

**MINUTES OF THE REGULAR BOARD MEETING HELD AT GUDANGAAY TLAATS'GAA  
NAAAY SECONDARY SCHOOL, DECEMBER 19, 2017**

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

**ALSO PRESENT:** Dawna Day, Superintendent of Schools  
Shelley Sansome, Secretary Treasurer  
Colleen Bradley, Confidential Admin Assistant / Minute Taker

**ABSENT WERE:** Denise Husband, Trustee

**MEMBERS OF THE PUBLIC:**

Archie Stocker  
Andrew Hudson  
Bernadette Marie  
Ian Keir  
Stephen Querengesser  
Warren McIntyre

**1. CALL TO ORDER**

Secretary Treasurer Sansome called the meeting to order at 1806 hours (6:06pm).

**2. ELECTIONS**

- 2.1 Chairperson - Harmony Williams (acclaimed)
- 2.2 Vice Chairperson - Kim Goetzinger (acclaimed)
- 2.3 Committee Representatives - no changes
  - 2.3.1 Finance & Audit - K. Goetzinger, Alternate - E. Condrotte
  - 2.3.2 Labour Management - E. Condrotte, Alternate - K. Goetzinger
  - 2.3.3 Cultural, District Sports - W. Brown
  - 2.3.4 Professional Development - D. Husband
  - 2.3.5 Haida Education Council, Local Education Agreement - K. Goetzinger
  - 2.3.6 BC Public Schools Employers' Association - K. Goetzinger
  - 2.3.7 BC Schools Trustees Association - H. Williams
  - 2.3.8 District Parent Advisory Council - E. Condrotte
  - 2.3.9 Community Relations Liaison - D. Husband
  - 2.3.10 Sexual Orientation - D. Husband
  - 2.3.11 Policy Review

R17121901 THAT "Policy Review" be added to Trustee Portfolio.

**MOTION CARRIED**

Chairperson H. Williams to assume Chair.

**3. APPROVAL OF AGENDA**

R17121902 THAT the agenda be approved as circulated with the addition of Truth and Reconciliation.

MOTION CARRIED

**4. APPROVAL OF THE MINUTES OF THE PRIOR MEETING AND RECEIPT OF RECORDS OF CLOSED MEETINGS**

**4.1 November 28, 2017 Rise and Report**

Superintendent Day reported on property, personnel and student matters from the November 28, 2017 in-camera meeting.

**4.2 November 28, 2017 Regular Board Meeting Minutes**

R17121903 THAT the minutes of the regular meeting of November 28, 2017 be approved as presented.

MOTION CARRIED

**4.3 December 19, 2017 Rise and Report**

Superintendent Day reported on property, personnel and student matters from the December 19, 2017 in-camera meeting

**5. REPORT ACTION(S) FROM PREVIOUS MEETINGS**

**5.1 Masset Schools Committee Update**

- Develop a committee to discuss declining enrollment at Gudangaay Tlaats'gaa Naay Secondary School and Tahayghen.
- Put forth information to Principals and Parent Advisory Councils to edit and review.
- Will have a package for public to review at January 2018 Regular Board Meeting.

**5.2 Ratify Masset Daycare Poll Vote**

Should the Ministry of Child and Family Development award \$295,000 grant for a daycare in the north end of Graham Island.

R17121904 THAT School District No. 50 (Haida Gwaii) commit to 10% district capital funding and 5 year operating commitment.

MOTION CARRIED

**5.3 Tom Swanky Presentation Costs**

Superintendent Day reported that the presentation would need to take place before April 2018. That the cost is \$300 per session / workshop plus an additional estimated cost of \$1,500-\$3,000 for travel and accommodations. It would be good to collaborate presentation with other groups including the Board and the community.

R17121905 THAT the Board approve to invite Tom Swanky to come to Haida Gwaii for workshop.

MOTION CARRIED

## **6. REPORTS**

### **6.1 Report from the Chair**

- Chairperson Williams will submit a written report at the January 2018 Regular Board meeting.

### **6.2 Trustee Report**

- Trustee Goetzinger reported on BCSTA's new hub that is very user friendly, on policy committee, and edits to policy.
- Trustee Condrotte reported on attending a District Parent Advisory Council meeting.
- Trustee Wilson reported on attending several sport events at the schools, observed lots of participation and good sportsmanship.

### **6.3 Superintendent of Schools Report**

Superintendent of Schools reported on work regarding Human Resource issues, hired a new Child and Youth Wellness Support Worker for the North End of Graham Island, moving ahead with planning self-regulation therapy, attended the annual Christmas Feast at Gidgalaang Kuuyas Naay Secondary School.

### **6.4 Secretary Treasurer Report**

The Secretary Treasurer reported on continuing work regarding personnel, held a phone call with the Minister of Education regarding operating grants, estimate 1701 count, no changes to formulas or rates at this time, 518,000 Full Time Equivalent (FTE) enrolment in BC, 5,000 additional students this year, 18 districts have declining enrolment including School District No. 50. 2019 could see formula changes.

### **6.5 Trustee Expenditure Report**

R17121906 THAT the Board of Education of School District No. 50 (Haida Gwaii) receive and file the Trustee Expenditure report for the month of November 2017.

## **MOTION CARRIED**

### **6.6 Principal of Aboriginal Education Report**

The Board of Education of School District No. 50 (Haida Gwaii) received and filed the Principal of Aboriginal Education Report for December 2017.

### **6.7 Information and Technology Manager Report**

The Board of Education of School District No. 50 (Haida Gwaii) received and filed the Information and Technology Manager Report for December 2017.

### **6.8 Maintenance and Transportation Manager Report**

The Board of Education of School District No. 50 (Haida Gwaii) received and filed the Maintenance and Transportation Manager Report for December 2017.

## **7. Truth and Reconciliation Commission**

**R17121907** THAT the Board of Education of School District No. 50 (Haida Gwaii) bring forward the following motions to Provincial Council for support:

- The Ministry of Education increase funding to support aboriginal perspectives, content and instructional methodologies in public.
- The Ministry consider the impact that reductions in Early Leavers funding allocations has on district abilities to keep at-risk student enrolled. We were able to implement programs to help keep students in school but now that we are successful, by using this funding, it is difficult to continue these programs without further funding. We are concerned that gains in supporting at-risk students will be reversed without continued funding.
- That the Ministry of Education consider, in addition to current funding for geographic circumstances, implementing a minimum overall funding level for small remote and rural districts such as having a floor for base funding. As an example, base funding for remote and rural districts with fewer than 1000 students be increased to the base funding level of 1000 students.

**MOTION CARRIED**

## **8. Strategic Policy Issues**

### **8.1 Aims Policy**

**R17121908** That the Board of Education of School District No. 50 (Haida Gwaii) circulate draft revisions to the AIMS policy to stakeholders.

**MOTION CARRIED**

### **8.2 Non-certified Teacher Replacement Policy Draft Revisions**

**R17121909** That the Board of Education of School District No. 50 (Haida Gwaii) circulate draft revisions to the Non-certified Teacher Replacement policy to stakeholders.

**MOTION CARRIED**

### **8.3 Changes to grade 10-12 implementation schedule:**

Superintendent Day informed the Board of Education of School District No. 50. (Haida Gwaii) of changes to provincial curriculum - Grade 10 full implementation effective July 2018, Grades 11 and 12 full implementation effective July 2019.

**9. Operational Issues**

**9.1 November 2017 Financial Vouchers**

R17121910 THAT the Board of Education of School District No. 50 (Haida Gwaii) approve the November 2017 Financial Vouchers

MOTION CARRIED

**10. Questions and Enquiries Relating to the Board Meeting**

The Board of Education of School District No. 50 (Haida Gwaii) and members of the Public held a question and answer period. The following agenda items were discussed:

- Masset Schools Terms of Reference review;
- Solutions to address declining enrollment;
- Consultation planning for new schools;
- Recognition that the meeting was held on the traditional territory of the Haida Nation;
- Introduction of the new Confidential Administrative Assistant;
- A 'thank you' to all staff for all their good work;
- Recognition to Board for all the work they have done;

**11. Adjournment**

R17121911 THAT the Board of Education of School District No. 50 (Haida Gwaii) adjourns the Regular Board meeting at 1913 hours.

MOTION CARRIED

January 16, 2018  
(Dec 10/17-Jan 15/18)  
Joanne Yovanovich  
Principal of Ab.Ed

**Attended:**

Early Learning Forum meetings  
Presented @ New Teacher Orientation Meeting  
Haida Foods Committee Meeting  
UBC Math Meeting Phone Conferences  
Met with Kiku regarding Haida Foods Committee  
Phone conferences with Langara College and Skidegate Band Council for the Ocean Plastic Project  
Planning with Keynote Speaker for Early Learning Forum  
UBC Math Meeting @UBC, 2 CRE chapters near completion  
Interviews for Haida Language & Culture Implementation Teacher  
UNBC Student Practicum planning & schedule

**Note Worthy Activities:**

Human Right's Exemption Application first draft completed  
Gathering information to create Food Harvesting & Procedures/Guidelines for schools. Also looking at materials harvested, like cedar bark and lumber, it is the hope that the Guidelines will ensure we aren't overharvesting and/or infringing on Haida gathering areas.

Planning for small group Math Meetings to be held this year.

*"Our future, and the well-being of all our children rests with the kind of relationships we build today."* Chief Dr. Robert Joseph

## IT Update

Dec 1 to Jan 11

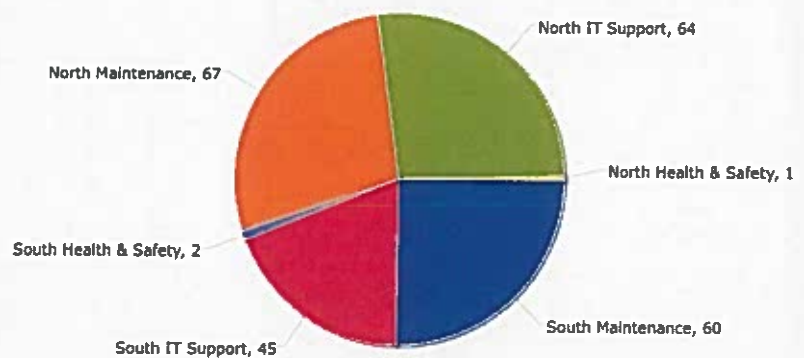


Steve Goffic  
IT Manager

### IT Update

- Order supplies
- Worked on SDS electronic attendance implementation
- Worked on Mobile device management software
- Worked on updating and patching against Meltdown and Spectre vulnerabilities. Note this is ongoing and will take some time to cover all computers.
- Patched firewalls and upgraded servers.
- Worked with SNES Teachers on SETBC project.
- Worked with schools to decide on new Xerox Machines

Below are the work orders completed in the time between Dec 1 to Jan 16



Department	COUNT(tickets.ticketmaskid)
North Health & Safety	1
North IT Support	64
North Maintenance	67
South Health & Safety	2
South IT Support	45
South Maintenance	60

**TRUSTEE EXPENDITURE REPORT  
AS OF December 31, 2017**

		December	Year-To-Date	Budget	Available	% Spent
4-40-19000	GOV HONORARIUM	4,445.97	27,068.12	54,843.00	27,774.88	49%
4-40-20000	GOV BENEFITS	84.38	521.33	1,275.00	753.67	41%
4-40-34000	GOV TRAVEL, MEALS, MILEAGE	6,836.85	25,014.09	27,000.00	1,985.91	93%
4-40-37000	GOV DUES & FEES		7,050.43	8,822.00	1,771.57	80%
4-40-39000	INSURANCE		1,135.00		(1,135.00)	0%
4-40-42000	OTHER CONTRACTS		0.00	1,200.00	1,200.00	0%
4-40-42005	ELECTIONS		0.00		-	0%
4-40-51000	GOV SUPPLIES		803.23		(803.23)	0%
4-40-59000	COMPUTER EQUIPMENT		108.59		(108.59)	0%

<b>Total</b>		<b>11,367.20</b>	<b>61,700.79</b>	<b>93,140.00</b>	<b>31,439.21</b>	<b>66%</b>
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SCHOOL DISTRICT NO. 50 HAIDA GWAI  
BOARD POLICY MANUAL

**Policy E.5 (Formerly 2400)**

**Policy Subject: ~~SUBSTITUTE TEACHER (WITHOUT BC CERTIFICATION)~~ NON-CERTIFIED  
TEACHER REPLACEMENTS**

**Date Passed: October 1999**

**Date Approved: November, 1999**

**Date Amended: December 2006**

***Recommended Amendment: December 2017***

**Policy: ~~SUBSTITUTE TEACHER (WITHOUT BC CERTIFICATION)~~ NON-CERTIFIED TEACHER  
REPLACEMENTS**

**POLICY**

*The Board recognizes that from time to time teachers are absent from school. When this occurs, a replacement must be hired to ensure that there is minimum disruption of student learning and adequate supervision in the classroom. Whenever possible, the replacement will be a certified Teacher Teaching on Call with the required qualifications for the vacant position.*

*On rare occasions there may be no certified Teachers Teaching on Call available. In that event, Principals may hire a non-certified teacher replacement in accordance with the provisions of the School Act. In accordance with the provisions of the School Act, the Board of Education of School District No. 50 (Haida Gwaii) may make provision for the employment of substitute teachers without BC Certification.*

**PROCEDURE**

*Effective December 1<sup>st</sup>, 2006 the rate for substitute teachers without BC Certification shall be one hundred fifty dollars (\$150.00) or each day inclusive of holiday pay. **Effective January 1, 2018 non-certified teacher replacements will be paid a daily rate of two hundred dollars (\$200.00) inclusive of vacation pay, statutory holiday pay and benefits.***

## FINANCE VOUCHER

REGULAR BOARD MEETING

### BOARD MEETING:

January 23, 2018

### AGENDA ITEM:

#### Finance Voucher    December 31, 2017

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

A/P Cheques Computer Generated	December 31, 2017	\$27,836.02	
ePayments	December 31, 2017	\$208,943.30	
Quick Pays	December 31, 2017	\$503,597.44	
<b>TOTAL Accounts Payable..... December 31, 2017</b>			<b>\$740,376.76</b>
Teachers	15-Dec	\$208,879.85	
AO/Exempt	15-Dec	\$76,320.47	
Teachers	0-Jan	\$0.00	
AO/Exempt	0-Jan	\$0.00	\$285,200.32
CUPE	9-Dec	\$51,286.79	
Casuals	9-Dec	\$10,377.54	
TOC's	9-Dec	\$11,476.96	
CUPE	23-Dec	\$53,453.64	
Casuals	23-Dec	\$13,876.67	
TOC's	23-Dec	\$9,188.26	
			<b>\$149,659.86</b>
<b>TOTAL Payroll..... December 31, 2017</b>			<b>\$434,860.18</b>
<b>TOTAL A/P and Payroll</b>			<b>\$1,175,236.94</b>

### RECOMMENDATION:

1. THAT the Board of School Trustees receive for information Accounts Payable and Payroll totaling **\$1,175,236.94** for the month of December

**SCHOOL DISTRICT NO. 50**  
**CHEQUE REGISTER AS OF DECEMBER 31, 2017**

CHEQUE NUMBER	DATE	SUPPLIER	AMOUNT
57610	12/8/2017	Aleila Miller	\$ 30.00
57611	12/8/2017	Canada Revenue Agency	\$ 382.63
57612	12/8/2017	Laurie Chisholm	\$ 91.00
57613	12/8/2017	Receiver General	\$ 2,073.59
57614	12/8/2017	Great-West Life	\$ 700.68
57615	12/8/2017	Great West Life	\$ 1,237.25
57616	12/8/2017	London Life Insurance Company	\$ 1,107.14
57617	12/8/2017	Marlee Olson	\$ 91.00
57618	12/8/2017	Sandspit Community Society	\$ 1,706.25
57619	12/8/2017	SSQ INSURANCE COMPANY	\$ 45.80
57620	12/8/2017	Katherine Wall	\$ 78.00
57621	12/8/2017	Westpoint Automotive	\$ 467.92
57622	12/8/2017	Petty Cash	\$ 305.56
57623	12/8/2017	Petty Cash -Port Clements School	\$ 499.88
57624	12/14/2017	BC Hydro & Power Authority	\$ 8,987.10
57625	12/14/2017	City Centre Stores LTD.	\$ 48.28
57626	12/14/2017	Hielle Longhouse Village	\$ 282.50
57627	12/14/2017	Les Plan Educational Services	\$ 199.50
57628	12/14/2017	Minister Of Finance	\$ 1,021.39
57629	12/14/2017	NHA - Corporate	\$ 4,700.00
57630	12/14/2017	Sandspit Community Society	\$ 262.50
57631	12/14/2017	Staples Desjardins Card Service	\$ 1,791.50
57632	12/14/2017	Super Valu Store No. 43	\$ 1,266.37
57633	12/14/2017	Severn Cullis Suzuki	\$ 50.00
57634	12/14/2017	Barb Wilson	\$ 50.00
57635	12/21/2017	Minister Of Finance	\$ 187.43
57636	12/21/2017	Queen B's Cafe	\$ 141.75
57637	12/21/2017	Staples Desjardins Card Service	\$ 31.00
<b>TOTALS</b>			<b>\$ 27,836.02</b>

**SCHOOL DISTRICT NO. 50**  
**eREGISTER AS OF Decemer 31, 2017**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
12/8/2017	518387 BC Ltd.	11027	\$ 1,669.50	7916
12/8/2017	Aaron-Mark Services	11028	\$ 559.80	7916
12/8/2017	BC Principals & Vice Principals' in Trust	11029	\$ 755.44	7916
12/8/2017	BC Teachers' Federation	11030	\$ 6,720.31	7916
12/8/2017	BC Teachers' Federation	11031	\$ 5,804.01	7916
12/8/2017	Big Red Enterprises LTD.	11032	\$ 2,520.50	7916
12/8/2017	N. Harris Computer Corporation	11033	\$ 1,234.26	7916
12/8/2017	Charlotte Island Tires LTD.	11034	\$ 123.51	7916
12/8/2017	CUPE - Local 2020	11035	\$ 2,957.26	7916
12/8/2017	Eagle Transit LTD.	11036	\$ 1,683.75	7916
12/8/2017	Haida Gwaii Recreation Commission	11038	\$ 1,540.00	7916
12/8/2017	Haida Gwaii Teachers' Association	11039	\$ 2,615.18	7916
12/8/2017	Haida Gwaii PVPA Association	11040	\$ 140.00	7916
12/8/2017	Robert & Rachel Houston	11041	\$ 78.00	7916
12/8/2017	Industrial Alliance	11042	\$ 63.30	7916
12/8/2017	Krueger, Tanya	11043	\$ 65.00	7916
12/8/2017	Morneau Shepell Ltd.	11044	\$ 1,277.58	7916
12/8/2017	North Arm Transportation LTD.	11045	\$ 2,306.63	7916
12/8/2017	North Coast Occupational Therapy	11046	\$ 1,111.00	7916
12/8/2017	Northern Industrial Sales	11047	\$ 236.54	7916
12/8/2017	Quality Classrooms	11048	\$ 734.09	7916
12/8/2017	Kathy Salanski	11049	\$ 91.00	7916
12/8/2017	Tlc Automotive Services LTD.	11050	\$ 70.69	7916
12/8/2017	Roberta Wagenstein	11051	\$ 91.00	7916
12/8/2017	Wintergreen Learning Materials	11052	\$ 198.11	7916
12/8/2017	Administrative Officers Pro D	11053	\$ 1,400.00	7916
12/8/2017	Kimberley Forbes	11055	\$ 13.78	7916
12/8/2017	Joint Professional Development	11056	\$ 3,128.45	7916
12/8/2017	Ian J. Keir	11057	\$ 149.81	7916
12/8/2017	Irene Klein	11058	\$ 45.05	7916
12/8/2017	Maureen Stella Lagroix	11059	\$ 137.91	7916
12/8/2017	Tiffany Lavoie	11060	\$ 1,235.73	7916
12/8/2017	Vanessa Marie	11061	\$ 286.20	7916
12/8/2017	Rhonda McNeil	11062	\$ 78.00	7916
12/8/2017	Trisha Nalleweg	11063	\$ 91.00	7916
12/8/2017	Lao Peerless	11064	\$ 294.68	7916
12/8/2017	Port Clements School Principal's in Trust	11065	\$ 206.64	7916
12/8/2017	GidGalang Kuuyas Naay PIT	11066	\$ 1,237.25	7916
12/8/2017	Tara Sjolund	11067	\$ 86.38	7916
12/8/2017	Calvin Westbrook	11068	\$ 200.08	7916
12/14/2017	Aaron-Mark Services	11069	\$ 33.13	7921

**SCHOOL DISTRICT NO. 50**  
**eREGISTER AS OF Decemer 31, 2017**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
12/14/2017	Andre Johnston	11070	\$ 70.00	7921
12/14/2017	Apple Canada Inc. C3120	11071	\$ 100.68	7921
12/14/2017	Atwell Family Foods	11072	\$ 531.78	7921
12/14/2017	BC School Trustees Association	11073	\$ 1,758.75	7921
12/14/2017	Classroom Ready	11074	\$ 262.50	7921
12/14/2017	Alicia Embree	11075	\$ 900.00	7921
12/14/2017	Family Services Of Greater Vancouver	11076	\$ 3,708.86	7921
12/14/2017	Grand & Toy	11077	\$ 113.39	7921
12/14/2017	Graydon Security Systems	11078	\$ 314.48	7921
12/14/2017	Haida Gwaii Consumers Co-operative	11079	\$ 994.17	7921
12/14/2017	Haida Gwaii Trader.com	11080	\$ 21.00	7921
12/14/2017	Harris & Company	11081	\$ 1,307.32	7921
12/14/2017	Northern Industrial Sales	11082	\$ 1,270.89	7921
12/14/2017	Northwest Community College	11083	\$ 12,896.82	7921
12/14/2017	Office Essentials	11084	\$ 117.60	7921
12/14/2017	Rootham Services Group Incl	11085	\$ 2,101.37	7921
12/14/2017	Tlc Automotive Services LTD.	11086	\$ 89.96	7921
12/14/2017	Western Campus Resources	11087	\$ 84.54	7921
12/14/2017	Xerox Canada Ltd.	11088	\$ 1,148.23	7921
12/14/2017	Colleen J. Beachy	11089	\$ 42.25	7921
12/14/2017	Elizabeth A. Condrotte	11090	\$ 1,673.92	7921
12/14/2017	Tawni-Marie Davidson	11091	\$ 5.09	7921
12/14/2017	Dawna Day	11092	\$ 721.05	7921
12/14/2017	Marylynn A. Hunt	11093	\$ 47.17	7921
12/14/2017	Sheila Karrow	11094	\$ 311.11	7921
12/14/2017	Sophie Peerless	11095	\$ 147.81	7921
12/14/2017	GidGalang Kuuyas Naay PIT	11096	\$ 600.00	7921
12/14/2017	Shelley Sansome	11097	\$ 495.84	7921
12/14/2017	Tahayghen Principal's IN Trust	11098	\$ 615.00	7921
12/14/2017	Marcia Watkins	11099	\$ 190.43	7921
12/14/2017	Joanne Yovanovich	11100	\$ 53.65	7921
12/21/2017	Aaron-Mark Services	11101	\$ 10.71	7926
12/21/2017	Andre Johnston	11102	\$ 70.00	7926
12/21/2017	Fictorie Construction Management Ltd	11103	\$ 110,157.79	7926
12/21/2017	Haida Gwaii Consumers Co-operative	11104	\$ 39.09	7926
12/21/2017	Port Air Cargo	11105	\$ 157.50	7926
12/21/2017	Pebt, IN Trust	11106	\$ 7,891.94	7926
12/21/2017	Edi Szasz	11107	\$ 315.00	7926
12/21/2017	Village Of Port Clements	11108	\$ 1,875.15	7926
12/21/2017	Xerox Canada Ltd.	11109	\$ 178.33	7926

**SCHOOL DISTRICT NO. 50**  
**eREGISTER AS OF Decemer 31, 2017**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
12/21/2017	Duane Alsop	11110	\$ 1,998.05	7926
12/21/2017	Dennis S. Baran	11111	\$ 1,161.05	7926
12/21/2017	Colleen Bradley	11112	\$ 121.37	7926
12/21/2017	Ryan Brown	11113	\$ 574.52	7926
12/21/2017	Josina Davis	11114	\$ 33.75	7926
12/21/2017	J. Kim Goetzinger	11115	\$ 147.82	7926
12/21/2017	Vicki D. Ives	11116	\$ 1,178.04	7926
12/21/2017	Allison Kozak	11117	\$ 93.60	7926
12/21/2017	Vanessa Marie	11118	\$ 358.28	7926
12/21/2017	Lao Peerless	11119	\$ 259.53	7926
12/21/2017	Kelsey Pelton	11120	\$ 10.71	7926
12/21/2017	Port Clements School Principal's in Trust	11121	\$ 894.83	7926
12/21/2017	Shelley Sansome	11122	\$ 355.51	7926
12/21/2017	Johanne S. Young	11123	\$ 98.49	7926
12/29/2017	Judy Hadcock	11037	\$ 2,625.00	7916
12/29/2017	Ryan Brown	11054	\$ 2,371.03	7916
TOTALS			\$ 208,943.30	

**SCHOOL DISTRICT NO. 50**  
**QUICK PAY REGISTER AS OF DECEMBER 31, 2017**

<b>CHEQUE NUMBER</b>	<b>DATE</b>	<b>SUPPLIER</b>	<b>AMOUNT</b>
616657	12/22/2017	Canada Customs And Revenue	\$ 72,665.89
244552	12/1/2017	Municipal Pension Plan	\$ 12,903.62
244553	12/1/2017	Teachers' Pension Plan	\$ 2,919.01
632262	12/8/2017	Canada Customs And Revenue	\$ 30,617.05
637564	12/8/2017	Canada Customs And Revenue	\$ 18,596.63
632886 632	12/8/2017	Canada Customs And Revenue	\$ 8,151.77
637892	12/14/2017	Canada Customs And Revenue	\$ 4,878.77
619013	12/14/2017	Canada Customs And Revenue	\$ 5,092.25
632732	12/14/2017	Canada Customs And Revenue	\$ 390.72
630392	12/14/2017	Pacific Blue Cross	\$ 3,568.04
630881	12/14/2017	Pacific Blue Cross	\$ 11,137.96
605672	12/14/2017	MINISTER OF FINANCE	\$ 6,150.00
605786	12/14/2017	MINISTER OF FINANCE	\$ 4,275.00
245347	12/14/2017	Municipal Pension Plan	\$ 4,932.18
245346	12/14/2017	Teachers' Pension Plan	\$ 115,043.38
245614	12/15/2017	Municipal Pension Plan	\$ 12,536.87
245613	12/15/2017	Teachers' Pension Plan	\$ 3,004.79
601595	12/22/2017	Canada Customs And Revenue	\$ 19,096.76
633246	12/22/2017	Canada Customs And Revenue	\$ 17,992.12
616924	12/22/2017	Canada Customs And Revenue	\$ 12,093.28
246837	12/29/2017	Municipal Pension Plan	\$ 13,038.70
246641	12/29/2017	Municipal Pension Plan	\$ 6,162.74
246640	12/29/2017	Teachers' Pension Plan	\$ 114,817.33
246836	12/29/2017	Teachers' Pension Plan	\$ 3,050.58
616303	12/30/2017	Yvette Marie Emerson	\$ 482.00
<b>TOTAL</b>			<b>\$ 503,597.44</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-18

Period Ending	Pay Period	Payroll Group	Net Amount
15-Dec	PP#1-12	Teachers	\$ 208,879.85
15-Dec	PP#1-12	AO/Exempt	\$ 76,320.47
0-Jan	0-Jan	Teachers	\$ -
0-Jan	0-Jan	AO/Exempt	\$ -
Total Net Pay			\$285,200.32

## MEMORANDUM

SCHOOL  
DISTRICT NO. 50  
Haide Gwaii

**TO** Shelley Sansome  
Secretary-Treasurer

**FROM** Moira Dubasov  
Assistant Secretary-Treasurer

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

**DATE** 16-Jan-18

Period Ending	Pay Period	Payroll Group	Net Amount
9-Dec	PP #2-25	CUPE	\$ 51,286.79
9-Dec	PP #2-25	Casuals	\$ 10,377.54
9-Dec	PP #2-25	TOC's	\$ 11,476.96
23-Dec	PP #2-26	CUPE	\$ 53,453.64
23-Dec	PP #2-26	Casuals	\$ 13,876.67
23-Dec	PP #2-26	TOC's	\$ 9,188.26
Total Net Pay			\$ 149,659.86

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

**ACTION SHEET**

TO: Board of Education

DATE: January 17, 2018

SUBJECT: Amended Budget Bylaw 2017/2018

FROM: Shelley Sansome, Secretary Treasurer

---

**FIRST READING - RECOMMENDATION**

That the Board of Education of School District No. 50 (Haida Gwaii) adopts that School District Amended Annual Budget Bylaw 2017/2018 be given first reading.

**SECOND READING - RECOMMENDATION**

That the Board of Education of School District No. 50 (Haida Gwaii) adopts that School District Amended Annual Budget Bylaw 2017/2018 be given second reading.

**UNANIMOUS CONSENT – RECOMMENDATION**

Unanimous consent of the Board must be given to authorize the Secretary Treasurer to read the Amended Annual Budget Bylaw 2017/2018 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 Amended Annual Budget Bylaw 2017/2018 be given third and final reading.

Amended Annual Budget

## **School District No. 50 (Haida Gwaii)**

June 30, 2018

# School District No. 50 (Haida Gwaii)

June 30, 2018

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

## AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 50 (HAIDA GWAI) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2017/2018 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 50 (Haida Gwaii) Amended Annual Budget Bylaw for fiscal year 2017/2018.
3. The attached Statement 2 showing the estimated revenue and expense for the 2017/2018 fiscal year and the total budget bylaw amount of \$13,094,756 for the 2017/2018 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2017/2018.

READ A FIRST TIME THE 23rd DAY OF JANUARY, 2018;

READ A SECOND TIME THE 23rd DAY OF JANUARY, 2018;

READ A THIRD TIME, PASSED AND ADOPTED THE 23rd DAY OF JANUARY, 2018;

( Corporate Seal )

---

Chairperson of the Board

---

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 50 (Haida Gwaii)  
Amended Annual Budget Bylaw 2017/2018, adopted by the Board the 23rd DAY OF JANUARY, 2018.

---

Secretary Treasurer

# School District No. 50 (Haida Gwaii)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2018

	2018 Amended Annual Budget	2018 Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	510,500	509,000
Adult	6,625	5,750
Other		11,000
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>517,125</b>	<b>525,750</b>
<b>Revenues</b>	<b>\$</b>	<b>\$</b>
Provincial Grants		
Ministry of Education	7,243,927	6,702,639
Other	142,293	
Other Revenue	4,545,010	4,587,060
Rentals and Leases	62,221	42,473
Investment Income	32,224	16,248
Amortization of Deferred Capital Revenue	951,814	900,293
<b>Total Revenue</b>	<b>12,977,489</b>	<b>12,248,713</b>
<b>Expenses</b>		
Instruction	8,918,745	7,940,450
District Administration	861,923	798,263
Operations and Maintenance	2,648,914	2,540,826
Transportation and Housing	641,470	640,230
<b>Total Expense</b>	<b>13,071,052</b>	<b>11,919,769</b>
<b>Net Revenue (Expense)</b>	<b>(93,563)</b>	<b>328,944</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>350,672</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>257,109</b>	<b>328,944</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	257,109	328,944
<b>Budgeted Surplus (Deficit), for the year</b>	<b>257,109</b>	<b>328,944</b>

# School District No. 50 (Haida Gwaii)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2018

	2018 Amended Annual Budget	2018 Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	10,966,650	9,972,946
Special Purpose Funds - Total Expense	1,392,263	1,169,924
Capital Fund - Total Expense	712,139	776,899
Capital Fund - Tangible Capital Assets Purchased from Local Capital	23,704	
<b>Total Budget Bylaw Amount</b>	<b>13,094,756</b>	<b>11,919,769</b>

Approved by the Board

Signature of the Chairperson of the Board of Education Date Signed

Signature of the Superintendent Date Signed

Signature of the Secretary Treasurer Date Signed

## School District No. 50 (Haida Gwaii)

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2018

Statement 4

	2018 Amended Annual Budget \$	2018 Annual Budget \$
Surplus (Deficit) for the year	(93,563)	328,944
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Local Capital	(23,704)	
Total Acquisition of Tangible Capital Assets	(23,704)	-
Amortization of Tangible Capital Assets	712,139	746,899
Total Effect of change in Tangible Capital Assets	688,435	746,899
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	594,872	1,075,843

## School District No. 50 (Haida Gwaii)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund  
Year Ended June 30, 2018

	Operating Fund \$	Special Purpose Fund \$	Capital Fund \$	2018 Amended Annual Budget \$
Accumulated Surplus (Deficit), beginning of year	350,672		7,035,800	7,386,472
Changes for the year				
Net Revenue (Expense) for the year	(350,672)		257,109	(93,563)
Net Changes for the year	(350,672)	-	257,109	(93,563)
Budgeted Accumulated Surplus (Deficit), end of year	-	-	7,292,909	7,292,909

# School District No. 50 (Haida Gwaii)

Amended Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2018

Schedule 2

	2018 Amended Annual Budget \$	2018 Annual Budget \$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	6,151,664	5,832,715
Other	142,293	
Other Revenue	4,245,010	4,081,510
Rentals and Leases	62,221	42,473
Investment Income	14,790	16,248
<b>Total Revenue</b>	<b>10,615,978</b>	<b>9,972,946</b>
<b>Expenses</b>		
Instruction	7,627,475	6,880,916
District Administration	760,930	687,873
Operations and Maintenance	1,936,775	1,763,927
Transportation and Housing	641,470	640,230
<b>Total Expense</b>	<b>10,966,650</b>	<b>9,972,946</b>
<b>Net Revenue (Expense)</b>	<b>(350,672)</b>	<b>-</b>
<b>Budgeted Prior Year Surplus Appropriation</b>	<b>350,672</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

# School District No. 50 (Haida Gwaii)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2018

	2018 Amended Annual Budget \$	2018 Annual Budget \$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	9,622,257	9,622,322
INAC/LEA Recovery	(3,810,996)	(4,130,010)
Other Ministry of Education Grants		
Pay Equity	139,874	139,874
Transportation Supplement	149,851	149,851
Return of Administrative Savings	50,678	50,678
<b>Total Provincial Grants - Ministry of Education</b>	<b>6,151,664</b>	<b>5,832,715</b>
<b>Provincial Grants - Other</b>	<b>142,293</b>	
<b>Other Revenues</b>		
LEA/Direct Funding from First Nations	4,028,181	4,028,181
Miscellaneous		
Miscellaneous	216,829	53,329
<b>Total Other Revenue</b>	<b>4,245,010</b>	<b>4,081,510</b>
<b>Rentals and Leases</b>	<b>62,221</b>	<b>42,473</b>
<b>Investment Income</b>	<b>14,790</b>	<b>16,248</b>
<b>Total Operating Revenue</b>	<b>10,615,978</b>	<b>9,972,946</b>

# School District No. 50 (Haida Gwaii)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2018

	2018 Amended Annual Budget \$	2018 Annual Budget \$
<b>Salaries</b>		
Teachers	3,068,995	2,886,735
Principals and Vice Principals	830,911	828,256
Educational Assistants	417,410	457,108
Support Staff	1,381,266	1,210,013
Other Professionals	500,862	492,781
Substitutes	442,732	361,241
<b>Total Salaries</b>	<b>6,642,176</b>	<b>6,236,134</b>
<b>Employee Benefits</b>	<b>1,547,082</b>	<b>1,505,781</b>
<b>Total Salaries and Benefits</b>	<b>8,189,258</b>	<b>7,741,915</b>
<b>Services and Supplies</b>		
Services	563,829	466,799
Student Transportation	576,285	581,838
Professional Development and Travel	509,626	235,527
Rentals and Leases	23,733	23,588
Dues and Fees	13,657	13,657
Insurance	23,714	23,712
Supplies	467,967	360,180
Utilities	598,581	525,730
<b>Total Services and Supplies</b>	<b>2,777,392</b>	<b>2,231,031</b>
<b>Total Operating Expense</b>	<b>10,966,650</b>	<b>9,972,946</b>

# School District No. 50 (Haida Gwaii)

Amended Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2018

Schedule 2C

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	2,513,421	195,076	46,959	156,511		237,033	3,149,000
1.03 Career Programs	64,114						64,114
1.07 Library Services	248	11,826		33,583		1,621	47,278
1.08 Counselling	131,661						131,661
1.10 Special Education	221,306	23,367	370,451			75,783	690,907
1.30 English Language Learning	36,962						36,962
1.31 Aboriginal Education	101,283			149,604		16,545	267,432
1.41 School Administration		600,642		296,093		22,518	919,253
<b>Total Function 1</b>	<b>3,068,995</b>	<b>830,911</b>	<b>417,410</b>	<b>635,791</b>	<b>-</b>	<b>353,500</b>	<b>5,306,607</b>
<b>4 District Administration</b>							
4.11 Educational Administration					152,329		152,329
4.40 School District Governance				54,136			54,136
4.41 Business Administration				44,252	223,496		267,748
<b>Total Function 4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>98,388</b>	<b>375,825</b>	<b>-</b>	<b>474,213</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				11,759	110,327		122,086
5.50 Maintenance Operations				614,463		85,454	699,917
5.52 Maintenance of Grounds				9,345		3,000	12,345
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>635,567</b>	<b>110,327</b>	<b>88,454</b>	<b>834,348</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration					14,710		14,710
7.70 Student Transportation							-
7.73 Housing				11,520		778	12,298
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>11,520</b>	<b>14,710</b>	<b>778</b>	<b>27,008</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>3,068,995</b>	<b>830,911</b>	<b>417,410</b>	<b>1,381,266</b>	<b>500,862</b>	<b>442,732</b>	<b>6,642,176</b>

# School District No. 50 (Haida Gwaii)

Amended Annual Budget - Operating Expense by Function, Program and Object  
Year Ended June 30, 2018

Schedule 2C

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2018 Amended Annual Budget	2018 Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	3,149,000	743,959	3,892,959	761,283	4,654,242	3,873,036
1.03 Career Programs	64,114	15,615	79,729		79,729	105,171
1.07 Library Services	47,278	11,334	58,612	20,502	79,114	98,229
1.08 Counselling	131,661	32,915	164,576	96,428	261,004	181,707
1.10 Special Education	690,907	161,265	852,172	93,813	945,985	1,050,675
1.30 English Language Learning	36,962	8,323	45,285		45,285	48,568
1.31 Aboriginal Education	267,432	65,159	332,591	38,879	371,470	371,470
1.41 School Administration	919,253	216,224	1,135,477	55,169	1,190,646	1,152,060
<b>Total Function 1</b>	<b>5,306,607</b>	<b>1,254,794</b>	<b>6,561,401</b>	<b>1,066,074</b>	<b>7,627,475</b>	<b>6,880,916</b>
<b>4 District Administration</b>						
4.11 Educational Administration	152,329	31,682	184,011	32,867	216,878	195,367
4.40 School District Governance	54,136	1,250	55,386	49,883	105,269	93,140
4.41 Business Administration	267,748	63,699	331,447	107,336	438,783	399,366
<b>Total Function 4</b>	<b>474,213</b>	<b>96,631</b>	<b>570,844</b>	<b>190,086</b>	<b>760,930</b>	<b>687,873</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	122,086	29,793	151,879	34,909	186,788	186,309
5.50 Maintenance Operations	699,917	157,509	857,426	254,529	1,111,955	1,010,225
5.52 Maintenance of Grounds	12,345	2,225	14,570	15,938	30,508	33,353
5.56 Utilities	-	-	-	607,524	607,524	534,040
<b>Total Function 5</b>	<b>834,348</b>	<b>189,527</b>	<b>1,023,875</b>	<b>912,900</b>	<b>1,936,775</b>	<b>1,763,927</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	14,710	3,290	18,000	-	18,000	18,038
7.70 Student Transportation	-	-	-	588,350	588,350	586,693
7.73 Housing	12,298	2,840	15,138	19,982	35,120	35,499
<b>Total Function 7</b>	<b>27,008</b>	<b>6,130</b>	<b>33,138</b>	<b>608,332</b>	<b>641,470</b>	<b>640,230</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>6,642,176</b>	<b>1,547,082</b>	<b>8,189,258</b>	<b>2,777,392</b>	<b>10,966,650</b>	<b>9,972,946</b>

## School District No. 50 (Haida Gwaii)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2018

	2018 Amended Annual Budget \$	2018 Annual Budget \$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	1,092,263	869,924
Other Revenue	300,000	300,000
<b>Total Revenue</b>	<b>1,392,263</b>	<b>1,169,924</b>
<b>Expenses</b>		
Instruction	1,291,270	1,059,534
District Administration	100,993	110,390
<b>Total Expense</b>	<b>1,392,263</b>	<b>1,169,924</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	<b>-</b>

**School District No. 50 (Haida Gwaii)**  
**Amended Annual Budget - Changes in Special Purpose Funds**  
**Year Ended June 30, 2018**

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Service Delivery Transformation	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			5,197	25,000	273,047				
Add: Restricted Grants									
Provincial Grants - Ministry of Education	100,993	38,567				96,000	9,800	43,912	107,188
Other	100,993	38,567	-	-	300,000	96,000	9,800	43,912	107,188
Less: Allocated to Revenue	100,993	38,567	-	25,000	300,000	96,000	9,800	43,912	107,188
Deferred Revenue, end of year	-	-	5,197	-	273,047	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	100,993	38,567		25,000	300,000	96,000	9,800	43,912	107,188
Other Revenue	100,993	38,567	-	25,000	300,000	96,000	9,800	43,912	107,188
Expenses									
Salaries									
Teachers									
Educational Assistants		31,625				68,633		23,273	28,498
Support Staff									36,190
Other Professionals									
Employee Benefits		31,625				68,633		23,273	64,688
Services and Supplies	100,993	6,942		25,000	300,000	15,692	9,800	5,818	9,703
	100,993	38,567	-	25,000	300,000	96,000	9,800	43,912	32,797
	-	-	-	-	-	-	-	-	107,188
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

**School District No. 50 (Haida Gwaii)**  
Amended Annual Budget - Changes in Special Purpose Funds  
Year Ended June 30, 2018

Schedule 3A

Deferred Revenue, beginning of year

Add: Restricted Grants  
Provincial Grants - Ministry of Education  
Other

Less: Allocated to Revenue  
Deferred Revenue, end of year

Revenues  
Provincial Grants - Ministry of Education  
Other Revenue

Expenses  
Salaries  
Teachers  
Educational Assistants  
Support Staff  
Other Professionals

Employee Benefits  
Services and Supplies

Net Revenue (Expense)

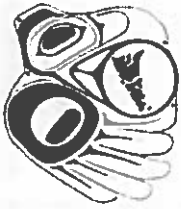
Coding and Curriculum Implementation	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	Second Count	TOTAL
\$	\$	\$	\$	\$
22,707			105,985	431,936
	104,645	566,158		1,067,263
	104,645	566,158	-	300,000
	104,645	566,158	-	1,367,263
22,707	104,645	566,158	-	1,414,970
-	-	-	105,985	384,229
22,707	104,645	566,158		1,114,970
	104,645	566,158	-	300,000
22,707	104,645	566,158	-	1,414,970
	61,500	469,089	-	492,362
	61,500	469,089	-	60,123
	14,145	97,069	-	104,823
22,707	29,000		-	61,500
22,707	104,645	566,158	-	718,808
				149,369
				546,793
				1,414,970
-	-	-	-	-

**School District No. 50 (Haida Gwaii)**

Schedule 4

Amended Annual Budget - Capital Revenue and Expense  
Year Ended June 30, 2018

	2018 Amended Annual Budget			2018 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Other Revenue			-	205,550
Investment Income		17,434	17,434	
Amortization of Deferred Capital Revenue	951,814		951,814	900,293
<b>Total Revenue</b>	<b>951,814</b>	<b>17,434</b>	<b>969,248</b>	<b>1,105,843</b>
<b>Expenses</b>				
Operations and Maintenance			-	30,000
Amortization of Tangible Capital Assets				
Operations and Maintenance	712,139		712,139	746,899
<b>Total Expense</b>	<b>712,139</b>	<b>-</b>	<b>712,139</b>	<b>776,899</b>
<b>Net Revenue (Expense)</b>	<b>239,675</b>	<b>17,434</b>	<b>257,109</b>	<b>328,944</b>
<b>Net Transfers (to) from other funds</b>				
<b>Total Net Transfers</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	23,704	(23,704)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>23,704</b>	<b>(23,704)</b>	<b>-</b>	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>263,379</b>	<b>(6,270)</b>	<b>257,109</b>	<b>328,944</b>



**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)

**The Honourable Carole James  
Minister of Finance, and  
The Honourable Claire Trevena  
Minister of Transportation and Infrastructure  
Parliament Buildings  
Victoria BC  
V8V 1X4**

**January 12<sup>th</sup>, 2017**

**Re: Reinstatement of funding and service to Haida Gwaii Routes BC Ferries Service Contracts**

Dear Ministers James and Trevena:

I am writing to you on behalf of the Board of Trustees for School District 50 (Haida Gwaii) regarding the negative impact that cuts to BC Ferries Services have had on our students and small communities.

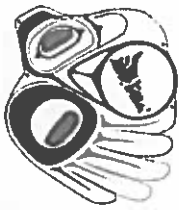
In 2014, the previous government reduced funding to BC Ferries resulting in drastic cuts to both the timing and number of sailings on Route 26 (Skidegate-Alliford Bay), and Route 11 (Prince Rupert to Skidegate).

We are particularly concerned over the lack of access to quality education and activities that students face because of inadequate route 26 ferry services within our district. This service is the only existing transportation method connecting the communities of Sandspit and Skidegate.

Our school district operates an elementary school on Moresby Island in the community of Sandspit, however, students who have moved on to secondary school have to depend on the ferry to transport them from Alliford Bay on Moresby Island to Graham Island to attend secondary school in the community of Queen Charlotte. The number of students who require this service and who will continue to lose out on quality education services is growing as the number of students moving to high school is expected to increase in the very near future.

Since the previous government cut funding that put BC Ferries in the difficult position of cutting essential services on Haida Gwaii, students have to take the ferry across from Alliford Bay in the morning and catch the latest afternoon ferry back to Sandspit. Cuts to services included the complete cutting of any evening sailings between Sandspit and Alliford Bay. The sudden and drastic impacts of the cuts to evening sailings pose multiple challenges, both to individual students and their families and has led to expensive and systemic challenges in our district.

We believe strongly that a school's purpose is multifaceted. A quality education is not only defined by access to educational programming but includes access to extracurricular activities, district wide events, access to programs in Haida culture and Language, leadership opportunities



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

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for students and access to afterschool clubs and academic supports. Since the ferry stops running in the late afternoon, many students now miss out on valuable extracurricular supports and activities. Many studies have shown that these activities are exemplary in providing an environment for students to learn leadership, teamwork and other highly important skills. They are faced with the decision to participate and find accommodation away from home or not participate at all.

After school activities, especially those offered in communities with already limited programming opportunities, 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. We cannot, under the current sailing schedule, adjust the length of our school day to accommodate greater access to homework help, to give enough time to utilize the land as a classroom (something absolutely critical in our quest to offer Haida cultural opportunities), and to adjust already tight and limiting bussing schedules.

Not only is the current schedule problematic for parents and students, cuts have put us in a position where student and staff safety is at risk. For example, with respect to departure times from Skidegate to Alliford Bay in the mornings, a number of our staff who work at elementary school in Sandspit and who, due to limited housing in Sandspit, reside in Queen Charlotte have to report late to work as the current ferry schedule doesn't provide sufficient time to get from Alliford Bay to the school in time for school start up. This puts student safety at risk and staff are left trying to scramble to properly supervise students when they first arrive in the morning. Later school start times are not possible because we are limited to the last afternoon sailing as well. Also, if a staff member is ill, we cannot get a replacement quickly enough so as to reduce any negative impacts to students and other staff. Specialist staff members such as the Schools Psychologist, Speech Pathologists, Special Education support workers and School Counsellors can only attend the school part of the day because they have to travel when BC Ferries sails. This is highly detrimental and inequitable for students who require such essential services, not to mention to the much needed interaction between these specialists and parents.

Our communication with parents has really suffered as a result of the evening cuts to services. Because our staff have limited time to cross before the ferry shuts down for the evening, we cannot schedule evening face to face access for special community and board meetings or other school functions that are also of the utmost importance in child development without incurring additional costs associated with overnight accommodations for staff and or Trustees. Parent involvement in their child's education is proven to be a major indicator of success for students.

Staff and students cannot access timely medical attention when late afternoon injuries occur. Because there is no evening service, parents have to rely on others to keep their injured child overnight and are unable to access them.



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As you can see, the above-mentioned concerns and limitations do result in inequity to quality education. The current schedule is the only prominent limiting factor for students and parents to access the educational services people count on.

With respect to Route 11 service cuts, we struggle with many challenges resulting from the overloading of sailings to and from Prince Rupert. Field trips are more expensive due to the number of days between sailings. As a district, we incur higher than average costs for classroom staff coverage because staff who need to take very short-term leaves for medical appointments or who sponsor field trips or need to access other essential services have to take additional days off because return trips are not adequately accessible. This means we keep much needed monies out of the classroom in order to account for our excessive Human resources costs.

I am comforted by reviewing the Ministerial mandate letters that you received from Premier Horgan upon your respective appointments that give you direction to:

- Deliver the services people count on and to make their lives easier
- To ensure that children get access to the quality public education they need to succeed.
- To tackle inequality in every corner of the province
- To address the infrastructure needs of rural BC

It is very clear, that by providing support for additional sailings to address the above limitations, you will make a significant step to meeting these directions for the people of Moresby and Graham Islands in beautiful Haida Gwaii.

Thank you for your attention to these concerns and to our request that funding be reinstated to allow for more accessible sailings.

Harmony Williams  
Board Chair,

cc. The Honourable Rob Fleming, Minister of Education  
Jennifer Rice, Member of the Legislative Assembly  
Dawna Day, Superintendent of Education

**Career Life Education**

**BAA Course  
Vocational and Career Preparation Exploration**

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

**Prepared by  
Deavlan Bradley  
Principal Gidgalang Kuuyas Naay Secondary**

**July 6, 2017**

**Course Synopsis**

Students will engage in exploring readiness and personal awareness of issues pertaining to their post-graduate life. Students will learn about some of the realities of post-secondary education. Students will also learn about the importance of communication skills and their digital footprint in terms of job seeking. They will also learn about workplace ethics, entrepreneurship, personal networking and marketing strategies to promote themselves. The course will culminate in a minor version of what is described as a "Capstone project" in the new draft curriculum 10-12.

### **Rationale**

The 2017/2018 school year will be the last year that students will graduate under the 2004 graduation plan. After that, new curriculum will be in place and will be mandatory. Under the 2004 graduation plan, Planning 10 and Graduation Transitions 12 are the courses offered by the Ministry of Education that deliver curriculum for career and post-secondary readiness. The new curriculum, currently in draft, offers three courses, Career Life Connections, Career Life Education, and Capstone Project. This course is meant to bridge current Planning 10 and Graduation Transitions 12 by allowing us to implement a course borrowing heavily from new draft curriculum that addresses a larger range of readiness topics than previously offered. It is anticipated that we will ultimately be able to offer greater support to students as they transition to a post-secondary life, whether they go to a post-secondary educational institution or pursue a vocation or trade.

### **Organizational Structure:**

<b>Unit</b>	<b>Title</b>	<b>Time</b>
Unit 1	Developing a graduation plan	15
Unit 2	Exploring Post-Secondary Education Life	20
Unit 3	Workplace Ethics and Labour Standards	20
Unit 4	Communications in a Digital Age – Marketing yourself and managing your digital footprint	20
Unit 5	Entrepreneurship in the Modern Age – Global to Local	20
Unit 6	Capstone Project	25
		<b>120 hours</b>

## **Unit Descriptions:**

### **Unit 1 – Developing a Graduation Plan**

Students will learn about graduation requirements, changes in curriculum, possible changes in required examinations, and about Ministry guidelines for earning course credit. Students will practice selecting courses for their grade 12 year as well as explore costs and practicalities of their first year of post-graduation. The Capstone Project may include a presentation of their own graduation plan, so this unit will be prepare students for creating that plan around the rules and protocols of the BC education system.

#### **Curriculum Organizer: Career Life Plan**

*It is expected that students will:*

- Document the ways of knowing, research, and decision-making processes that help identify personal career opportunities and inform choices.
- Use self-assessment and reflection to consider their graduation and post graduation goals and plans.
- Create an initial career and education plan, considering financial implications.

#### **Curriculum Organizer: Self-Assessment**

*It is expected that students will:*

- Consider the impact of personal and career choices on themselves and others.

### **Unit 2 – Exploring Post Secondary Education Life**

Students will be taken on tours of educational institutions on Vancouver Island and/or the Lower Mainland. Students will learn first-hand about campus life, about programs and services available through many institutions throughout BC. In particular, students will be exposed to how campus life resembles a community, and how that community has been designed with supports in place for students. Students will then reflect upon the experience and be better prepared to adapt or change their plans accordingly.

#### **Curriculum Organizer: Career Life Plan**

*It is expected that students will:*

- Refine their initial career and education plan.

#### **Curriculum Organizer: Connections to Community**

*It is expected that students will:*

- Cultivate and engage with personal networks as a post-graduation resource.

**Curriculum Organizer: Personal Development**

*It is expected that students will:*

- Identify the aptitudes, attitudes, and achievements that should be represented in their post-graduation goals and plans.
- Demonstrate an awareness that self-assessment and preparation are needed to achieve post-graduation goals and plans.

**Unit 3 – Workplace Ethics and Labour Standards**

Students will learn about the guidelines, laws and practices that regulate employment standards and safety practice in BC and in Canada. Students will engage in research to identify major themes in the history of labour standards in BC. Students will study cases where labour standards have been developed, tested and adapted to suit the needs of a changing society. Workplace etiquette will be a major content component of this unit.

**Curriculum Organizer: Career Life Plan**

*It is expected that students will:*

- Consider the need for ethical behaviour, equality, and equity within a work environment.
- Demonstrate awareness of the application of employment standards and various workplace safety standards.
- Appreciate the importance of safety skills and workplace safety in specific careers/occupations.
- Identify personal characteristics and personality traits that are assets in a workplace.
- Inventory and rate personal competencies related to workplace etiquette.

**Unit 4 – Communications in a Digital Age – Marketing yourself and managing your digital footprint**

Students will learn about the importance of communication in the modern digital age. Students will explore trends in hiring practices that involve an individual's digital footprint. Also, students will learn about how an increasingly global and digital marketplace has affected and is affecting traditional interviewing, reference checking and hiring. Students will create an e-profile for the purposes of marketing themselves in the modern age.

**Curriculum Organizer: Personal Development**

*It is expected that students will:*

- Begin to effectively use personal networking and marketing strategies to promote themselves.
- Appreciate the role of personal networks in choosing and advancing their career paths.
- Recognize the influence of their communication skills and digital footprint on job seeking.

## **Unit 5 – Entrepreneurship in the Modern Age – The Global to the Local**

Students will explore local marketplace and economic situations and connect them to the global economic marketplace. Students will learn about how developments in international trade affect local economies. They will engage with community members, articulate differences in approaches to economic development, explore the history, present and anticipated future of the local economy and will identify potential opportunities for local careers.

### **Curriculum Organizer: Connections to Community**

*It is expected that students will:*

- Use entrepreneurial and innovative thinking to solve problems in their personal life and community.
- Recognize and explore diverse perspectives on how work contributes to our community and society.
- Locate and apply local and global career market information to make potential career and life decisions.
- Explore local to global social and economic trends and appreciate their impact on individuals, communities, workplaces, and career opportunities.
- Make connections between community-based career-related experiential learning and potential career paths.

## **Unit 6 – Capstone Project**

The Capstone Project is described in the draft curriculum for 10-12 in BC as a “culminating project... that allows students to demonstrate their learning using an area(s) of interest as the basis for the project.” Students will be able to identify a an interest or passion that they anticipate pursuing post-graduation. This project can be the creation of a portfolio, a presentation to a selected panel, or a an entry into an exhibition designed to demonstrate the learning and development of all students. The project should demonstrate growth in the core competencies, and should reflect an initial post-graduation plan.

Capstone projects include components such as the following:

Proposal	The proposal outlines the project and includes a disciplinary and core competency connections
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Mentor	The mentor is ideally a shared role that includes a teacher and/or community members that provide guidance throughout the culminating project.
Research	The research is an essential component that informs each student's culminating project.
Product	The product is the end result of the project (video, document, performance, something constructed)
Presentation	The presentation can have a variety of forms and happens with an audience composed of teachers, community members and/or others connected to the student and/or their culminating project.

#### **Instructional Components:**

- Direct Instruction
- Independent research
- Shared learning
- Community consultation
- Indirect instruction
- Independent study
- Mentored exploration

#### **Assessment Components:**

60% of the grade will be based on self-evaluations conducted throughout the course. This evaluation will represent the more consistent level of demonstrated learning throughout the course and will be largely formative. Special consideration will be given to the more recent evidence of achievement.

40% of the grade will be based on a final evaluation of the Capstone project. This evaluation will be summative and will be administered near the completion of the course.

Types of Assessment	Category	Details	Weighting
Formative (60%)	Self-assessment	-Personal inventory -Graduation Plan self-assessment -Weekly Logbook (Binder) review -Online employment	10% 10% 20%

		portfolio self-review	20%
Summative (40%)	Panel review	Rubric	40%

### **Learning Resources**

- Draft curriculum BC 10-12
  - Capstone Project
  - Career Life Education
  - Career Life Connections
- Portfolio self-assessment rubric
- Panel review rubric
- Myers Briggs personal inventory online
- 2004 graduation requirements

**Required signatures:**

**Trustee:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Trustee:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

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## DRAFT SYLLABUS

[July 26, 2017]

### Introduction to Post-Secondary Thinking

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This curriculum is intended for students considering [or having gained acceptance to] a post-secondary education, as well as community members considering [re-]entry into post-secondary education. **PART 1** consists of 4 sessions that are meant to offer a general overview of the realities of being a post-secondary student and hence providing participants knowledge to help inform their thinking and applications to post-secondary. An ideal time for Part 1 would be February.

#### PART 1

##### SESSION A - TOPIC: Meaning and Post-Secondary Education (PSE)

**RATIONALE:** The history of post-secondary education is explored in this session. Specifically, students will learn about the relationship between education, employment, and happiness.

*LINK TO BC MINISTRY OF EDUCATION CURRICULUM (2015):*

- *Communication Competency Profiles*
  - *Connect and engage with others in the classroom in order to forge a sense of community and to practice oral communication skills.*
- *Critical Thinking Competency Profiles*
  - *Utilize analysis and critique skills through the consideration of a variety of perspectives on the purposes of PSE.*
- *Aboriginal Worldviews and Perspectives in the Classroom*
  - *Connectedness and relationship: Create connections between three realms of life often considered distinct (education, employment, happiness).*
  - *Awareness of history: Understand the history of post-secondary institutions (including its colonial ties).*

**INSTRUCTIONAL OVERVIEW:** 3 hours, split into 50 minutes instruction + 10 minutes break

1. Introduction, purpose of day, format, technology (smart phone) usage (10 minutes)
2. TALK: History of PSE (30 minutes)
3. Breakout to small groups and exercise (10 minutes)
4. Break (10 minutes)
5. Group Critical Reading Exercise for Text A: 2-3 pages text and guided analysis (35 minutes)
6. Group Critical Reading Share for Text A (15 minutes)
7. Break (10 minutes)
8. TALK: History of PSE, Employment and Happiness (15 minutes)
9. Group Extend Project: Happiness relationships (45 minutes)

## DRAFT SYLLABUS

[July 26, 2017]

### Introduction to Post-Secondary Thinking

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#### PART 1

##### SESSION B - TOPIC: Thinking about Time

RATIONALE: Differing theories about the nature of time are explored in this session. Specifically, students will learn about the relationship between time, worldview, and goal setting.

LINK TO BC MINISTRY OF EDUCATION CURRICULUM (2015):

- *Positive Personal & Cultural Identity Competency Profiles*
  - *Explore how perceptions of time are shaped by one's cultural identity i.e: the role of culture in determining time perspectives.*
- *Aboriginal Worldviews and Perspectives in the Classroom*
  - *Critical Thinking: Connect the ideas of culturally determined time perspectives with one's own relationship to time.*
  - *Critical Thinking: Discuss how conceptions of time shape goal setting and time management.*

INSTRUCTIONAL OVERVIEW: 3 hours, split into 50 minutes instruction + 10 minutes break

1. Breakout to NEW small groups and exercise (15 minutes)
2. Group Critical Reading Exercise for Text B: 2-3 pages text and guided analysis (35 minutes)
3. Break (10 minutes)
4. TALK: Where does Time come from? What does Time do to us? Where does Time go? (35 minutes)
5. Group Critical Reading Reconsideration for Text B (15 minutes)
6. Break (10 minutes)
7. Group Extend Project: Time's relationship to Goal Setting unique questions (30 minutes)
8. Group Extend Project Share and Discussion (30 minutes)

## DRAFT SYLLABUS

[July 26, 2017]

### Introduction to Post-Secondary Thinking

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#### PART 1

SESSION C - TOPIC: Considering Motivation

RATIONALE: How motivation affects learning is explored in this session. Specifically, strategies for relating to different subject areas to ensure meaningful learning will be introduced.

LINK TO BC MINISTRY OF EDUCATION CURRICULUM (2015):

- *Personal Awareness and Responsibility Competency Profiles*
  - *(Self-determination) Consider the value of self-efficacy and determination.*
- *Creative Thinking Competency Profiles*
  - *Learn about how ideas are developed, evaluated, refined, and then realized:*
    - *It will be made clear how skills such as perseverance, motivation, and capacity to recover from failure are essential to post-secondary education.*
- *Aboriginal Worldviews and Perspectives in the Classroom*
  - *Emphasis on Identity: Explore the relationship between personal identity and motivation.*

INSTRUCTIONAL OVERVIEW: 3 hours, split into 50 minutes instruction + 10 minutes break

1. Introduction, purpose of day (5 minutes)
2. Breakout to NEW small groups and Motivation Exercise (30 minutes)
3. Group Motivation Exercise debrief (15 minutes)
4. Break (10 minutes)
5. TALK: Theories of motivation and learning (35 minutes)
6. Group Critical Reading Exercise for Text C: 2-3 pages text and guided analysis (15 minutes)
7. Break (10 minutes)
8. (cont'd) Group Critical Reading Exercise for Text C (15 minutes)
9. Group Extend Project: Motivation relationships and learning (45 minutes)

## DRAFT SYLLABUS

[July 26, 2017]

### Introduction to Post-Secondary Thinking

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#### PART 1

SESSION D - TOPIC: Meaningful Learning through Meaningful Strategies

RATIONALE: Differing learning strategies are explored in this session. Specifically, students will come to understand distinct types of post-secondary teaching and appropriate study strategies to maximize the chance for success.

LINK TO BC MINISTRY OF EDUCATION CURRICULUM (2015):

- *Positive Personal & Cultural Identity Competency Profiles*
  - *(Personal strengths and weaknesses) Through an evaluation of different learning strategies, students will identify which strategies are best suited to their strengths as learners.*
- *Aboriginal Worldviews and Perspectives in the Classroom*
  - *Experiential learning: Students will engage with different forms of hands-on learning.*
  - *Experiential learning: Apply various learning models.*

INSTRUCTIONAL OVERVIEW: 3 hours, split into 50 minutes instruction + 10 minutes break

1. TALK: What is a learning strategy? (20 minutes)
2. Breakout to NEW small groups (2 minutes)
3. Group Critical Reading Exercise for Text D: 2-3 pages text and guided analysis (30 minutes)
4. Break (10 minutes)
5. TALK: What is meaningful? (25 minutes)
6. Group Critical Reading Reconsideration for Text D (20 minutes)
7. Group Extend Project: Goals, Motivation, Meaning, and Happiness unique questions distributed (5 minutes)
8. Break (10 minutes)
9. (cont'd) Group Extend Project: Goals, Motivation, Meaning, and Happiness (25 minutes)
10. Group Extend Project Share and Discussion (30 minutes)
11. TALK: Conclusion of Part 1 – "How much of the last two days was the teacher, and how much of it was you?" (5 minutes)

## DRAFT SYLLABUS

[July 26, 2017]

### Introduction to Post-Secondary Thinking

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**PART 2** consists of 4 sessions that are meant to introduce participants to the expectations, and stresses, of being a successful post-secondary student. It is recommended that these take place **AFTER** the undergraduate application deadline for BC's four major universities (post-Mar 1). An ideal time for Part 2 would be late April.

## PART 2

### SESSION E - TOPIC: Critical and Scholarly Thinking

**RATIONALE:** Thinking in post-secondary education is required to be deeper and more methodic than that utilized in daily life. This session offers students the chance to learn about the expectations and requirements necessary for critical thinking in a scholarly setting.

**LINK TO BC MINISTRY OF EDUCATION CURRICULUM (2015):**

- *Critical Thinking Competency Profiles*
  - *Develop critical thinking skills (in particular, the practice the art of summary, synthesis, gathering and interpreting information); construct a reasoned argument based on evidence.*
- *Aboriginal Worldviews and Perspectives in the Classroom*
  - *Awareness of History: Examine the western roots of (linear) argumentation.*
  - *Awareness of History: Analyze the nature of "evidence".*

**INSTRUCTIONAL OVERVIEW:** 3 hours, split into 50 minutes instruction + 10 minutes break

1. Introduction, purpose of day, format, technology (smart phone) usage (10 minutes)
2. TALK: What is Thinking? What is Critical Thinking? What is Scholarly Thinking? What is the difference? (30 minutes)
3. Breakout to small groups and Thinking Visualization exercise (10 minutes)
4. Break (10 minutes)
5. Group Critical Reading Exercise for Text E: 2-3 pages text and guided analysis (35 minutes)
6. Group Critical Reading Share for Text E (15 minutes)
7. Break (10 minutes)
8. TALK: The importance of being Scholarly (15 minutes)
9. Group Extend Project: Scholarly relationships in PSE (45 minutes)

## DRAFT SYLLABUS

[July 26, 2017]

### Introduction to Post-Secondary Thinking

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## PART 2

SESSION F - TOPIC: Stress, Anxiety and Coping for Meaningful Learning

RATIONALE: Stress, anxiety, and other mental health issues faced by post-secondary students are explored in this session. Specifically, students will learn about methods to recognize and manage their own mental health while studying in post-secondary education.

LINK TO BC MINISTRY OF EDUCATION CURRICULUM (2015):

- *Personal Awareness and Responsibility Competency Profiles*
  - *Review of the most common mental health issues faced by post-secondary students.*
  - *Recognize how personal choice plays a role in minimizing the risks of mental illness.*
  - *Familiarization of strategies and support networks to cope with mental illness.*
- *Aboriginal Worldviews and Perspectives in the Classroom*
  - *Familiarization of strategies and support networks to cope with mental illness: o In particular, students will be asked to think about what roles do time and location (or geography) play in living a healthy lifestyle?*

INSTRUCTIONAL OVERVIEW: 3 hours, split into 50 minutes instruction + 10 minutes break

1. Measuring Stress and Anxiety (energy level) worksheet explanation (3 minutes)
2. Breakout to NEW small groups and Stress Test exercise (12 minutes)
3. Group Critical Reading Exercise for Text F: 2-3 pages text and guided analysis (35 minutes)
4. Break (10 minutes)
5. TALK: Good Stress vs Bad Stress. Anxiety and Mental Health (35 minutes)
6. Group Critical Reading Reconsideration for Text F (15 minutes)
7. Break (10 minutes)
8. Group Extend Project: Useful vs Useless Stress unique questions (30 minutes)
9. Group Extend Project Share and Discussion (30 minutes)

## DRAFT SYLLABUS

[July 26, 2017]

### Introduction to Post-Secondary Thinking

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## PART 2

### SESSION G - TOPIC: Becoming a Well-Rounded Thinker in PSE

**RATIONALE:** A general liberal (well-rounded) education has traditionally been considered the primary goal of post-secondary education. This session will offer students the chance to consider post-secondary education historically producing broadly educated critical thinking individuals, and the new norm of producing highly specialized individuals whom struggle in rapidly shifting environments.

**LINK TO BC MINISTRY OF EDUCATION CURRICULUM (2015):**

- *Critical Thinking Competency Profiles*
  - *Analyze and critique the movement from broad based to specialized (or skills based) PSE.*
- *Social Responsibility Competency Profiles*
  - *Consider the implications of post-secondary education from social, political, and civic perspectives.*
- *Aboriginal Worldviews and Perspectives in the Classroom*
  - *Community Engagement: Explore how students' post-secondary education impacts their family as well as their community.*
  - *Connectedness and Relationship: Gain a deep understanding of how post-secondary education connects students to not only employment opportunity but to social and historical realities.*

**INSTRUCTIONAL OVERVIEW:** 3 hours, split into 50 minutes instruction + 10 minutes break

1. Introduction, purpose of day (5 minutes)
2. Breakout to NEW small groups and General vs Specific Exercise (30 minutes)
3. Group General vs Specific Exercise debrief (15 minutes)
4. Break (10 minutes)
5. TALK: Value and Knowledge: General vs Specific (35 minutes)
6. Group Critical Reading Exercise for Text G: 2-3 pages text and guided analysis (15 minutes)
7. Break (10 minutes)
8. (cont'd) Group Critical Reading Exercise for Text G (15 minutes)
9. Group Extend Project: Becoming Generally Specific, or Being Specifically General (45 minutes)

## DRAFT SYLLABUS

[July 26, 2017]

### Introduction to Post-Secondary Thinking

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## PART 2

SESSION H - TOPIC: PSE leads to Career, Career leads to Happiness?

RATIONALE: In this last session, students will consider their new understanding of the relationship between education, employment, and happiness.

LINK TO BC MINISTRY OF EDUCATION CURRICULUM (2015):

- *Communication Competency Profiles*
  - *Connect and engage with others in the classroom in order to forge a sense of community and to practice oral communication skills.*
- *Critical Thinking Competency Profiles*
  - *Utilize analysis and critique skills through the consideration of a variety of perspectives on the purposes of post-secondary education.*
- *Aboriginal Worldviews and Perspectives in the Classroom*
  - *Connectedness and relationship: Create connections between three realms of life often considered distinct (education, employment, happiness).*

INSTRUCTIONAL OVERVIEW: 3 hours, split into 50 minutes instruction + 10 minutes break

1. TALK: Happiness, what's education got to do with it? (20 minutes)
2. Breakout to NEW small groups (2 minutes)
3. Group Critical Reading Exercise for Text H: 2-3 pages text and guided analysis (30 minutes)
4. Break (10 minutes)
5. TALK: Happiness, what's career got to do with it? (25 minutes)
6. Group Critical Reading Reconsideration for Text H (20 minutes)
7. Group Extend Project: Being uncomfortable yet confident - Thinking, Stress, and Life beyond PSE unique questions distributed (5 minutes)
8. Break (10 minutes)
9. (cont'd) Group Extend Project: Being uncomfortable yet confident - Thinking, Stress, and Life beyond PSE (25 minutes)
10. Group Extend Project Share (25 minutes)
11. TALK: Conclusion of Part 2 – "Happiness, what do you have to do with it?" (10 minutes)

## **DRAFT SYLLABUS**

**[July 26, 2017]**

### **Introduction to Post-Secondary Thinking**

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#### **REFERENCES**

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## Vaid Conceptual Services

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# INVOICE

7567 Mary Avenue  
Burnaby, BC, V3N 3G4  
Phone 604-230-3525 | bhuvinder@gmail.com

INVOICE # 1022  
DATE **NOVEMBER 21, 2017**

**FOR** Introduction to Post-Secondary Thinking  
**INSTRUCTIONAL PERIOD** 2018

### TO

Literacy Haida Gwaii  
c/o Beng Favreau  
Box 235 Queen Charlotte  
BC V0T 1S0

### [TENTATIVE] INSTRUCTIONAL DATES

**PART 1:** February 22, 23, 24, 26, 27

**PART 2:** April 12, 13, 14, 16, 17

Description	Instructional Time
PART 1 Session A: Meaning and Post-Secondary Education (PSE)	6.5 hours (3.25 each school)
February 22: GidGalang Kuuyas Naay Secondary School in Queen Charlotte/Daajing Giids (50 students)	
February 26: Gudangaay Tlaats'gaa Naay Secondary School in Masset/G_aaw (23 students)	
PART 1 Session B: Thinking about Time	6.5 hours (3.25 each school)
February 22: GidGalang Kuuyas Naay Secondary School in Queen Charlotte/Daajing Giids (50 students)	
February 26: Gudangaay Tlaats'gaa Naay Secondary School in Masset/G_aaw (23 students)	
PART 1 Session C: Considering Motivation	6.5 hours (3.25 each school)
February 23: GidGalang Kuuyas Naay Secondary School in Queen Charlotte/Daajing Giids (50 students)	
February 27: Gudangaay Tlaats'gaa Naay Secondary School in Masset/G_aaw (23 students)	
PART 1 Session D: Meaningful Learning through Meaningful Strategies	6.5 hours (3.25 each school)
February 23: GidGalang Kuuyas Naay Secondary School in Queen Charlotte/Daajing Giids (50 students)	
February 27: Gudangaay Tlaats'gaa Naay Secondary School in Masset/G_aaw (23 students)	
PART 1: Community Development session	4.5 hours



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## Description

## Instructional Time

February 24: Literacy Haida Gwaii / Queen Charlotte area

### PART 2 Session E: Critical and Scholarly Thinking

6.5 hours  
(3.25 each school)

April 12: GidGalang Kuuyas Naay Secondary School in Queen Charlotte/Daajing Giids (50 students)

April 16: Gudangaay Tlaats'gaa Naay Secondary School in Masset/G\_aaw (23 students)

### PART 2 Session F: Stress, Anxiety and Coping for Meaningful Learning

6.5 hours  
(3.25 each school)

April 12: GidGalang Kuuyas Naay Secondary School in Queen Charlotte/Daajing Giids (50 students)

April 16: Gudangaay Tlaats'gaa Naay Secondary School in Masset/G\_aaw (23 students)

### PART 2 Session G: Becoming a Well-Rounded Thinker in PSE

6.5 hours  
(3.25 each school)

April 13: GidGalang Kuuyas Naay Secondary School in Queen Charlotte/Daajing Giids (50 students)

April 17: Gudangaay Tlaats'gaa Naay Secondary School in Masset/G\_aaw (23 students)

### PART 2 Session H: PSE leads to Career, Career leads to Happiness?

6.5 hours  
(3.25 each school)

April 13: GidGalang Kuuyas Naay Secondary School in Queen Charlotte/Daajing Giids (50 students)

April 17: Gudangaay Tlaats'gaa Naay Secondary School in Masset/G\_aaw (23 students)

### PART 2: Community Development session

4.5 hours

April 14: Literacy Haida Gwaii / Masset area



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Description	Instructional Time
<b>Instructional Rate</b>	<b>\$122/hour</b>
<b>Total Instruction Time</b>	<b>46.6 hours</b>
GidGalang Kuuyas Naay Secondary School in Queen Charlotte/Daajing Giids (50 students) (BILLING: 26 hours)	
Gudangaay Tlaats'gaa Naay Secondary School in Masset/G_aaw (23 students) (BILLING: 26 hours x 55% <b>instructional rate due to existing curriculum</b> = 14.3 hours)	
Literacy Haida Gwaii (BILLING: 9 hours x 70% <b>instructional rate</b> = 6.3 hours)	
<b>TOTAL</b>	<b>\$5685.20</b>

Make all cheques payable to Vaid Conceptual Services (c/o Bhuvinder S. Vaid).  
Payment is due within 60 days of completion of curriculum.  
If you have any questions concerning this invoice, contact Bhuvinder Vaid.

THANK YOU FOR YOUR COMMITMENT TO LIFE LONG LEARNING!

**Project Budget: Introduction to Post Secondary Thinking**  
facilitated by Literacy Haida Gwaii and Haida Gwaii Higher Education Society

**EXPENSES**

	Cash	In-kind
Curriculum instruction fee (52h instruction for 2 schools; 9h community instruction)	\$5,685.20	
Airfares (two return trips - February & April, 2018)	\$1,100.00	
on-island travel	\$300.00	
Travel to both high schools; north & south communities (at \$0.50/km)		
Accommodation (B&B rate in Masset attached)		
(7 nites x 2 trips = 14 nights; 7 paid nites, 7 nites in-kind)	\$745.80	\$600.00
Meals (based on GT rate of \$30/day; 10 teaching days)	\$300.00	
Room rental for community instruction (2 locations - Masset and Skidegate)		\$400.00
SUB-TOTAL EXPENSES	\$8,131.00	\$1,000.00
<b>TOTAL EXPENSES (IN-KIND &amp; CASH)</b>	<b>\$9,131.00</b>	

**REVENUE**

	Cash	In-kind	Amount
Gwaii Trust	\$4,631.00		Requested

Local partners' monetary support for 50% of project commitment	\$3,500.00		
Literacy Haida Gwaii	\$1,600.00		Confirmed
Haida Gwaii Higher Education Society		\$1,000.00	Confirmed
Skidegate Band Council	\$500.00		Confirmed
School District 50	\$1,400.00		Requested
SUB-TOTAL REVENUE	\$3,500.00	\$1,000.00	
<b>TOTAL BUDGET AMOUNT</b>	<b>\$9,131.00</b>		

IMPACT: ABOUT 100 PARTICIPANTS