @ \$25.00 per hour

### 6.2 Equipment Use

- i. Schools will collect Equipment use fees and will forward all fees collected to the School Board Office.
- ii. Only that equipment which has been approved for use by the Principal of the school or Maintenance Supervisor shall be used by the lessee.

### 7.0 Cancellation

The Maintenance Supervisor and the Principal of the School has the right to cancel use without incurring any obligation or liability.

## 8.0 Certificates of Insurance Required for High Risk User Groups

Certificates should be issued by the insurer or insurance broker of the user group and must contain the following information:

- i. Name of the insurance company and the binder or policy number.
- ii. Name and address of the Insured (user group).
- iii. Policy period (covering at least the period the agreement is in place).
- iv. Description of coverage.

## 9.0 Policy limits.

Description of insured operations and location(s).

Signature of authorized representative and date.

## ***Form 6000.1 Application for Rental-Use of School Facilities Agreement***



School District No.50-Haida Gwaii

**FORM 6000.1**

**APPLICATION FOR RENTAL/USE OF SCHOOL FACILITIES**

- BOARD ROOM
- QUEEN CHARLOTTE
- SK'AADGAA NAAY
- G M DAWSON
- PORT CLEMENTS
- AGNES L. MATHERS
- TAHAYGHEN
- OTHER (Specify) \_\_\_\_\_

**CANCELLATION**

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Refund \$ \_\_\_\_\_

Additional Costs \$ \_\_\_\_\_

TOTAL \$ \_\_\_\_\_

Cancelled By: \_\_\_\_\_

Signature: \_\_\_\_\_

**SPACE REQUIRED**

- CLASSROOM
- GYMNASIUM
- SCHOOL FIELDS
- SHOP
- LIBRARY
- OTHER (Specify) \_\_\_\_\_

**FURNISHINGS/EQUIPMENT REQUIRED**

TABLES \_\_\_\_\_ CHAIRS \_\_\_\_\_ OTHER (Specify) \_\_\_\_\_

Name of Organization: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Facility to be Used: \_\_\_\_\_ Activity: \_\_\_\_\_

Dates Required: From: \_\_\_\_\_ To: \_\_\_\_\_ = \_\_\_\_\_ weeks/sessions

Weekend Used: Yes  No  Day of Week: \_\_\_\_\_ Times: \_\_\_\_\_ to \_\_\_\_\_

(All facilities must be vacated by 10:30pm unless other arrangements have been made.)

*I have read and agree to abide by the condition on the reverse of this document in addition to Regulations No 6000.*

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**PLEASE COMPLETE THE FOLLOWING SECTION PRIOR TO FORWARDING TO BOARD OFFICE.**

**RENTAL RATES**

	<b>Commercial Hourly Rate</b>	<b>Non-Profit Organization Hourly Rate</b>
Use of Classroom	\$10.00	N/A
Use of Library	\$10.00	N/A
Use of Gymnasium	\$20.00	N/A
Use of Board Room (0900 to 1700 hours)	N/A	\$5.00
Play Fields <i>Subject to conditions of field</i>	N/A	N/A
Custodian Call-Out-for opening/closing, Weekends/Holiday User Groups Only at <u>QGSSGKN, SNES, TAH &amp; GMD-GTN</u>	\$50.00 (minimum 2 hours)	\$50.00 (minimum 2 hours)
Custodian Call-Out-for opening/closing, Weekends/Holiday User Groups Only at ALM & Port	\$25.00 (minimum 2 hours)	\$25.00 (minimum 2 hours)

**If you are able to make alternative arrangements to open/close the building do not include the custodial call-out charges. COST TO BE INVOICED:**

Hourly Rental Rate: \_\_\_\_\_

Hours Rented Per Day: \_\_\_\_\_

Subtotal: (hourly rate X hours per day) \_\_\_\_\_ =Daily Rate

Custodial Call-out: (minimum \$100.00) \_\_\_\_\_

Additional Costs: \_\_\_\_\_ (description) \_\_\_\_\_

Subtotal: (daily rate + call-out rate + additional cost) \_\_\_\_\_ =Weekly Rate

Number of Weeks: \_\_\_\_\_

Additional Costs: \_\_\_\_\_ (description) \_\_\_\_\_

**TOTAL: [(weeks x weekly rate) + additional costs]**

**Principals Approval** \_\_\_\_\_

Code: \_\_\_\_\_ Maintenance Supervisor Signature: \_\_\_\_\_  
 Comments: \_\_\_\_\_

**NOTE: APPLICANTS MUST AGREE TO THE FOLLOWING PROVISIONS:**

1. The applicant is fully responsible for all facilities requested and will be billed for any damages, loss of school property or other costs incurred by the Board resulting from the rental. The applicant agrees to pay for damage or loss if so billed or for rental fees where required by Board policy.
2. When a school building or room is to be used there may be a charge for hourly wages if school board employees are responsible for clean-up of facilities. If security personnel are required, appropriate charges will be levied. If a Board employee is not on regular duty for either security or clean-up purposes—such as “after hours”, on weekends, during holidays—an overtime charge will be determined by the Board.
3. Facilities rented may have to be pre-empted during the school year when required for a school or Board of School Education function. In such cases, all effort will be made to provide renters with a minimum of seven days notice beforehand.
4. The applicant agrees to use only the facilities or equipment requested and to adhere strictly to all local regulations, i.e. clean-up and security provisions as laid down by the school principal involved. Applicable local regulations are to be attached to this rental agreement.
5. Emergency cancellations by renting groups must be reported to the school district.
6. It is clearly understood by the applicant that, except for rental refunds, School District No. 50 (Haida Gwaii) assumes no responsibility whatsoever if last minute cancellations are caused by power failure, furnace failure, Fire Marshal regulations or any other causes which might be beyond the control of the Board.

7.1. 1. The Board are not responsible or liable for any accidents or injuries arising from this use.

**NOTE 2:** Any abuse of rental privileges will mean cancellation of this agreement and may result in a denial of future rentals. The Lessee agrees that there is no warranty expressed or implied on the part of the Board as to the suitability or condition of the school premises mentioned in this agreement and that the Lessee accepts the said premises at his/her own risk. The Lessee covenants to indemnify and save harmless the Board from all loss, costs and damages which may arise as a consequence, either directly or indirectly, from the granting of this lease. The Lessee agrees to indemnify the Board for any loss or damage to the Board's premises to which this lease relates. The Lessee understands and agrees that this lease may be revoked or cancelled at any time with or without cause and that, in the event of such revocation or cancellation, there should be no claim or right to damages or reimbursement on account of any loss, damage or expense.

3. It is the responsibility of the lessee to familiarize themselves with Haida Gwaii School district 50 Policy 6000. Utilization of properties by the General Public.

**Additional Information:**

- Rental fees directly associated with a school program will be credited to that program.
- All classrooms will be rented out in consultation with the appropriate teacher(s).
- All rates are exclusive of custodial fees incurred in conjunction with the rental.
- Custodial fees to be charged out as follows for weekends and holidays:
  - 2 Hour minimum charge @ \$50.00 per hour for QCSS, SNES, TAH & GMD
  - 2 Hour minimum charge @ \$25.00 per hour for ALM & Port
- Weekend User Groups of 20+ participants—it is recommended that custodians clean-up after use.
- Principals will have the responsibility of giving out keys and codes and arranging for custodial clean-up.
- It is the responsibility of the Recreation Commission to contact the school Principal for the rental of school facilities by the Recreation Commission.
- Non-Profit Groups who are not affiliated with QC Recreation Commission must provide their own liability insurance for sports related events (i.e., floor hockey, basketball, soccer, badminton, etc.)

**1. PARTIES:** The parties to this Agreement are the Haida Gwaii School District 50 (The Owner) and

Lessee: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Address: \_\_\_\_\_

Purpose of Rental: \_\_\_\_\_

Number of participants: \_\_\_\_\_

The above named lessee agrees to the following:

**Indemnification and Hold Harmless**



1. Shall indemnify and hold harmless School District No. 50 (Haida Gwaii) (the "Owner") any of its officers, employees, servants, agents, and contractors from any and all loss, liability, claims or expenses arising out of the use and/or occupation of the property belonging to the School District by the lessee and any of its officers, employees, servants, agents, contractors, and volunteers, except to the extent that such loss arises from the independent negligence of the School District.

#### Waiver of Subrogation

2. Hereby agrees to waive all rights of subrogation or recourse against the School District No. 50 (Haida Gwaii) with respect to the use or occupation by the lessee of the premises described in the Agreement.

**The Following Applies to High Risk User Groups (i.e., Contract Sports Groups) ~~Not Affiliated with HG Recreation Commission~~  
Liability Insurance for High Risk User Groups**

3. ~~shall~~**Shall**, without limiting its obligations or liabilities herein and at its own expense, provide and maintain the following insurances with insurers licensed in British Columbia and in forms and amount acceptable to the School District.

4. **Provide proof of** General liability insurance with a limit of not less than One Million Dollars (\$1,000,000.00) (or such other amount as the School District may choose) inclusive per occurrence for bodily injury and property damage including loss of use thereof. Such insurance shall extend to cover the user group, its officers, employees, servants, agents, contractors and volunteers and shall include the School District, its officers, employees, servants, agents and contractors as additional Insured's with respect to liability arising out of the use or occupation by the \_\_\_\_\_ (~~user group~~**lessee named above**) of the property belonging to the School District.

#### Certificates of Insurance Required for High Risk User Groups

The \_\_\_\_\_ (~~user group~~**lessee**) shall provide the School District with evidence of all required insurance prior to the effective ~~date~~**date** of the agreement. Such evidence of insurance shall be in the form of a certificate of insurance. When requested by the School District, the \_\_\_\_\_ (~~user group~~**lessee**) shall provide certified copies of required insurance policies.

**NOTE: These certificates should be issued by the insurer or insurance broker of the user group and must contain the following information:**

1. ~~1.~~ Name of the insurance company and the binder or policy number.
2. Name and address of the insured (user group).
3. Policy period (covering at least the period the agreement is in place).
4. Description of coverage.
5. Policy limits.
6. Description of insured operations and location(s).
7. Signature of authorized representative and date.

2. \_\_\_\_\_

I have read and agree to abide by the condition on the reverse of this document in addition to Regulations School Board Policy No 6000:

SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_



# FINANCE VOUCHER

REGULAR BOARD MEETING

**BOARD MEETING:**

January 24, 2017

**AGENDA ITEM:**

**Finance Voucher December 31, 2016**

The list of accounts payable is attached for your information. The following is a summary of accounts.

A/P Cheques Computer Generated	December 31, 2016	\$25,634.51	
ePayments	December 31, 2016	\$566,437.44	
Quick Pays	December 31, 2016	\$472,438.23	
<b>TOTAL Accounts Payable.....</b>	<b>December 31, 2016</b>		<b>\$1,064,510.18</b>
Teachers	15-Dec	\$209,192.67	
AO/Exempt	15-Dec	\$62,619.84	
Teachers	0-Jan	\$0.00	
AO/Exempt	0-Jan	\$0.00	\$271,812.51
CUPE	10-Dec	\$51,828.28	
Casuals	10-Dec	\$9,170.48	
TOC's	10-Dec	\$9,242.55	
CUPE	24-Dec	\$34,085.34	
Casuals	24-Dec	\$12,784.09	
TOC's	24-Dec	\$3,208.97	
			\$120,319.71
<b>TOTAL Payroll.....</b>	<b>December 31, 2016</b>		<b>\$392,132.22</b>
<b>TOTAL A/P and Payroll</b>			<b>\$1,456,642.40</b>

**RECOMMENDATION:**

1. THAT the Board of School Trustees receive for information Accounts Payable and Payroll totaling **\$1,456,642.40** for the month of December

**SCHOOL DISTRICT NO. 50**  
**CHEQUE REGISTER AS OF DECEMBER 31, 2016**

CHEQUE NUMBER	DATE	SUPPLIER	AMOUNT
57084	12/2/2016	Ryan Brady & Dawn Goldbeck	\$ 221.00
57085	12/2/2016	Canada Revenue Agency	\$ 1,267.58
57086	12/2/2016	Laurie Chisholm	\$ 260.00
57087	12/2/2016	Receiver General	\$ 950.51
57088	12/2/2016	Judy Foster	\$ 247.00
57089	12/2/2016	Great-West Life	\$ 530.28
57090	12/2/2016	Great West Life	\$ 965.70
57091	12/2/2016	London Life Insurance Company	\$ 10,003.00
57092	12/2/2016	Marlee Olson	\$ 234.00
57093	12/2/2016	Joe Precourt	\$ 195.00
57094	12/2/2016	Princess Auto	\$ 2,146.71
57095	12/2/2016	SSQ INSURANCE COMPANY	\$ 27.80
57096	12/2/2016	Katherine Wall	\$ 247.00
57097	12/2/2016	Valeen Asher	\$ 450.00
57098	12/5/2016	Jason Alsop	\$ 100.00
57099	12/5/2016	Lochlan Gibbard	\$ 432.48
57100	12/5/2016	Staples Desjardins Card Service	\$ 1,121.02
57101	12/5/2016	Super Valu Store No. 43	\$ 239.21
57102	12/19/2016	Marlene Ankerman	\$ 100.00
57103	12/19/2016	Ryan Brady & Dawn Goldbeck	\$ 143.00
57104	12/19/2016	Laurie Chisholm	\$ 143.00
57105	12/19/2016	Judy Foster	\$ 143.00
57106	12/19/2016	Lochlan Gibbard	\$ 378.42
57107	12/19/2016	Marlee Olson	\$ 117.00
57108	12/19/2016	Joe Precourt	\$ 130.00
57109	12/19/2016	Ed Thibert	\$ 100.00
57110	12/19/2016	Katherine Wall	\$ 143.00
57111	12/19/2016	Harmony Williams	\$ 346.50
57112	12/22/2016	Leonard Arens	\$ 50.00
57113	12/22/2016	BC Hydro & Power Authority	\$ 33.63
57114	12/22/2016	Blanch Bell	\$ 100.00
57115	12/22/2016	Jay Bellis	\$ 100.00
57116	12/22/2016	Sheldon Braman	\$ 100.00
57117	12/22/2016	Cecil Brown	\$ 50.00
57118	12/22/2016	Petty Cash	\$ 433.68
57119	12/22/2016	Westpoint Automotive	\$ 2,322.49
57120	12/22/2016	George M Dawson Principal IN Trust	\$ 1,062.50
			\$ 25,634.51

**SCHOOL DISTRICT NO. 50**  
**eREGISTER AS OF DECEMBER 31, 2016**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
12/2/2016	BC Principals & Vice Principals' Association	9584	\$ 691.25	7529
12/2/2016	BC Teachers' Federation	9585	\$ 6,611.45	7529
12/2/2016	BC Teachers' Federation	9586	\$ 5,855.41	7529
12/2/2016	CUPE - Local 2020	9587	\$ 4,480.10	7529
12/2/2016	Haida Gwaii Teachers' Association	9589	\$ 2,631.09	7529
12/2/2016	Haida Gwaii PVPA Association	9590	\$ 140.00	7529
12/2/2016	Robert & Rachel Houston	9591	\$ 260.00	7529
12/2/2016	Industrial Alliance	9592	\$ 63.30	7529
12/2/2016	Krueger, Tanya	9593	\$ 247.00	7529
12/2/2016	Morneau Shepell Ltd.	9594	\$ 1,474.84	7529
12/2/2016	Sian Nallaweg	9595	\$ 247.00	7529
12/2/2016	Rootham Services Group Incl	9596	\$ 106.05	7529
12/2/2016	Kathy Salanski	9597	\$ 247.00	7529
12/2/2016	Roberta Wagenstein	9598	\$ 221.00	7529
12/2/2016	Administrative Officers Pro D	9599	\$ 1,400.00	7529
12/2/2016	Joint Professional Development	9601	\$ 3,024.91	7529
12/5/2016	Aaron-Mark Services	9602	\$ 101.66	7534
12/5/2016	Big Red Enterprises LTD.	9603	\$ 2,520.50	7534
12/5/2016	Full Moon Photo	9604	\$ 210.00	7534
12/5/2016	Gwaii Taxi & Tours	9605	\$ 42.00	7534
12/5/2016	North Coast Occupational Therapy	9606	\$ 1,000.00	7534
12/5/2016	Village Of Port Clements	9607	\$ 1,629.79	7534
12/5/2016	Western Campus Resources	9608	\$ 768.47	7534
12/5/2016	Xerox Canada Ltd.	9609	\$ 1,596.47	7534
12/5/2016	Agnes L Mathers Principal's in Trust	9610	\$ 419.32	7534
12/5/2016	Dennis S. Baran	9611	\$ 322.30	7534
12/5/2016	Daniel W. Burton	9612	\$ 696.41	7534
12/5/2016	Steven Goffic	9613	\$ 572.00	7534
12/5/2016	Vanessa Marie	9614	\$ 286.20	7534
12/5/2016	Leighann Rodger	9615	\$ 1,466.00	7534
12/19/2016	518387 BC Ltd.	9616	\$ 5,307.75	7539
12/19/2016	Robert & Rachel Houston	9617	\$ 130.00	7539
12/19/2016	Irene Klein	9618	\$ 100.09	7539
12/19/2016	Krueger, Tanya	9619	\$ 143.00	7539
12/19/2016	Sian Nallaweg	9620	\$ 143.00	7539
12/19/2016	Pebt, IN Trust	9621	\$ 4,852.86	7539
12/19/2016	Kathy Salanski	9622	\$ 91.00	7539
12/19/2016	Roberta Wagenstein	9623	\$ 143.00	7539
12/19/2016	Amanda Bedard	9624	\$ 220.00	7539
12/19/2016	Elizabeth A. Condrotte	9625	\$ 189.50	7539
12/19/2016	Tawni-Marie Davidson	9626	\$ 85.86	7539

**SCHOOL DISTRICT NO. 50**  
**eREGISTER AS OF DECEMBER 31, 2016**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
12/19/2016	Martin W.J. Favreau	9627	\$ 38.67	7539
12/19/2016	Yvonne Hughes	9628	\$ 291.60	7539
12/19/2016	Vicki D. Ives	9629	\$ 940.99	7539
12/19/2016	Merewyn Nicol	9630	\$ 66.36	7539
12/19/2016	Lao Peerless	9631	\$ 145.22	7539
12/19/2016	Sophie Peerless	9632	\$ 80.84	7539
12/19/2016	Port Clements School Principal's in Trust	9633	\$ 691.74	7539
12/19/2016	GidGalang Kuuyas Naay PIT	9634	\$ 3,519.70	7539
12/19/2016	Peter Reynolds	9635	\$ 78.39	7539
12/19/2016	Shelley Sansome	9636	\$ 536.73	7539
12/19/2016	Sheila Wigmore	9637	\$ 150.00	7539
12/19/2016	Joanne Yovanovich	9638	\$ 366.16	7539
12/22/2016	Apple Canada Inc. C3120	9639	\$ 2,731.13	7543
12/22/2016	Charlotte Island Tires LTD.	9640	\$ 123.00	7543
12/22/2016	Eagle Transit LTD.	9641	\$ 1,575.00	7543
12/22/2016	Alicia Embree	9642	\$ 300.00	7543
12/22/2016	Hecate 'Junk It'	9643	\$ 1,757.45	7543
12/22/2016	Alan Lore	9644	\$ 100.00	7543
12/22/2016	Morneau Shepell Ltd.	9645	\$ 291.93	7543
12/22/2016	Port Air Cargo	9646	\$ 477.75	7543
12/22/2016	Rocky's Equipment Sales LTD.	9647	\$ 267.95	7543
12/22/2016	Telus	9648	\$ 1,060.27	7543
12/22/2016	Utp Inc. Distribution Division	9649	\$ 98.91	7543
12/22/2016	Xerox Canada Ltd.	9650	\$ 820.19	7543
12/22/2016	Duane Alsop	9651	\$ 1,866.68	7543
12/22/2016	Meaghan Benere	9652	\$ 110.49	7543
12/22/2016	Kevin J. Borserio	9653	\$ 9,214.41	7543
12/22/2016	Christine Cunningham	9654	\$ 194.27	7543
12/22/2016	Tahayghen Principal's IN Trust	9655	\$ 615.00	7543
12/23/2016	Fictorie Construction Management Ltd	9656	\$ 250,000.00	7545
12/27/2016	Fictorie Construction Management Ltd	9657	\$ 231,143.00	7547
12/30/2016	Judy Hadcock	9588	\$ 3,675.00	7529
12/30/2016	Ryan Brown	9600	\$ 2,371.03	7529
<b>TOTALS</b>			<b>\$ 566,437.44</b>	

**SCHOOL DISTRICT NO. 50**  
**QUICK PAY REGISTER AS OF DECEMBER 31, 2016**

CHEQUE NUMBER	DATE	SUPPLIER	AMOUNT
213927	12/2/2016	Municipal Pension Plan	\$ 13,777.29
213925	12/2/2016	Teachers' Pension Plan	\$ 1,747.98
602828	12/9/2016	Canada Customs And Revenue	\$ 31,091.75
623928	12/9/2016	Canada Customs And Revenue	\$ 20,232.79
602513	12/9/2016	Canada Customs And Revenue	\$ 6,376.79
214648	12/14/2016	Municipal Pension Plan	\$ 3,926.26
214645	12/14/2016	Teachers' Pension Plan	\$ 114,182.68
602062	12/14/2016	Canada Customs And Revenue	\$ 375.60
523680	12/14/2016	Canada Customs And Revenue	\$ 3,302.17
611762	12/14/2016	Canada Customs And Revenue	\$ 5,387.51
602274	12/15/2016	MINISTER OF FINANCE	\$ 3,406.50
602086	12/15/2016	MINISTER OF FINANCE	\$ 6,057.00
215076	12/16/2016	Municipal Pension Plan	\$ 13,868.01
215074	12/16/2016	Teachers' Pension Plan	\$ 2,361.32
606407	12/16/2016	Pacific Blue Cross	\$ 9,311.11
606855	12/16/2016	Pacific Blue Cross	\$ 3,252.26
605731	12/22/2016	Telus Communications (Bc)	\$ 1,834.10
605191	12/22/2016	BC Hydro & Power Authority	\$ 17,246.11
603355	12/23/2016	Canada Customs And Revenue	\$ 67,390.68
603092	12/23/2016	Canada Customs And Revenue	\$ 9,981.17
601468	12/23/2016	Canada Customs And Revenue	\$ 18,330.65
215646	12/29/2016	Municipal Pension Plan	\$ 3,926.26
215645	12/29/2016	Teachers' Pension Plan	\$ 114,590.24
603766	12/30/2016	Yvette Marie Emerson	\$ 482.00
<b>TOTALS</b>			<b>\$ 472,438.23</b>

**MEMORANDUM****SCHOOL  
DISTRICT NO. 50  
Haida Gwaii**

**TO** Shelley Sansome  
Secretary-Treasurer

**FROM** Moira Dubasov  
Assistant Secretary-Treasurer

**SUBJECT:** Teachers Payroll for..... December

**DATE** 16-Jan-17

Period Ending	Pay Period	Payroll Group	Net Amount
15-Dec	PP#1-12	Teachers	\$ 209,192.67
15-Dec	PP#1-12	AO/Exempt	\$ 62,619.84
0-Jan	0-Jan	Teachers	\$ -
0-Jan	0-Jan	AO/Exempt	\$ -
<b>Total Net Pay</b>			<b>\$271,812.51</b>

**MEMORANDUM**

**SCHOOL  
DISTRICT NO. 50  
Haida Gwaii**

**TO** Shelley Sansome  
Secretary-Treasurer

**FROM** Moira Dubasov  
Assistant Secretary-Treasurer

**SUBJECT:** Non-Teachers Payroll for... December

**DATE** 16-Jan-17

Period Ending	Pay Period	Payroll Group	Net Amount
10-Dec	PP #2-25	CUPE	\$ 51,828.28
10-Dec	PP #2-25	Casuals	\$ 9,170.48
10-Dec	PP #2-25	TOC's	\$ 9,242.55
24-Dec	PP #2-26	CUPE	\$ 34,085.34
24-Dec	PP #2-26	Casuals	\$ 12,784.09
24-Dec	PP #2-26	TOC's	\$ 3,208.97
<b>Total Net Pay</b>			<b>\$ 120,319.71</b>



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50  
(HAIDA GWAI/QUEEN CHARLOTTE)**

**FIELD TRIP APPLICATION**

**PLEASE COMPLETE THIS APPLICATION AND FORWARD TO THE  
SUPERINTENDENT OF SCHOOLS  
(A COPY WILL BE RETURNED TO YOU AS CONFIRMATION)**

<b>SPONSOR TEACHER: BEHN COCHRANE</b>	<b>SCHOOL: AGNES L. MATHERS</b>
<b>NAME OF FIELD TRIP (NAME OF EVENT, PROGRAM / TEAM, ETC): SWIM AND SKI TRIP</b>	<b>DATES OF FIELD TRIP: FEB 28-MARCH 5</b>
<b>NUMBER OF STUDENTS PARTICIPATING: 14</b>	<b>NUMBER OF CHAPERONES: 3 (1 TEACHER AND 2 PARENTS)</b>
<b>NAMES OF TEACHERS INVOLVED: BEHN COCHRANE</b>	

<b>OBJECTIVES OF FIELD TRIP (CURRICULUM RELATEDNESS):</b>
<b>PHYSICAL ACTIVITY AND SOCIAL RESPONSIBILITY</b>

<b>NAMES OF PARTICIPATING STUDENTS:</b>	

<b>NAMES OF CHAPERONES:</b>	
<b>BEHN COCHRANE</b>	<b>ROBERTA WAGENSTEIN</b>
<b>DARREN BOUWMAN</b>	<b>SANDRA MORRELL</b>

<b>ACCOMMODATIONS:</b>
<b>BLACK ROOSTER GUESTHOUSE PRINCE RUPERT AND SANDMAN INN TERRACE</b>



**TRAVEL PLANS:**

**DEPART SANDSPIT ON THE 8AM FERRY ON TUESDAY FEB 28**

**DEPART SKIDEGATE AT 10AM ON TUESDAY FEB 28**

**ARRIVE IN PRINCE RUPERT AT 6:00PM**

**SWIMMING LESSON IN PRINCE RUPERT - MARCH 1 AND 2**

**DRIVE TO TERRACE ON THE MORNING OF MARCH 3**

**STAY OVERNIGHT IN TERRACE ON FRIDAY, MARCH 3**

**SKIING AT SHAMES MOUNTAIN ON MARCH 3, 4, AND 5**

**DRIVE TO PRINCE RUPERT ON SUNDAY MARCH 5**

**DEPART PRINCE RUPERT AT 10:00 PM MARCH 5**

**ARRIVE IN SKIDEGATE AT 7:00AM MARCH 6**

**TAKE THE 7:45AM FERRY TO SANDSPIT.**

**SAFETY PRECAUTIONS:**

**ALL STUDENTS ARE TAKING SWIMMING AND SKIING LESSONS**

**ALL VEHICLES WILL BE EQUIPPED WITH FIRST AID KITS**

**DRIVERS WILL HAVE CELL PHONES**

**FIRST AID ATTENDANTS ARE EMPLOYED BY SHAMES MOUNTAIN**

**LIFE GUARDS AND FIRST AID ATTENDANTS ARE EMPLOYED BY PRINCE RUPERT AQUATIC CENTRE**

**SKI HILL IS IN A CENTRAL LOCATION CLOSE TO THE CITY OF TERRACE**

**STUDENTS WILL BE WEARING SKI HELMETS AND SKIING IN SMALL GROUPS UNDER ADULT SUPERVISION.**

**COMMUNICATION PLAN:**

**CELL PHONES ARE ACCESSIBLE THROUGHOUT THE TRIP**

**PROVIDE PHONE NUMBER OF HOTEL TO PARENTS**

**PROVIDE CELL PHONE NUMBERS TO PARENTS**

ESTIMATE OF EXPENSES		ESTIMATE OF INCOME	
TRANSPORTATION COSTS	2000	FUNDRAISING	2000
SUBSTITUTE COSTS	0	DIRECT COST TO STUDENTS	0
ACCOMMODATION	2000	SCHOOL FUNDS	0
FOOD	1000	OTHER	\$3000
		OTHER	
ESTIMATED TOTAL COST	5000	ESTIMATED TOTAL INCOME	5000
TOTAL FUNDS RAISED TO DATE		\$2000	

ITINERARY FOR EACH DAY	
DATE:	ITINERARY:
FEB 28	DEPART FROM ALIFORD BAY ARRIVE IN PRINCE RUPERT DINNER IN PRINCE RUPERT
MARCH 1, 2	SWIMMING LESSONS AT PRINCE RUPERT
MARCH 3	HAVE BREAKFAST DRIVE TO SHAMES MOUNTAIN ALL DAY SKIING (INCLUDING LESSONS AND LUNCH BREAK) RETURN TO TERRACE HAVE DINNER SWIMMING AT HOTEL
MARCH 4	HAVE BREAKFAST DRIVE TO SHAMES MOUNTAIN ALL DAY SKIING (INCLUDING LESSONS AND LUNCH BREAK) RETURN TO TERRACE HAVE DINNER SWIMMING AT HOTEL
MARCH 5	HAVE BREAKFAST DRIVE TO SHAMES MOUNTAIN ALL DAY SKIING (INCLUDING LESSONS AND LUNCH BREAK) RETURN TO PRINCE RUPERT SWIMMING AND DINNER ARRIVE AT FERRY AT 8:00PM ARRIVE IN SKIDEGATE (MARCH 6 AT 7:00AM)

<b>ADDITIONAL INFORMATION:</b>

*[Handwritten Signature]*

APPLICANT'S SIGNATURE

JANUARY 12, 2014

DATE

*[Handwritten Signature]*

PRINCIPAL'S APPROVAL

<b>APPROVAL OR CONFIRMATION</b>	
_____	_____
<b>SUPERINTENDENT OF SCHOOLS</b>	<b>DATE</b>



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50  
(HAIDA GWAI/QUEEN CHARLOTTE)**

**FIELD TRIP APPLICATION**

<b>PLEASE COMPLETE THIS APPLICATION AND FORWARD TO THE SUPERINTENDENT OF SCHOOLS (A COPY WILL BE RETURNED TO YOU AS CONFIRMATION)</b>	
<b>SPONSOR TEACHER: BEHN COCHRANE</b>	<b>SCHOOL: AGNES L. MATHERS</b>
<b>NAME OF FIELD TRIP (NAME OF EVENT, PROGRAM / TEAM, ETC): SURFING AT NORTH BEACH</b>	<b>DATES OF FIELD TRIP: FEBRUARY 3, 2014</b>
<b>NUMBER OF STUDENTS PARTICIPATING: 38</b>	<b>NUMBER OF CHAPERONES: 4</b>
<b>NAMES OF TEACHERS INVOLVED: BEHN COCHRANE(TEACHER), VICKI IVES (PRINCIPAL), KIM FORBES (EDUCATION ASSISTANT), LINDSAY QUAAAS (EDUCATION ASSISTANT)</b>	

<b>OBJECTIVES OF FIELD TRIP (CURRICULUM RELATEDNESS):</b>
OUTDOOR EDUCATION
SOCIAL RESPONSIBILITY
PHYSICAL EDUCATION

<b>NAMES OF PARTICIPATING STUDENTS:</b>	


<b>NAMES OF CHAPERONES:</b>	
<b>VICKI IVES</b>	<b>BEHN COCHRANE</b>
<b>LINDSAY QUAAS</b>	<b>KIM FORBES</b>

<b>ACCOMMODATIONS:</b>
<b>NONE- THIS IS A DAY EVENT</b>

<b>TRAVEL PLANS:</b>
<b>DEPART FROM SANDSPIT ON 9:05 AM FERRY ARRIVE AT NORTH BEACH AROUND 11:30 DEPART FROM NORTH BEACH AROUND 3:00 DEPART FROM SKIDEGATE ON 4:30 FERRY ARRIVE IN SANDSPIT AT 5:00PM</b>

<b>SAFETY PRECAUTIONS:</b>
<b>CELL PHONE CONTACT WITH SCHOOL OFFICE TWO CHAPERONES WILL BE ON THE WATER TWO CHAPERONES WILL BE ON THE BEACH CERTIFIED SURFING INSTRUCTORS IN THE WATER</b>

<b>COMMUNICATION PLAN:</b>
<b>CELL PHONE COMMUNICATION BETWEEN SCHOOL, STAFF AND PARENTS</b>

ESTIMATE OF EXPENSES		ESTIMATE OF INCOME	
TRANSPORTATION COSTS	\$200	FUNDRAISING	\$1200
SUBSTITUTE COSTS		DIRECT COST TO STUDENTS	
ACCOMMODATION		SCHOOL FUNDS	
FOOD		OTHER	
OTHER	\$1000	OTHER	
ESTIMATED TOTAL COST	\$1200	ESTIMATED TOTAL INCOME	\$1200
TOTAL FUNDS RAISED TO DATE			

ITINERARY FOR EACH DAY	
DATE:	ITINERARY:
FEB 3	DEPART FROM ALM AT 8:30 AM TAKE 9:0 5AM FERRY TO SKIDEGATE ARRIVE AT NORTH BEACH AT NOON SURFING WITH INSTRUCTORS AND CHAPERONES DEPART NORTH BEACH AT 3:00 TAKE 4:30 FERRY TO SANDSPIT TAKE STUDENTS HOME

ADDITIONAL INFORMATION:

  
 APPLICANT'S SIGNATURE

JANUARY 23, 2014  
 DATE

  
 PRINCIPAL'S APPROVAL

<b>APPROVAL OR CONFIRMATION</b>	
_____	_____
<b>SUPERINTENDENT OF SCHOOLS</b>	<b>DATE</b>



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50  
(HAIDA GWAI/QUEEN CHARLOTTE)**

**FIELD TRIP APPLICATION**

<b>PLEASE COMPLETE THIS APPLICATION AND FORWARD TO THE SUPERINTENDENT OF SCHOOLS (A COPY WILL BE RETURNED TO YOU AS CONFIRMATION)</b>	
<b>SPONSOR TEACHER: BEHN COCHRANE</b>	<b>SCHOOL: AGNES L. MATHERS</b>
<b>NAME OF FIELD TRIP (NAME OF EVENT, PROGRAM / TEAM, ETC): PADDLEBOARDING</b>	<b>DATES OF FIELD TRIP: MAY 12, 2017</b>
<b>NUMBER OF STUDENTS PARTICIPATING: 38</b>	<b>NUMBER OF CHAPERONES: 4</b>
<b>NAMES OF TEACHERS INVOLVED: BEHN COCHRANE(TEACHER), VICKI IVES (PRINCIPAL), LINDSAY QUAAS (EDUCATION ASSISTANT), KIM FORBES (EDUCATION ASSISTANT)</b>	

<b>OBJECTIVES OF FIELD TRIP (CURRICULUM RELATEDNESS):</b>
<b>OUTDOOR EDUCATION</b>
<b>SOCIAL RESPONSIBILITY</b>
<b>PHYSICAL EDUCATION</b>

<b>NAMES OF PARTICIPATING STUDENTS:</b>	


<b>NAMES OF CHAPERONES:</b>	
<b>VICKI IVES</b>	<b>BEHN COCHRANE</b>
	<b>LINDSAY QUAAS</b>

<b>ACCOMMODATIONS:</b>
<b>NONE- THIS IS A DAY EVENT</b>

<b>TRAVEL PLANS:</b> <b>PADDLEBOARDING WILL TAKE PLACE IN SANDSPIT. THE LOCATION IS YET TO BE DETERMINED BASED ON THE TIDES AND THE WEATHER.</b>

<b>SAFETY PRECAUTIONS:</b>
<b>CELL PHONE CONTACT WITH SCHOOL OFFICE</b> <b>ONE CHAPERONES WILL BE ON THE WATER</b> <b>TWO CHAPERONES WILL BE ON THE BEACH</b> <b>CERTIFIED PADDLEBOARDING INSTRUCTOR IN THE WATER</b>

<b>COMMUNICATION PLAN:</b>
<b>CELL PHONE COMMUNICATION BETWEEN SCHOOL, STAFF AND PARENTS</b>

<b>ESTIMATE OF EXPENSES</b>		<b>ESTIMATE OF INCOME</b>	
<b>TRANSPORTATION COSTS</b>		<b>FUNDRAISING</b>	
<b>SUBSTITUTE COSTS</b>		<b>DIRECT COST TO STUDENTS</b>	
<b>ACCOMMODATION</b>		<b>SCHOOL FUNDS</b>	
<b>FOOD</b>		<b>OTHER</b>	
<b>OTHER</b>		<b>OTHER</b>	
<b>ESTIMATED TOTAL COST</b>		<b>ESTIMATED TOTAL INCOME</b>	
<b>TOTAL FUNDS RAISED TO DATE</b>			



ITINERARY FOR EACH DAY	
DATE:	ITINERARY:
FEB 28	DEPART FROM ALM AT 9:00 AM TRAVEL TO LOCATION TBA PADDLEBOARD WITH CERTIFIED INSTRUCTOR RETURN TO ALM BY 3:00 PM

ADDITIONAL INFORMATION:



---



---



---


JANUARY 12, 2016


APPLICANT'S SIGNATURE                                  DATE                                  PRINCIPAL'S APPROVAL

**APPROVAL OR CONFIRMATION**

---

SUPERINTENDENT OF SCHOOLS
DATE



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50 HAIDA GWAI**

---

**ACTION SHEET**

**TO:** The Board of Education  
**FROM:** Shelley Sansome, Secretary Treasurer  
**DATE:** January 24, 2017  
**SUBJECT:** Replace Maintenance Vehicle

---

**BACKGROUND**

On December 30, 2016 an inspection of a district maintenance van was performed resulting in a failure due to rust.

In the past when maintenance replaced a vehicle they accessed funds from our local capital fund to be repaid over a five-year period. We're recommending the same process be used to replace this van.

**RECOMMENDATION**

THAT the Board of Education of School District No. 50 (Haida Gwaii) approves the allocation of up to \$30,000 of local capital funds to replace a maintenance vehicle to be repaid within a five year period.





**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50  
HAIDA GWAI**

107 Third Avenue, PO Box 69  
Village of Queen Charlotte, BC V0T 1S0  
Tel: (250)559-8471 Fax: (250)559-8849  
[www.sd50.bc.ca](http://www.sd50.bc.ca)

Donald P. Hayes, Chair  
British Columbia Ferry Services Inc.  
Board of Directors  
Suite 500, 1321 Blanshard Street  
Victoria BC  
V8W 0B7

December 2, 2016

Dear Mr. Hayes:

I am writing to express serious concerns regarding the BC Ferries schedule between Alliford Bay and Skidegate.

As you know, Haida Gwaii is very isolated with small communities located on Graham and Moresby Islands. The ferry is the only avenue of public transportation between Graham and Moresby Island.

Our school district operates an elementary school on Moresby Island, however, students who have moved on to secondary school have to depend on the ferry to transport them to Graham Island to attend school in Queen Charlotte. The number of students who require this service is growing.

Since BC Ferries reduced services on the Alliford Bay – Skidegate run, our students and their families have suffered greatly. Students either have to take the ferry across from Alliford Bay in the morning and wait another hour at the Skidegate terminal before catching a bus to the high school or take a later ferry that does not coincide with our multi-school bus schedule. This results in the need for us to pay additional contractor costs. Often, due to delays, students are late arriving to school. As such, they lose access to critical instructional time. We also have to provide extra bussing to the school in cases where the ferry is late and given our very tight budget, this is getting more and more challenging. We do not want to be put in a position where we have to shorten instructional time in contravention to Ministry of Education requirements in order to get students to school.

Also, with respect to the departure times from Skidegate to Alliford Bay in the mornings, a number of our staff who work at the school in Sandspit have to report late to work as the current schedule doesn't provide sufficient time to get from Alliford Bay to the school. This puts student safety at risk and staff are often left trying to scramble to properly supervise students when they first arrive in the morning. Also, if a teacher or



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50  
HAIDA GWAI**

107 Third Avenue, PO Box 69  
Village of Queen Charlotte, BC V0T 1S0  
Tel: (250)559-8471 Fax: (250)559-8849  
[www.sd50.bc.ca](http://www.sd50.bc.ca)

staff member is ill, we cannot get a replacement quickly enough so as to reduce any negative impacts to other staff and students.

Since the ferry stops running just after 6 pm, many students now miss out on valuable extracurricular activities. Many studies have shown that these activities are exemplary in providing an environment for students to learn leadership, teamwork and other highly important soft skills.

After school activities contribute to healthy students. Physical activity and the development of strong social skills are proven indicators of health in studies conducted by medical experts both in Canada and across the world.

Our communication with parents has really suffered greatly as well. Because our staff have limited time to cross before the ferry shuts down for the evening, we cannot schedule evening parent meetings or a variety of other school functions that are also of the utmost importance in child development. Parent involvement in their child's education is proven to be a major indicator of success for students.

We are unable to schedule sporting events between schools as there is insufficient time to travel. School extracurricular days are impeded by the large breaks in service between Alliford Bay and Skidegate both in the morning and in the afternoon. We also struggle when students are injured and are unable to cross for medical attention.

While we certainly understand that budget constraints and staffing obligations play a significant role in scheduling it is essential that the needs of our families and of our students are not diminished because of the ferry schedule. Surely, there must be other ways that we can work together to best meet the needs of our families as we strive to provide the best education to our students.

We have contacted BC Ferries in the past via correspondence and other means to meet with you to discuss our concerns and the overwhelming negative impact that schedule changes have had on our students and their families. Unfortunately, we have not received adequate follow up to our correspondence.

Respectfully, I would like to set up a meeting with you to discuss options that may help us deal with many obstacles faced by the current schedule. I can be reached at 250-559-8471 ext. 104 or by email to [djohnson-day@sd50.bc.ca](mailto:djohnson-day@sd50.bc.ca)

I look forward to our discussion.



**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 50  
HAIDA GWAI**

107 Third Avenue, PO Box 69  
Village of Queen Charlotte, BC V0T 1S0  
Tel: (250)559-8471 Fax: (250)559-8849  
[www.sd50.bc.ca](http://www.sd50.bc.ca)

Sincerely,

**Dawna Johnson-Day  
Superintendent**

cc. SD 50 Trustees and Parent Advisory Committees  
Mike Corrigan, President and Chief Executive Officer, BC Ferries  
Darin Gunette, Manager of Public Affairs, BC Ferries  
Greg Martin, Mayor, Queen Charlotte, BC



November 24, 2016

Dawna Johnson-Day  
Superintendent  
School District 50 Haida Gwaii

RE: 2016 Premier's Award Finalist

Dear Dawna:

Congratulations! We have the pleasure of informing you that British Columbia's (BC) Carbon Neutral Government Program was recently recognized at the 2016 Premier's Awards ceremony as one of the provincial finalists in the Partnership category. This is fitting because collaborative and committed partnerships with public sector organizations like yours have been central to the successful achievement of the public sector's carbon neutrality in BC for the past six consecutive years. The Premier's Award for Partnerships showcases and celebrates the work of outstanding joint-ventures or multi-party initiatives between BC public service organizations and organizations in the broader public sector, other levels of government, First Nations communities, or in the private or not-for-profit sectors. The success of BC's Carbon Neutral Government Program is founded on the commitment, innovation and partnership of the Province's 127 public sector organizations, including School District 50 Haida Gwaii, to catalyze public sector climate action.

We would like to personally thank School District 50 Haida Gwaii for your ongoing commitment to climate action and carbon neutral operations. Attached please find School District 50 Haida Gwaii's copy of the finalist award certificate. A video was produced in association with the award, highlighting some of the achievements and impacts of the Carbon Neutral Government commitment. You can view it here:

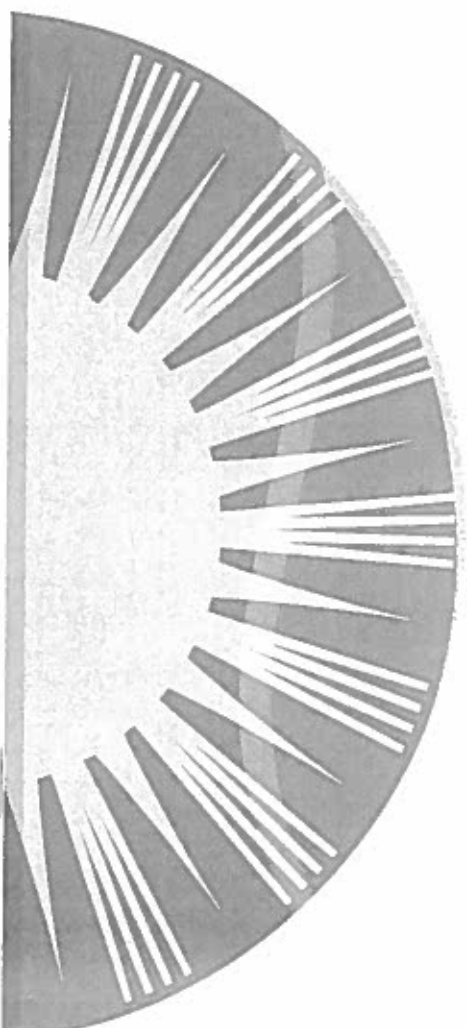
[https://www.youtube.com/watch?v=LPBzni1vuco&index=14&list=PLSNb4N2Am\\_HZlUaolGrpDaBznhvftKZur](https://www.youtube.com/watch?v=LPBzni1vuco&index=14&list=PLSNb4N2Am_HZlUaolGrpDaBznhvftKZur)

We encourage you to display this certificate publicly, and share the spotlight video with others.

Thank you,

Susanna Laaksonen-Craig  
Assistant Deputy Minister  
Climate Action Secretariat

Suzanne Spence  
Executive Director  
Climate Action Secretariat



# PREMIER'S AWARD

PROMOTING INNOVATION AND EXCELLENCE

## **Carbon Neutral Government Program: Catalyzing Public Sector Climate Action**

Ministry of Environment  
*and Partners*

**PARTNERSHIP**

PROVINCIAL FINALIST AWARD 2016



School District 50 Haida Gwaii  
**Integrated Resource Package (IRP)**  
**Haida Language (Xaayda Kil/Xaad Kil)**  
Overview

Integrated Resource Packages (IRP) provide much of the basic information teachers require to implement curriculum. This (IRP) sets out the provincially prescribed curriculum Xaayda Kil/Xaad Kil, Grades 5 to 12. In the senior grades the IRP, as approved by the Minister of Education permits districts to offer credits. The IRP, as prepared by District Principal Joanne Yovanovich and Jaskwaan Bedard, has now been delivered to the Minister of Education and we are anxiously awaiting sign-off on this document.

The Haida Language comes from and is spoken on the land of Haida Gwaii. *Haida* means People, and *Haida Gwaii* means Islands of the People. During a time not so long ago, there existed many dialects of the Haida language belonging to the many different villages on the archipelago of Haida Gwaii. After vast population loss due to disease epidemics in the 18<sup>th</sup> and 19<sup>th</sup> Centuries, the many Haida villages congregated into the present day communities of Skidegate in the South and Old Massett in the North, and the dialects also converged, into the two remaining dialects of Skidegate and Old Massett: Xaayda Kil and Xaad Kil respectively. Xaayda Kil and Xaad Kil mean “The language of the People,” and the language embodies the relationship between our land, culture and language. From here on the Haida language will be referred to as Xaayda Kil/Xaad Kil for the purposes of this Integrated Resource Package.

The Haida language is a language isolate, meaning there are no known languages that are similar to it. In this regard, Xaayda Kil/Xaad Kil is unique in British Columbia in that it is not a part of a language family.

The Haida language is listed as Critically Endangered in the UNESCO scale of language Endangerment. This means that the fluent speakers remaining are in the “great-grandparent” generation (in their 80s and 90s), and there are very few new fluent speakers. Community initiatives have long been in effect to create new fluent speakers and maintain our Indigenous Haida language. The offering of effective Haida language school programming on Haida Gwaii is one of many ways community language revitalization can be successful.

In addition, Haida Language continued to decline because of residential schools. Children who attended the Indian Day Schools on Haida Gwaii as well as those who were sent away to Residential school were forbidden to speak their Haida language. Upon returning home from these schools, the children’s families accommodated their loss of language by generally speaking only English to them.

At the time of the writing of this Integrated Resource Package, there were an estimated 40 fluent speakers of the Haida language remaining. There are few new Haida speakers in our communities. However, there are numerous Haida language learning initiatives, programs, and resources available within the communities of Haida Gwaii. These Haida language programs and multitude of resources will be utilized within this Haida language IRP Grades 5-12, with

contributions from the organizations of Skidegate, Old Massett, and the Alaska Haida language learning community.

Students and teachers of the Haida language deserve the support of their community and School district in their efforts to honor the Indigenous language of this land, Haida Gwaii. It is in this spirit of *yahguudang* that the Haida language IRP is developed and executed.

The study of Haida language and culture is intended to enable learners to communicate purposefully in Xaayda Kil/Xaad Kil and to provide opportunities for students to gain insights into Haida culture and ways of being that are directly connected to the language.

When teachers and students see the Haida language as a practical means of communication and not just a narrow field of language study, many opportunities open up for integration with other curricula. **The prescribed learning outcomes are deliberately open-ended in nature to encourage teachers and students to make links to other areas of study such as mapping, graphing, music, or visual arts.** In secondary schools, teachers could make efficient use of this open-endedness through joint planning and joint evaluation tasks. (See Appendix C for examples of integrated units.) Integration in the elementary classroom is easier and may begin with daily routines and procedures conducted in the Haida language. In this way, students will see Xaayda Kil/Xaad Kil as a useful means of expression.

Throughout the history of Haida language teaching in the communities of Haida Gwaii, there has been and continues to be an extreme effort expended by many educators, Haida language speakers, Elders, learners and other community members that is fueled by a love of Haida culture, a belief in the Haida people, and a commitment to the Haida language.

Underlying all of these efforts is the understanding that with hard work, dedication, and a commitment to our children, those yet to be born, and to our ancestors who kept the Haida language alive, that Xaayda Kil/Xaad Kil will once again flourish on Haida Gwaii. It is the many voices and hands of these special people that have made this document possible.

Haawa to our ancestors, who without whom we would not be here today.

Haw'aa to the Haida Elders and Knowledge keepers who keep the language and culture with us.

Haawa to all who have created Haida language resources and curriculum that contributes to this Integrated Resource Package

Haw'aa to those who have passed on but left language behind through recordings and other resources.

For more information on the SD 50 Haida Language IRP, please contact:  
Joanne Yovanovich, Principal of Aboriginal Education @ [jyovanovich@sd50.bc.ca](mailto:jyovanovich@sd50.bc.ca)