

Haida Gwaii

**AGENDA of the REGULAR MEETING of the Board of Education
School District No. 50 (Haida Gwaii)**

Location: District Administration Office, Queen Charlotte
Date: Tuesday, June 28, 2016
Time: 7:00 PM

Distribution List: Board of Education, SD50
All Staff
CUPE Local 2020
Haida Gwaii Principals and Vice Principals Association
Haida Gwaii Teachers' Association
Haida Gwaii Observer
Old Massett Village Council
Skidegate Band Council
Skidegate Haida Immersion Program
School District No. 50 Website
Christine Martynuik
Terrie Dionne
Beng Favreau
Jo Brunsdén
Mimi Paquet
Sandra Larose
Archie Stocker
Andrea Turton
Lori Wiedeman
Lisa Bell
Ronald Williams
Richard Smith

	Pages
1. CALL TO ORDER	
2. APPROVAL OF AGENDA	
3. APPROVAL OF THE MINUTES OF THE PRIOR MEETING AND RECEIPT OF RECORDS OF CLOSED MEETINGS	
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3.2 June 20, 2016 Rise and Report	Information
3.3 May 24, 2016 Regular Board Meeting Minutes	Action 3 – 11
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4.2 Gidgalang Kuuyas Naay Quadracycle Project	
5. REPORTS	
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5.2 Trustee Reports	Information

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5.4	Secretary Treasurer Report	Information	
5.5	Facilities Manager Report	Information	
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9.	ADJOURNMENT		

**MINUTES OF THE SPECIAL MEETING HELD AT
PORT CLEMENTS MULTIPLEX ON JUNE 13, 2016**

PRESENT WERE: Elizabeth Condrotte, Chairperson
Wilson Brown, Trustee
Harmony Williams, Trustee
Kim Goetzinger, Trustee
Denise Husband, Trustee (by teleconference)

ALSO PRESENT: Shelley Sansome, Secretary Treasurer

Public:

Martin Favreau	Terrie Dionne
Beng Favreau	Megan Munt
Sam Leslie	Steve Querengesser
Carene Quigley	Carla Lutner
Shani Goetzinger	Peter Lake
Duncan White	Penny Richardson
Stacey Marpole	Maureen Benoit
Jo Brunsten	Sharon Matthews
Tawni Davidson	Ben Davidson
Sue Couch	Kerri-Lee Duke
Daryl Oike	Celina Laursen
Janet Rigg	Cathy Rigg
Ernie Gladstone	Jennifer Byrne-Wissink
Wayne Nicol	Merewyn Nicol
Collida Ericson	Kirsten Oike
Catherine Birtwhistle	Jeff Quigley

1. Call to Order

Chair Condrotte called the meeting to order at 1859 hours. Welcome, recognized meeting held on Haida territory.

2. French Immersion

S16061301 MOTION BY HARMONY WILLIAMS
SECONDED BY KIM GOETZINGER

That the Board of Education of School District No. 50 (Haida Gwaii) receive and file
Courtts Pulver Crawford dated June 8, 2016.

MOTION CARRIED

SI6061302 MOTION BY HARMONY WILLIAMS
 SECONDED BY DENISE HUSBAND

That the Board of Education of School District No. 50 (Haida Gwaii) rescind motion number R16052405 regarding French Immersion Policy.

MOTION CARRIED

SI6061303 MOTION BY WILSON BROWN
 SECONDED BY KIM GOETZINGER

That the board of education circulate draft revisions to Policy 3400 French Immersion to stakeholders for feedback to be considered at the June 28, 2016 Regular board meeting.

MOTION CARRIED
OPPOSED BY ELIZABETH CONDROTTE

3. Adjournment

MOTION TO ADJOURN KIM GOETZINGER, HARMONY WILLIAMS

THAT the Board of Education of School District No. 50 (Haida Gwaii) adjourns the special meeting at 1908 hours.

Secretary Treasurer

Chairperson

**MINUTES OF THE REGULAR BOARD MEETING HELD AT
THE PORT CLEMENTS MULTIPLEX MAY 24, 2016**

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

ALSO PRESENT: Angus Wilson, Superintendent of Schools
Shelley Sansome, Secretary Treasurer
Marissa Jones, Confidential Admin Assistant/Minute Taker

MEMBERS OF THE PUBLIC:

Sarah Davidson
Maureen Benoit
Stephen Querengesser
Verena Gibbs
Johanne Young
Reg Davidson
Dale Lore
Susan Couch

1. Call to Order

Chair Condrotte called the meeting to order at 1907 hours and acknowledged that the meeting was held on traditional territory of the Haida Nation.

2. Approval of Agenda

R16052401 MOTION BY KIM GOETZINGER
SECONDED BY HARMONY WILLIAMS

THAT the agenda be approved as circulated.

MOTION CARRIED

3. Approval of the Minutes of Prior Meeting and Receipt of Records of Closed Meetings

3.1 April 25, 2016 Rise and Report

The Superintendent of Schools reported on property, personnel and student matters.

3.2 April 26, 2016 Regular Board Meeting Minutes

R16052402 MOTION BY DENISE HUSBAND

SECONDED BY KIM GOETZINGER

THAT the minutes of the regular meeting of April 26, 2016 be approved as presented

MOTION CARRIED

4. Delegations/Presentations

None

5. Reports

5.1 Reports from the Chair

The Board of Education of School District No. 50 (Haida Gwaii) received and filed the Chairperson's written report.

5.2 Trustee Reports

- Trustee Husband reported on her attendance at Gidgalang Kuuyas Naay Secondary Parent Advisory Council meeting with note of them needing new membership, especially for the 2016/2017 school year and Agnes L. Mathers Elementary Jr. Secondary new school consultation. As well as attending an In-Camera Board Meeting in regards to budget, Superintendent short-listing, etc. Acknowledged and recognized current school achievements which have been noticed and celebrated publicly.
- Trustee Brown reported attending recent In-Camera and budget meetings as well as a meeting in the Village of Old Massett. Reported continuing to visit the schools and having discussions with Principals.
- Trustee Williams reported attending Board meetings and coming close to completing the updated Policy Manual.
- Trustee Goetzinger reported attending Board Meetings (budget, in-camera, etc) and BC Public Schools Employers' Association (BCPSEA) conference calls. Acknowledged the good news of the Ministry of Education granting George M Dawson Secondary funding for the exterior renovations. Expressed apologies for missing DPAC's Annual General Meeting, but attended a meeting with SHIP that was the same evening. Reported a new motion in regards to SHIP needing to be addressed.

5.3 Superintendent of Schools Report

The Superintendent of Schools reported on his attendance and involvement with DPAC conference calls, SHIP, Skidegate Band Council, UBC Haida Education Meeting and May 17 Ministry of Education Language Meeting. Reminded Trustees of their invitation to attend June 1, 2016 Principal Meeting to see reports on school plans for the coming year. Superintendent expressed his sincerest thank you with his resignation.

5.4 Secretary Treasurer Report

The Secretary Treasurer reported on her filling nine staff vacancies, BC Human Rights report, application to the teacher regulation branch to obtain two First Nations Teaching certificates, invitation to tender custodial contracts distribution, participation in a Motivational Based Interviewing Workshop, attendance at meetings and finalizing 2016/2017 annual budget, researched student transportation fees in other BC school districts, collective agreements meetings with both unions, and an In-Camera meeting. Acknowledged and recognized individuals retiring from the district and expressed thank you to the Superintendent upon his resignation.

5.5 Facilities Manager Report

The Superintendent reported on behalf of the Facilities Manager on Agnes L. Mathers Elementary Jr. Secondary rebuild and presentation to the community in Sandspit, George M Dawson Secondary's grant received from the Ministry of Education for 1.3 million for exterior improvements. The Superintendent acknowledged the hard work done in order to receive this grant by the Facilities Manager, this grant in addition to the Annual Facilities Grant for interior renovations.

5.6 Trustee Expenditure Report

R16052403 MOTION BY KIM GOETZINGER
 SECONDED BY HARMONY WILLIAMS

THAT the Board of Education of School District No.50 (Haida Gwaii) receive and file the Trustee expenditure report for the month of April 2016.

MOTION CARRIED

6. Strategic and Policy Issues

6.1 2nd Annual Education Partner Liaison Meeting

Chair Condrotte informed the board of the upcoming liaison meeting on October 26th, 2016 in Richmond and the importance for the Chair, Superintendent and Secretary Treasurer to attend.

6.2 Truth and Reconciliation Education

R16052504 MOTION KIM GOETZINGER
SECONDED HARMONY WILLIAMS

THAT the Board of Education of School District No. 50 (Haida Gwaii) review one to two recommendations from the Truth and Reconciliation report at each Regular Board meeting.

MOTION CARRIED

6.3 Enrolment Audit

The Superintendent reported on the Schools Special Education and Enrolment Audit. Errors affected funding, specifically at Agnes L. Mathers and George M. Dawson Schools. Recommendations to be addressed and noted.

6.4 French Immersion Policy

R16052405 MOTION BY HARMONY WILLIAMS
SECONDED BY KIM GOETZINGER

THAT the Board of Education of School District No. 50 (Haida Gwaii) declare a new French Immersion cohort will not begin in the 2016/2017 school year due to declining enrollment, however, the current cohort will continue according to current policy.

MOTION CARRIED

6.5 Social Media Policy/Electronic Technology Systems Use Policy

R16052406 MOTION BY KIM GOETZINGER
SECONDED BY HARMONY WILLIAMS

THAT the Board of Education of School District No. 50 (Haida Gwaii) receive and file correspondence to address social media the current Electronic Technology Systems Use policy.

MOTION CARRIED

The policy committee will review this new information.

6.6 Restructuring Schools

**R16052407 MOTION BY KIM GOETZINGER
 SECONDED BY DENISE HUSBAND**

THAT the Board of Education of School District No. 50 (Haida Gwaii) continue to offer its alternative education programming administered by Agnes L. Mathers Elementary Jr. Secondary School.

**R16052408 MOTION BY HARMONY
 SECONDED BY KIM GOETZINGER**

THAT the Board of Education of School District No. 50 (Haida Gwaii) set a date to consult with stakeholders of the two schools in Masset to develop a long term plan for Tahayghen Elementary and George M. Dawson Secondary Schools.

MOTION CARRIED

7. Operation Issues

7.1 April 2016 Finance Vouchers and Credit Card Statements

**R16052409 MOTION BY KIM GOETZINGER
 SECONDED BY**

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

MOTION CARRIED

7.2 MyEd BC

**R16052410 MOTION BY HARMONY WILLIAMS
 SECONDED BY KIM GOETZINGER**

THAT the Board of Education of School District No. 50 (Haida Gwaii) recognize the school district requires a universal program such as MyEd BC, however, principals have flexibility to vary from the program with their own budget.

**MOTION CARRIED
OPPOSED BY WILSON BROWN**

7.3 Transportation

The Board of Education of School District No. 50 (Haida Gwaii) received and filed a number of documents in regards to student transportation. The Superintendent of Schools reported that it will take sometime to address the issue of transportation on island and to continue discussions with all governance levels and community.

7.4 Correspondence with the Ministry of Education

The Board of Education of School District No. 50 (Haida Gwaii) received and filed correspondence with the Ministry of Education.

7.5 Custodial Contracts

The Secretary Treasurer informed the Board of Education of School District No. 50 (Haida Gwaii) that custodial services tender packages have been circulated for Port Clements Elementary and Agnes L. Mathers Elementary Jr. Secondary Schools.

7.6 Ratify Construction Management Proposal

R16052411 MOTION BY KIM GOETZINGER
SECONDED BY DENISE HUSBAND

THAT the Board of Education of School District No. 50 (Haida Gwaii) ratify the construction management proposal for Agnes L. Mathers Elementary Jr. Secondary.

MOTION CARRIED

7.7 Ratify Field Trip Applications

R16052412 MOTION BY DENISE HUSBAND
SECONDED BY KIM GOETZINGER

THAT the Board of Education of School District No. 50 (Haida Gwaii) ratify Field Trip Applications.

MOTION CARRIED

The Board of Education of School District No. 50 (Haida Gwaii) requested field trip applications include a section to indicate the name of a local guide when applicable.

7.8 Ratify P.A. Equipment Purchase

R16052413 MOTION BY KIM GOETZINGER
SECONDED BY HARMONY WILLIAMS

THAT the Board of Education of School District No. 50 (Haida Gwaii) ratify P.A. Equipment Purchase.

MOTION CARRIED

7.9 Draft 2016/2017 Schedule of Board Meetings

R16052414 MOTION BY WILSON BROWN

SECONDED BY KIM GOETZINGER

THAT the Board of Education of School District No. 50 (Haida Gwaii) schedule board meetings from November to February to be held via videoconference.

MOTION CARRIED

OPPOSED BY DENISE HUSBAND

Items discussed:

- Weather conditions, daylight, etc;
- In-Camera meetings in person, but to begin no later than 1300 hours;
- Potential meeting to be held on a Sunday in Sandspit;
- Regular/Public Meetings to be held at Gwaii Trust Locations to utilize their videoconference equipment;
- IT to investigate cost to purchase video conferencing equipment.

7.10 2016/2017 Annual Budget Bylaw

R16052415 MOTION BY KIM GOETZINGER

SECONDED BY WILSON BROWN

The Board of Education of School District No. 50 (Haida Gwaii) adopts that Annual Budget bylaw for fiscal year 2016/2017 in the amount of \$ 11,487,911 be given first reading.

MOTION CARRIED

R16052416 MOTION BY KIM GOETZINGER

SECONDED BY DENISE HUSBAND

The Board of Education of School District No. 50 (Haida Gwaii) adopts that Annual Budget bylaw for fiscal year 2016/2017 in the amount of \$ 11,487,911 be given second reading.

MOTION CARRIED

R16052417 MOTION BY WILSON BROWN
 SECONDED BY DENISE HUSBAND

THAT the Board of Education of School District No. 50 (Haida Gwaii) give unanimous consent to read the Annual Budget bylaw for fiscal year 2016/2017 a third time at the current board meeting.

MOTION CARRIED

R16052418 MOTION BY KIM GOETZINGER
 SECONDED BY HARMONY WILLIAMS

THAT the Board of Education of School District No. 50 (Haida Gwaii) adopts that Annual Budget bylaw 2016/2017 in the amount of \$ 11,487,911 be given third and final reading.

MOTION CARRIED

7.11 Trustee Correspondence with Archaeologist

The Superintendent of Schools reported the Facilities Manager is aware of the correspondence with the archaeologist and has followed the necessary procedures.

7.12 Vancouver Community College

The Superintendent of Schools reported the Vancouver Community College will offer extensive courses, but at the cost to the district with some complications.

8. Questions from the public

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

- Budget;
- Rent rates for district housing and maintenance costs;
- Bussing expenses;
- Restoration of Robert Davidson's painting in the library at George M. Dawson Secondary School;
- Number of students interested in a new French Immersion cohort;
- Centralized deposit program;

- MasterCard accommodation charges;
- DRC Closing and plans for resources;
- MyEd BC program costs;
- Mount Moresby Grade 11 trip cancellation and rationale;
- Cardinal Bus expenditures.

9. Adjournment

R16052419 MOTION BY KIM GOETZINGER

THAT the Board of Education of School District No. 50 (Haida Gwaii) adjourns the Regular Board meeting at 2051 hours.

MOTION CARRIED

Secretary Treasurer

Chairperson



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 50
Haida Gwaii / Queen Charlotte**

OFFICE OF THE
CHIEF EXECUTIVE OFFICER
P.O. BOX 69
VILLAGE OF QUEEN CHARLOTTE
B.C. VOT 1S0
TEL: 250 559-8471
FAX: 250 559-8849

June 14, 2016

On June 6, 2016 the Haida Gwaii Board of Education met at the Port Clements Multiplex to discuss the French Immersion program. The following information, in no specific order, was considered by the Board at this meeting that resulted in proposed revisions to Policy 3400 French Immersion which are being circulated for public opinion:

- Delegations from both the Skidegate Haida Immersion Program and French Immersion parents at the May 2015 board meeting.
- Concerns brought forward through the District Parent Advisory Council.
- Haida language instructor's appreciation for the assistance they receive from French Immersion teachers to teach a new language to students.
- Concerns with French testing not occurring for all students when they complete the program.
- Challenges with the timetable at Gidgalang Kuuyas Naay to accommodate French Immersion students.
- Declining district enrolment since inception of French Immersion.
- Impacts to other class sizes and compositions in school.
- Need for a fair and public system.
- Enrolment occasionally based on peer group and social reasons.
- Haida language was almost lost to the Haida people through the Residential School System and other negative effects of colonialism.
- Hereditary Chiefs, Elected Leadership and the Haida Nation have declared that only Haida and English are the official languages of Haida Gwaii.

We are in unceded Haida territory and we acknowledge and respect the culture that comes with that territory. We appreciate the feedback received from all stakeholders on this matter. Our aim is to advance the process of reconciliation.

Sincerely,

*The Haida Gwaii Board of Education
School District No. 50*



Draft Policy Revisions Response Form

Name of Policy: 3400 French Immersion

1. Are the draft policy revisions easily understood? If not, what suggestions would you make to improve its clarity?

2. Do you have concerns with the draft policy revisions? What suggestions for change would you make?

3. Do you have any other comments regarding the draft policy revisions?

Name: _____

Position: _____ Location: _____

⑥

PETITION TO SAVE FRENCH IMMERSION ON HAIDA GWAI

A thriving and popular French Immersion program has existed for nine years at Sk'aadga Naay Elementary School in Skidegate, Haida Gwaii, BC. Students of this program have successfully learned both French and Haida, as well as the usual school subjects like math and English.

The French Immersion program is not only cost-neutral, it also attracts \$40,000 per year in federal funding to School District 50. It is fully subscribed for 2016, with a wait list. Yet the School Board of School District 50 has decided this program should be cancelled, with no justification or public consultation.

Our children deserve access to the best possible education opportunities. Early French Immersion is known to benefit children's cognitive development, increase the ability to learn other languages, and foster empathy and intercultural understanding. Children in French Immersion at Sk'aadga Naay have been successful at learning Haida alongside French in this truly special trilingual program of education.

Please tell the Trustees of School District 50 and the Minister of Education of British Columbia that this valuable program should be allowed to continue.

NAME	ADDRESS	PHONE #	SIGNATURE
Deb Miller	34 1st Ave, QC	4144	
Genevieve Gilbert		705 529 5826	
RICHARD PREVOST	52 TINGLEY	250 735	
Nathalie Prevost	52 Tingley	1250-720-194	
Ashley mould	49 Tingley	557-4335	
CHRISTOPHER S JONES JR.	105 Queen's Road Skidegate	559 7897	
PETER R LAKE	3420 Q.V. Dr/Box 455/QC	559 4252	
DANE RZGHA	422 2ND AVE QC	559-8030	
C GRACNOUST	Box 314 QCC	559-5020	
BERTRAND	Box 609 QCC	559-8086	
Ronald Goetzinger	321 2nd Ave	250-637-1479	
Shani Goetzinger	321 2nd Ave	250-637-1166	
PAUL J Leslie	321 2nd Ave.	250-559-4431	
CAROL A YOUNG	808 2nd Ave	250-559-448	
Jaylene Clite	602 2nd Ave.	250-559-8766	
Chelsea Hromadnik	42 2nd Ave	778 260 0185	
BARB SHAW	230-HWY-16	9-8244	
B. HARLEY	305-4th Ave.	9-4263	
Anne Martynuk	192 and Ave St	8365	
Annika Martynuk	4522 Eagle Hill Road	250-559-8998	

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NAME	ADDRESS	PHONE #	SIGNATURE
Jerry Jones	PO Box 444 QC	250 559 4218	[Signature]
Len Greenough	PO Box 861 QC	250-559-8773	[Signature]
W. FUNK	PO BOX 310		[Signature]
Terrie Dionne	P.O. Box 657	250 559 7751	[Signature]
Leonard Munt	P.O. Box 657	250 559 7751	[Signature]
Monica Jones	PO. box 548	250 559 7147	[Signature]
Oceana Lazarena	P.O. Box 550	250 816 8885	[Signature]
Lisa Pineau	PO Box 712	250 559 8644	[Signature]
Patsy Murphy	PO Box 191	250-559-8644	[Signature]
Antonia White	PO Box 743	250-559-8030	[Signature]
[Signature]	PO Box 412	250 559 4804	[Signature]
Chris Kowal	PO Box 651	250 559-4136	[Signature]
Kevin Ross	PO Box 40 QCC	250-559-8726	[Signature]
Angela Gordon	PO Box 513 QCC	250 559-7788	[Signature]
ARDEN OLSON	PO Box 556 Q.C.C.	250 559 8884	[Signature]
JEN BILBROCK	Box 23, QC.	550 0019	[Signature]
Lamanda Tineault	Box 56, QC	559-9059	[Signature]
Brogan Kiss	Box 433	250 876 8767	[Signature]
Ayla Pearson	PO Box 41, QC	250 888 9390	[Signature]
Shelagh Farrell	PO Box 25, QC	250-559-8613	[Signature]

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NAME	ADDRESS	PHONE #	SIGNATURE
Ashley Bruce	820 2nd Ave	250-631-8884	Ashley Bruce
Dawn Pino	402 210th Ave	250-559-0082	Dawn Pino
Upin Young	101 Ave	250-637-1024	Upin Young
Al Kipner	267 2nd Ave	559-4295	Al Kipner
Amber Murphy	521 2nd Ave	559-4699	Amber Murphy
NICOLE STEVENSON	811 OCEANVIEW DR	650-6644	Nicole Stevenson
Roberta Young	182 3rd Ave SKG	559-2318	R Young
Ronnie Walker	510 Mountainview SKG	559-0502	Ronnie Walker
Matt Davies	3502 3rd Ave OCC	559-8995	Matt Davies
Kacper Kechanek	814 2nd Ave.	637-1557	Kacper Kechanek
RAY PELLETIER	101 CAUSWAY	559-0083	Ray Pelletier
Terence Shobane	42236 HURSTMAN RD	559-4513	Terence Shobane
Sonita Jones	105 Oceanview	559-7897	Sonita Jones
Hannah Sokorovitch	411 Oceanview	259-7781	Hannah Sokorovitch
Myna Daschuk	507 Skidegate	250-559-8900	Myna Daschuk
Greg Martin	4426 Oceanview	250-559-8193	G. Martin
PATTI Jones	774 Oceanv. Sub	250-559-4218	P. Jones
David Brock	112 Front St. Skidegate	250-559-9100	David Brock
Chloe Clarkson	109 3rd Ave Skidegate	604-626-3398	Chloe Clarkson
Emily Barnum	3209 Oceanview DR, QC	250-559-8859	Emily Barnum

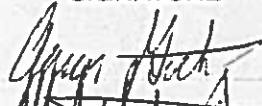
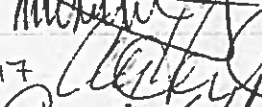
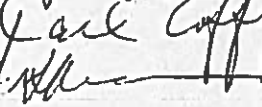
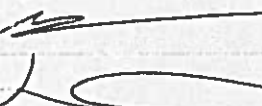

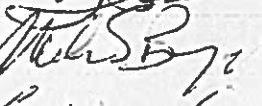
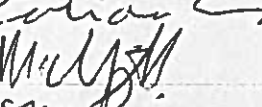
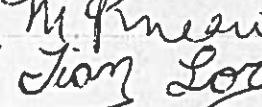
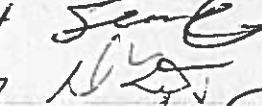

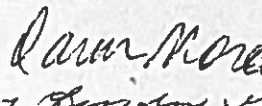
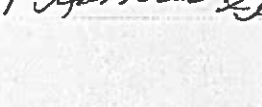

PETITION TO SAVE FRENCH IMMERSION ON HAIDA GWAI

A thriving and popular French Immersion program has existed for nine years at Sk'aadgaa Naay Elementary School in Skidegate, Haida Gwaii, BC. Students of this program have successfully learned both French and Haida, as well as the usual school subjects like math and English.

The French Immersion program is not only cost-neutral, it also attracts \$40,000 per year in federal funding to School District 50. It is fully subscribed for 2016, with a wait list. Yet the School Board of School District 50 has decided this program should be cancelled, with no justification or public consultation.

Our children deserve access to the best possible education opportunities. Early French Immersion is known to benefit children's cognitive development, increase the ability to learn other languages, and foster empathy and intercultural understanding. Children in French Immersion at Sk'aadgaa Naay have been successful at learning Haida alongside French in this truly special trilingual program of education.

Please tell the Trustees of School District 50 and the Minister of Education of British Columbia that this valuable program should be allowed to continue.

NAME	ADDRESS	PHONE #	SIGNATURE
Aaron Goetzinger	701 5th Avenue	250 657 1478	
Mark Goetzinger	706 B Oceanview Dr	250 551 9148	
Adrianne Husband	1055 2nd Ave	250 551 8017	
CARL COFFEY	3410 OCEANVIEW	559-4250	
ARTHUR PEARSON	432 SKIDEGATE HTS	559-2303	
Brian Anderson	4433 Husband Road	559-4513	
Katrine Overtun	3502 3rd Ave	778 260-0419	
Caleb Tayuchii	1431 Honan Road	403-671-767	
Dan Sullivan	603 2nd Charlotte	9-4123	
Mark Baccarey	912 2nd Ave Q.C.	559-4501	
Calida Erickson	414 2nd Ave QC	637-1490	
MICHAEL NANNICOTT	414 2nd Ave QC	637 1871	
Michelle Pineault	222 Front St Skg	250 778-9880	
Tian Lord	432 4th Ave Skg	250-559-8438	
Sean O'Donoghue	43 Tingley Pl.	250 557 2424	
Sari Lacosta	522 3rd Ave	250 559 4707	
Norman Wagner	4112 Oceanview Dr.	250-559 8455	
Harold Williams SR	128 2nd Ave	250 559 4221	
Dawn Moraes	432 Skid HTS.	250 559 1233	
Linda Goetzinger	706 B Oceanview Dr	250 559-8417	

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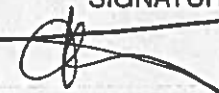
NAME

ADDRESS

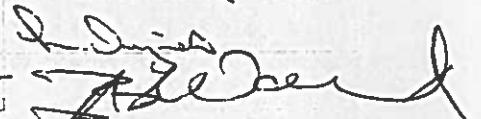
PHONE #

SIGNATURE

JOHN GOERINGER 1068 BEANVIEW DR. 637-1100



75th Anniversary Dr. 552-2334
Bill Dackert Box 92, Tlell 203606181



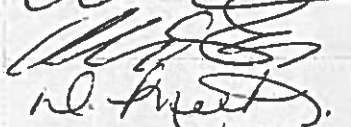
20462 W. Loughly Rd 519-942-8955

Box 70 Tlell



Adrian Loutler 1431 Hanna Rd. 7786370046

Debbie Meek 3223 - 2nd Ave, QC



PETITION TO SAVE FRENCH IMMERSION ON HAIDA GWAI

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NAME	ADDRESS	PHONE #	SIGNATURE
Carene Quigley	615 Oceanview Dr.	778-260-0387	C. Quigley
Jeff Quigley	615 Oceanview Dr.	778-9859264	J. Quigley
Daryl Sherban	3528 Oceanview Dr	604-807-7491	Daryl Sherban
Julia Stoughton		902-817-7591	Julia Stoughton
Acacia Meyer		604-999-4580	Acacia Meyer
Jasmine Sales	6041 2nd Ave QC	778-260-0105	Jasmine Sales
Tamara Pacholuk	3022 1st Ave QC	250-719-7586	Tamara Pacholuk
Bonnie Olson	1023 3rd Ave QC	250-559-8434	Bonnie Olson
Christina Collis	116 Rocker Ave	250-626-0430	Christina Collis

WE SIGNED: SAVE FRENCH IMMERSION ON HAIDA GWAI

Brittany king	BC	7 hours ago
SEND		
Ernie Gladstone	BC	7 hours ago
This program has given each of our 3 children a gift - the ability to learn language.		
SEND		
Kayla Sparrow	BC	7 hours ago
SEND		
Danielle Roberts	BC	8 hours ago
SEND		
name not displayed	BC	8 hours ago
Dana Moraes	BC	8 hours ago
SEND		
Marilyne Tovar	BC	9 hours ago
Chaque langue de plus que l'on parle nous ouvre sur le monde, même à l'intérieur de notre petite communauté. Chaque langue de plus qu'apprend nos enfants leur ouvre des portes et des opportunités. Le français et la deuxième langue officielle du Canada et beaucoup d'emplois gouvernementaux exigent la connaissance de cette langue. Parler français nous aide à nous lier aux Canadiens et à son passé/présent francophone et ainsi à comprendre avec plus de subtilité les enjeux de notre société canadienne. Enfin, en tant que Québécoise récemment déménagée aux îles de Haida Gwaii et faisant partie d'un jeune ménage, l'opportunité pour mes futurs enfants de parler ma langue maternelle à l'extérieur de notre maison et la promotion de cette langue dans leur éducation est d'une importance vitale pour moi.		
SEND		
Sharon Thomsen	BC	10 hours ago
SEND		
Martin Favreau	BC	10 hours ago
SEND		
Melissa Edgars	BC	10 hours ago
I have seen proof that French immersion also helps with Haida language so I say keep it!!!!		
SEND		
name not displayed	BC	10 hours ago
Glenda Smith	BC	10 hours ago
Our kids are in French immersion and we feel there is a tremendous value to the education!!		
SEND		
Mackenzie Leslie	BC	10 hours ago
SEND		
Brenda Dowling	BC	10 hours ago
SEND		
Edward Sparrow	BC	10 hours ago
SEND		

Edward Sparrow SEND	BC	10 hours ago
Falyn Sahonovitch SEND	BC	11 hours ago
Gail Sparrow SEND	BC	11 hours ago
Jesse Embree Having access to a French immersion education has left with a lifelong skill I still use today. I sincerely hope our trustees will reverse their decision, if not I will certainly not be voting for them in the next election. SEND	BC	11 hours ago
Randa Campbell-sparrow SEND	BC	12 hours ago
Terrie Dionne My two children are both graduates of this amazing program. Both are fluently bilingual and now have a passion for learning languages. The SD 50 School Board is making a mistake. I urge them to admit it, learn from it and move forward with parents and other stakeholders of the Sk'aadga Naay Elementary School to find solutions to whatever perceived (or real) challenges they feel they are faced by continuing the very successful French Immersion Program. SEND	BC	13 hours ago
Bruce Ives SEND	BC	13 hours ago
isabel dallaire SEND	BC	13 hours ago
Lindsay Seegmiller SEND	BC	13 hours ago
Patrick Fairweather SEND	BC	14 hours ago
name not displayed	BC	14 hours ago
Susan Knox Challenging benefit and needs to stay SEND	BC	15 hours ago
Keith Moore The school board is a publicly funded institution. Before making major decisions that affect a large number of people, it should be normal process to announce consideration of such a decision in advance and offer the community an opportunity to speak to it. This Board has developed a reputation for making decisions in camera, with no public notice, and no opportunity for public input. Normal administrative process and fairness requires affected parties an opportunity to be heard. The Board needs to re-open this consideration, hear from the affected parties, and reconsider. An opportunity to learn to speak a second major international language is a part of living in the modern world. I support the French immersion program. SEND	BC	15 hours ago
Rhea Guerin SEND	BC	16 hours ago

Knea Guerin	BC	16 hours ago
SEND		
Louise Point	BC	16 hours ago
SEND		
Larissa Howlett	BC	16 hours ago
SEND		
Tara Swain	BC	16 hours ago
SEND		
Erwin Roth	BC	17 hours ago
SEND		
name not displayed	BC	19 hours ago
Greg Martin	BC	19 hours ago
A reasoned, evidence-based dialogue would be helpful.		
SEND		
Kiki van der Heiden	BC	20 hours ago
My eldest son is in the current French Immersion cohort and is thriving in French, Haida and English. I'm grateful for this program and would love for my youngest son (who would like to start in September) to benefit equally. Coming from Europe, where there's no question about offering multiple language programs in the public schools, and where I had the opportunity to develop English, German, French besides Dutch language it is a mystery to me why you would take this wonderful curriculum away from our children. Learning multiple languages has been a gift to me and it gave me the opportunity to become an integrated Canadian Citizen calling Haida Gwaii home for the past 15 years. Please do not take this opportunity away from our children, please work together so children can benefit from both French and Haida language as well as English.		
SEND		
Ryan Barber	BC	21 hours ago
SEND		
Lindsay Galbraith	BC	21 hours ago
Kids with more than one language can learn other languages more easily. French immersion makes learning the Haida language easier. Kids brains don't have limits!		
SEND		
Kirsten Oike	BC	22 hours ago
SEND		
Breck Storry	BC	22 hours ago
SEND		
Tatiana King	MA	yesterday
SEND		
Corinda Ouellet	BC	yesterday
SEND		
Beng Favreau	BC	yesterday
The French Immersion program complements the Haida Immersion program well. As islanders, we should advocate for more government funding to support both the Haida and French programs. Cancelling a thriving French Immersion program is NOT forward thinking.		
SEND		

and french programs. Cancelling a thriving french immersion program is NOT forward thinking.

SEND

Carla Lutner

BC | yesterday

Both my sons went through this program and I feel honored that they had the opportunity in such a small school district. It would be a shame to lose such a wonderful program.

SEND

Debora Erickson

BC | yesterday

SEND

Ryder Birtwistle

BC | 2 days ago

SEND

Margaret Davies

BC | 2 days ago

Canada prides itself on being an open inclusive democracy. We take pride in living in an open inclusive democracy. Are we who we think we are?or not? Are we to invoke a retrograde policy that denies our young people the opportunity to take their rightful place in an increasingly more global world? I protest this move and respectfully request that the Board of Education this policy of phasing out the French Immersion program.

SEND

Lynn Lee

BC | 2 days ago

Support for French Immersion equals support for Haida language programs and a future Haida Immersion program. Maintaining the opportunity for all our kids to learn more than one language today will foster their ability to learn more languages tomorrow. Let's continue to work creatively, collaboratively, and openly with each other.

SEND

Leandre Vigneault

BC | 2 days ago

My son is a graduate of this program and I would wish the same opportunity to be there for other kids.

SEND

Lorelei Krueger

BC | 2 days ago

SEND

Joan Neely

ON | 2 days ago

SEND

Lori Struthers

BC | 2 days ago

SEND

Donna Duffy

BC | 2 days ago

To deny this opportunity to students in Haida Gwaii would be a detriment to everyone. For one thing, this program enhances the learning of Haida language. Anyone who knows anything about education knows that learning a second language only makes the brain more receptive to learning other languages. To kill this program is to do a harm to both the students and this community as a whole. The board has a responsibility to the students first and the community second. Any other considerations must be put aside.

SEND

Tana Hooper

BC | 2 days ago

SEND

Kimberley Laroque

BC | 2 days ago

Please do not phase out this successful and popular program that bring funding to the school district and complements the goal for Haida Immersion in the district. Do the

Kimberley Larocque

BC | 2 days ago

Please do not phase out this successful and popular program that bring funding to the school district and complements the goal for Haida Immersion in the district. Do the right thing for the education of the students.

SEND

Sandra Price

BC | 3 days ago

The more different cultures are studied, the better we are to get along with one another -- on island, and on Planet Earth.

SEND

Elizabeth Cardell

BC | 3 days ago

SEND

Lucy Stefanyk

BC | 3 days ago

It is my hope that our school district can continue to embrace French immersion while concurrently developing an official Haida language program. Opportunity, diversity, dialogue and support have always been the cornerstone of healthy communities. We have in the past, and must continue into the future, to succeed in these respects for the benefit of all.

SEND

Penny Richardson

BC | 3 days ago

SEND

Alicia Embree

BC | 3 days ago

Learning a second language helps people to acquire a third, therefore I think the French immersion program serves not only as a model for the development of a Haida immersion program, but also as a way of improving the outcomes of those in the french immersion program of being able to become fluent speakers. It also supports jobs for people on island as teachers. I am a french immersion graduate and it has opened up worlds of possibilities for me locally, nationally and internationally. I hope the board will reconsider their decision. <https://www.sciencedaily.com/releases/2011/02/110201110915.htm>

SEND

Amanda Zimmermann

BC | 3 days ago

SEND

Carene Quigley

BC | 3 days ago

SEND

Abby Fraser

BC | 3 days ago

SEND

name not displayed

BC | 3 days ago

Megan Romas

BC | 3 days ago

SEND

Paul Leslie

BC | 3 days ago

SEND

Sarah Nickerson

BC | 3 days ago

SEND

Lesley Moraes

BC | 3 days ago

SEND

Irene Willis

ON | 3 days ago

My son excelled grades 2-8 with a French immersion program. Young children adapt

SEND

Irene Willis ON | 3 days ago
 My son excelled grades 2-8 within a French Immersion program. Young children adapt to languages very easily. Studying within an immersion program is a great challenge, but also provides more diverse opportunities in the future.
 SEND

name not displayed BC | 3 days ago
 Things like this need to be discussed as a community not imposed on is without due process.

Marc Theriault BC | 4 days ago
 SEND

Bonnie Coxford BC | 4 days ago
 SEND

Paula Sweeney Fletcher ON | 4 days ago
 French immersion provides students with the opportunity to learn Canada's both official languages.
 SEND

Maria Roca BC | 4 days ago
 SEND

Ryder Birtwistle BC | 4 days ago
 SEND

name not displayed QC | 4 days ago

Sheila Wigmore BC | 4 days ago
 SEND

Carmen Birtwistle BC | 4 days ago
 SEND

name not displayed ON | 4 days ago

Drue Kendrick ON | 4 days ago
 My eldest daughter, Mara, participated in the first cohort of French Immersion at Sk'Aadga Naay. Her younger sister, Bella, followed when she was able. Both girls felt so proud they learned French in a small community. They put their language skills to use when we visited France for Mara's grade 7 graduation. They both have also passed several levels of the DELF exam, an internationally recognized test. As a result, they have additional high school credits. I anticipate this knowledge and certification will prove beneficial in university admissions and their future careers. In such a small community, this program brought benefits that are usually only received by students in larger urban centres.
 SEND

Janet Rigg BC | 4 days ago
 It is my firm belief that the aim of saving the Haida Language can be well served by the existing French Immersion program. At the core this about choice and opportunity. Let's work together in groundbreaking ways, as is the way of the people of Haida Gwaii.
 SEND

Kevin Masch BC | 4 days ago
 SEND

Maureen Dawson BC | 4 days ago
 SEND

Maureen Dawson	BC	4 days ago
SEND		
Meghan Mcrae	BC	4 days ago
SEND		
Catherine Rigg	BC	4 days ago
This issue is about providing opportunities for the children on Haida Gwaii. Support for the French Immersion program in no way implies a lack of support for the valiant efforts to increase Haida language opportunities in the school district at the same time.		
SEND		
name not displayed	BC	4 days ago
Jessica Flower	BC	4 days ago
Learning a second language is a great opportunity for any child		
SEND		
Teresa Pillott	BC	4 days ago
SEND		
Deborah Pearson	BC	4 days ago
SEND		
Desiree Sparrow	BC	4 days ago
My niece is in this program and not only does she enjoy it, but it has benefited her greatly too, this program must remain in the school and be available for all students to participate if they want.		
SEND		
Helen McPhee	BC	4 days ago
SEND		
Françoise Larose	QC	4 days ago
SEND		
Skye Cantlin	BC	4 days ago
SEND		
Carrie-Lee Duke	BC	4 days ago
SEND		
Christina nordstrom	BC	4 days ago
SEND		
Judy Hilgemann	BC	4 days ago
SEND		
christine martynuik	BC	4 days ago
SEND		
Sanne Koenig	BC	4 days ago
SEND		
Aggie Cangardel	BC	4 days ago
SEND		
Tom Kile	BC	4 days ago
French immersion will have more impact world wide than Haida immersion. Help the		

Tom Kile French immersion will have more impact world wide than Haida immersion. Help the kids prepare for a successful life out side of Haida Gwaii instead of limiting their possibilities. SEND	BC	4 days ago
Elaine Stahl SEND	BC	4 days ago
Skye Williams SEND	BC	4 days ago
Celina Laursen SEND	BC	4 days ago
Ruth Bellamy SEND	BC	4 days ago
Darcy Pollard SEND	BC	4 days ago
Patricia Jones SEND	BC	4 days ago
Peggy Mitchell SEND	BC	4 days ago
Mary Lucas It is very important to ensure that our children have every opportunity available to them when it comes to education especially in our smaller communities! SEND	BC	4 days ago
Amanda Murphy SEND	BC	4 days ago
name not displayed	BC	4 days ago
Jackie Taylor SEND	BC	4 days ago
Nancy Oike SEND	BC	4 days ago
Edi Szasz SEND	BC	4 days ago
Andrea Wilhelm SEND	BC	4 days ago
Christine Kienzle SEND	BC	4 days ago
Darrell Oike The decision to end the program is shortsighted, hurtful, and based more upon politics than trying to provide Island children with the best possible education. Stop using our kids as pawns. SEND	BC	4 days ago
Maria Buriani	Italy	4 days ago

[SEND](#)**Maria Buriani** Italy | 4 days ago[SEND](#)**Justine Taylor** BC | 4 days ago[SEND](#)**Mary Hart** BC | 4 days ago[SEND](#)**Randi Ellis** BC | 4 days ago[SEND](#)**Caitlynn Skaffe** BC | 4 days ago[SEND](#)**Catherine Birtwistle** BC | 4 days ago

Please remember to put the children's interests first. Every child deserves the opportunity to optimal learning and this program offers enhanced learning pathways to acquire both Haida and French.

[SEND](#)**name not displayed** BC | 4 days ago

It is not right to remove opportunities from our children. Being in a remote area already limits them to some degree. We should be expanding their opportunities not taking them away.

Jonathan Dunsmore BC | 4 days ago[SEND](#)**Jay Jones** BC | 4 days ago[SEND](#)**Gordon Horner** BC | 4 days ago

I truly believe the language learning skills that the French immersion program bring are a key component in saving Haida language. Please please rescind this terrible decision.

[SEND](#)**Fran Fowler** BC | 4 days ago

Our students need French Immersion

[SEND](#)**Joy LaFortune** BC | 4 days ago[SEND](#)**Chelsey Wolnowski** BC | 4 days ago

Please save this amazing program!

[SEND](#)**Peter Lake** BC | 4 days ago[SEND](#)**name not displayed** | 4 days ago



Draft Policy Revisions Response Form

Name of Policy: 3400 French Immersion

1. Are the draft policy revisions easily understood? If not, what suggestions would you make to improve its clarity?

No. The draft policy revisions are not easily understood.

As the draft policy revisions document is written, any review of it can only be described as complex. It has been left to the reader to print out the old and the new and do a manual line by line comparison to see where the changes were made. When you do that comparison, what you find is rather than some revisions - a complete replacement of one policy with a new one disguised with the same title and number but with entirely different purpose.

My recommendation for clarity is:

- Highlight each change line by line (perhaps with track changes) and include comments articulating the reason for each change. The sea of red that would appear would at least paint a clear picture of the magnitude of the change the Board is proposing.

2. Do you have concerns with the draft policy revisions? What suggestions for change would you make?

Yes. I have significant concerns with the draft policy revisions.

As above, these "revisions" are not revisions but a replacement of one policy with a new one disguised with the same title and number but having entirely different purposes.

My biggest concern is that the Board Trustees are making uninformed decisions, behind closed doors and are thus violating their obligation as elected officials to represent their constituents in an accountable and transparent way.

From my perspective, had the Trustees been up front with parents and stakeholders about their perceived and/or legitimate concerns about the French Immersion program and actually asked for input (in a realistic timeframe), I am confident that the Board would have found an engaged and creative group of parents and stakeholders to work together toward a win-win-win solution for language learning on Haida Gwaii. Instead, the Trustees have created an awful mess that will



Draft Policy Revisions Response Form

certainly be a lose-lose-lose situation for all if these draft policy revisions are allowed to pass as is.

My recommendations for changes:

- Reject the policy revisions as written – entirely.
- Revert to the original Policy 3400 French Immersion
 - In the worst case scenario, it outlines the process for dissolving the French Immersion Program IF it becomes necessary.
 - While I do not personally support the dissolution of the program, I do support the process outlined in the original Policy 3400. IF the Board is still considering the cancellation of the French Immersion program, this intention should be communicated with clearly articulated (transparent), fact based (defensible) rationale and a reasonable timeline for meaningful consultation with all affected stakeholders.
 - THEN....as per Policy 3400 (as it is currently written) the Board will undertake meaningful consultation with parents/other stakeholders that would include full and honest discussions over the course of a year to seek solutions (to perceived and real challenges causing the Board to consider cancelling this proven successful program)
- In the meantime, the Board should signal their support for the 2016 cohort to begin their French immersion program in September as planned and previously approved.
 - My understanding is that the motion to cancel that cohort has been appealed so there should be no logical reason to withhold this opportunity to learn French from these children. Even IF the end result is that the French Immersion needs to be dissolved for logical, defensible reasons, this group of 24 kids will have received a full year of the program and I can personally attest to watching my two children go from zero to speaking only French in the classroom...in less than one year.

3. Do you have any other comments regarding the draft policy revisions?

My other comments regarding the draft policy revisions:

- Cancellation of the French Immersion program does not resolve the issues outlined in the preamble accompanying the draft policy revisions – it just creates new issues and bad feelings between



Draft Policy Revisions Response Form

friends and neighbours. I ask the Board to revise the preamble to remove hearsay and opinion with fact based, defensible logic.

- Simply put – in my opinion, as our elected officials (Trustees of the Board of Education for School District #50) – you have made some mistakes in your consideration of the French Immersion program. I am hopeful that you will come to recognize this and adjust your course rather than digging-in and weathering the storm.
- Through meaningful, respectful consultation and collaboration with parents, teachers and other district staff, I am confident there are solutions to the perceived (or legitimate) concerns you have with the French Immersion Program.

Name: Terrie Dionne

Position: - Proud parent of two French Immersion Graduates

- Chair of the Gidgalang Kuuyas Naay Secondary School Parent Advisory Council
- Concerned tax paying citizen of British Columbia and Canada

Location: Queen Charlotte, BC

From: Catherine Rigg crigg@haidagwaii.net 
Subject: Feedback on French Immersion Policy
Date: June 20, 2016 at 11:24 PM
To: trustees@sd50.bc.ca
Cc: ssansome ssansome@sd50.bc.ca

CR

Hello Board of Trustees,

Please find attached my submission regarding the proposed reversal of the French Immersion policy. I have also attached an alternative proposed revisions that I hope will be considered to address some of the concerns raised in the Board statement.

I wish to emphasize that support for the French Immersion program should in no way be interpreted as a lack of support for Haida language opportunities or, ultimately, a Haida Immersion program. I consider it an honour and a privilege for my children to attend Sk'aadgaa Naay and am grateful that they are part of such an inclusive and culturally rich learning environment. I credit the amazing staff and community, particularly the Haida language teachers that tirelessly work with our young children, for making Sk'aadgaa Naay the success that it is.

Ultimately, we must work together to provide opportunities for our children. This is the responsibility of all parents, all staff, and, most importantly, the Board of Trustees. To do so requires dialogue, respect, and a willingness to find common ground. I ask that the Board reject the proposed revisions forwarded on June 14, 2016, and that you work with parents to increase educational opportunities in School District 50.

Sincerely,
Catherine Rigg





Draft Policy Revisions Response Form

Name of Policy: 3400 French Immersion

1. Are the draft policy revisions easily understood? If not, what suggestions would you make to improve its clarity?

In an effort to understand the extent of the policy revisions I had to merge and compare the documents in Word. In doing so, it is apparent that this is not a revision to a policy but a complete reversal of the original policy.

Revisions to any Board policy should be clearly tracked and the reasons for each change clearly articulated. It is worth noting that the original policy referenced the school district "[consulting with] parents to find solutions" and "full discussion" over the course of a year to "allow parents time to consider alternatives" if the school district was considering cancellation of the French Immersion program. There has been no dialogue with parents regarding the Board's direction to reverse the policy. The entire process seems to be an affront to the very idea of consultation and completely disregards the original intent of the French Immersion policy.

Furthermore, the statement provided by the Board (presumably to explain their rationale for the reversal of policy) raises more questions than answers (see also my response to question 3 below).

2. Do you have concerns with the draft policy revisions? What suggestions for change would you make?

I do not support these policy revisions. The Board should reject the proposed revisions and revert to the original policy. I also recommend that the Board consider the following proposed additions to the original policy:

- Students in French Immersion will receive Haida instruction on an equitable basis as other classes.
- Bi-lingual (Haida, French) and tri-lingual (Haida, French, English) projects and initiatives in the French Immersion classroom are to be incorporated into the French Immersion curriculum, and French Immersion staff are expected to work in close partnership with Haida language teachers.
- Progress by French Immersion students in Haida language acquisition will be monitored and documented to evaluate the potential benefits of language immersion programs on Haida language retention and communication.
- When a full Haida Immersion program is available to the students in a district school offering a French Immersion program, the ability of the district school to offer both programs will be evaluated. If there are competing fiscal resources, Haida Immersion will be given preference over French Immersion.



Draft Policy Revisions Response Form

For clarity, I have attached a file (Attachment 1) with my proposed additions to the original policy 3400, with the above revisions tracked.

3. Do you have any other comments regarding the draft policy revisions?

I would like to address the points outlined in the statement provided by the Board to explain the proposed revisions to the policy. It appears that the list is a combination of: (a) opinions of either individuals or groups; (b) operational concerns; and (3) political issues.

First, opinions. It is difficult to respond to the opinion-implied bullet points because the opinion/position/concern/interest of the individuals or groups referenced by the Board are unspecified. That said, I note the following:

- The Board heard from two delegations (the Skidegate Haida Immersion Program (SHIP) and French Immersion parents). Reviewing the June 2015 minutes (there is an error in the Board Statement, which references May 2015), there were presentations and input from both groups. From the limited notes, the political nature of the issue of Haida and/or French Immersion is apparent. Generally it appears that (a) there was support for Haida Immersion, (b) there was support for French Immersion, and (c) that there was (for some) a perceived conflict between the two. There is no evidence in the meeting minutes that supports the latter (the perception of Haida vs French) or, in fact, that there are any real tradeoffs resulting from having the current French Immersion program in the district. In fact, my understanding from the notes is that a Haida Immersion program was not ready for implementation in the school district as of June 2015 and, one year later, it is still not ready to be implemented.
- The Board also seems to have received input from DPAC but, again, the issues raised by DPAC are not specified. Are these concerns positive or negative with respect to the program? At minimum, it is clear from recent submissions that many individual members of DPAC (including the DPAC Chair) and the Sk'aadgaa Naay Elementary School PAC are firmly in support of the French Immersion program.
- There is a bullet referencing to the appreciation of the Haida language instructors for the support they receive from French Immersion teachers, which we can interpret as support for the program.

In addition to the opinions listed in the Board's statement, I have now personally attended two meetings regarding French Immersion at which everyone in attendance spoke in favour of the program. It appears that those in opposition to the program are not willing to engage in dialogue or explain their concerns to affected parents.



Draft Policy Revisions Response Form

Second, operational concerns. On these I provide the following comments:

- The Board references concerns with French testing not occurring for all students when they complete the program. This issue appears to be easily solved by confirming staff and parent commitments to do any necessary testing.
- Similarly, the timetable challenges at Gidgalang Kuuyas Naay (GKN) also seem like a scheduling issue and something that could be addressed by problem-solving with GKN staff and parents of French Immersion students. One option that could be considered, for example, is to require former French Immersion students to take Haida language in Grades 8-10.
- The Board is clearly (and rightly) concerned about declining district enrolment. It is unclear, however, how cancelling a popular program with its highest enrolment to date will positively effect declining enrolment. In fact it is likely that some families will opt to remove their children from the district due to the cancellation of French Immersion and declining educational opportunities, thereby further reducing enrolment.
- The issue of declining enrolment is presumably linked to the Board's concern that the French Immersion program impacts class size and composition in Sk'aadqaa Naay generally – yet in the 2015/16 year there were so many Kindergarten entrants that my son's Grade 1 class became a split Grade 1/K class, due to too many students in the incoming cohort. Split classes existed prior to the French Immersion program and have always been accepted as necessary at Sk'aadqaa Naay. Indeed, split classes can have benefits for students who learn at different paces, and split classes are often established for reasons other than language. Regardless, I also understand from district staff and the PAC that split classes would exist with or without French Immersion program.
- The Board states that enrolment in French Immersion can be based on peer group and social reasons. It is important to note that the French Immersion program is open to all students, with equal opportunity to participate. In addition, this issue applies for any program offered by the district. Parents choose to put their children in programs for many different reasons, and it is the responsibility of the parents to make decisions with their children's best interests in mind. There are also limited opportunities in this district for students who could benefit from a more challenging class environment, and an immersion program is one of the few options. Is the solution to this issue to cancel an opportunity for students? What is the alternative? To never offer any options for children who want to learn more? I am confident that this will not, in any way, benefit the school district or Haida Gwaii in the long run.



Draft Policy Revisions Response Form

Finally, as the Board has also identified political issues related to the implied lack of a Haida Immersion program (see following paragraph), it is also very important to note that every one one of the operational concerns listed above would be entirely applicable to a Haida Immersion program when it is offered in the future. The solution is, therefore, to work with parents and staff to best enable quality education for all students so that these issues are addressed to the best of our ability prior to the introduction of a Haida Immersion program.

Third, political issues. On the political points of consideration, the pain and hurt over the loss of the Haida language and associated impacts to Haida culture are apparent. It is important to note that support for French Immersion in no way implies lack of support for continued, and improved, Haida language opportunities in the district (including, ultimately, a future Haida Immersion program). To the specific points:

- There is the statement that Haida language was almost lost due to Residential School and other effects of colonialism. Here, and in their closing statement, they reveal the real reason behind this reversal of policy. The potential loss of Haida language is devastating, and a genuine and legitimate concern. But it is a false argument to situate Haida as an either/or with the French language program. Efforts to save Haida language are impressive and need to be sustained. Parents of French Immersion students have made it clear that they are willing to work to this end, in partnership with SHIP and Haida language instructors.
- The Hereditary Chiefs, Elected Leadership and the Haida Nation have declared that Haida and English are the official languages of Haida Gwaii, and this makes sense. No one is suggesting that French become an official language of Haida Gwaii. None of these groups, however, has stated that there should be limitations on opportunities to learn other languages. To limit opportunities is counter to everything Haida Gwaii residents have promoted over the last two decades. We need more options, not fewer.
- The final statement by the Board is, perhaps, the most upsetting and revealing. Yes, we do live on unceded Haida territory and respect for Haida culture is a responsibility that comes with that reality. It is a statement I make in my work for the Council of the Haida Nation almost daily, and a statement that I am 100% in support of. It is the final sentence of that paragraph that is most distressing to me: "Our aim is to advance the process of reconciliation". Cancelling a program that benefits the children of Haida Gwaii is not "reconciliation". Reconciliation is "the action of making one view or belief compatible with the other"; in other words, it is working together to find common ground. There is nothing in this proposed policy change that suggests



Draft Policy Revisions Response Form

this will be the outcome. Indeed, the proposed reversal of the policy by the Board has divided communities and resulted in some very racist sentiments (on both sides). This is not productive nor progressive, it is destructive. And, ultimately, it will be the children of Haida Gwaii who lose.

A last thought: I am in full agreement with the Board on the "need for a fair and public system". On this, I propose we right historical wrongs by building a new future built on mutual strengths. This is what unity is. This is what respect means. And this is what our dialogue needs to be about. Fair is fair for all, and the Board is responsible for representing all children. It is fair to offer French Immersion, just as it will be fair to offer Haida Immersion when it becomes available. We all should be working collectively, for the benefit of all our children, to this end.

Name: Catherine Rigg

Position: Concerned parent and Haida Gwaii resident

Location: Tlell/Skidegate

POLICY 3400
FRENCH IMMERSION
Adopted March 2010
Revisions: June 2016 – (Alternative Proposal)

POLICY

The Board of Education provides for instruction in early French Immersion beginning in first year primary where enrolment is sufficient to warrant the establishment of a class or classes. Staffing shall be on an equitable basis with regular programs. Due to the very small scale of the District, close regulations will be followed in the establishment and/or continuation of French Immersion.

PROCEDURES

- By April 30th of a school year the school or district will survey communities for interest at the determination of the Superintendent.
- Where possible, classes will remain together as a cohort moving from primary to intermediate. Additional late entering students will only be considered on a case by case basis by the school Principal and Immersion teacher. There is no requirement to accept them into the cohort.
- Classes will be created for a maximum of a three grade split if 20 or more students enroll in June for the following school year.
- Students in French Immersion will receive Haida instruction on an equitable basis as other classes.
- Bi-lingual (Haida, French) and tri-lingual (Haida, French, English) projects and initiatives in the French Immersion classroom are to be incorporated into the French Immersion curriculum, and French Immersion staff are expected to work in close partnership with Haida language teachers.
- Progress by French Immersion students in Haida language acquisition will be monitored and documented to evaluate the potential benefits of language immersion programs on Haida language retention and communication.
- Classes will be closed down if the number enrolled is below 12 by Sept 30. Should the enrollment become insufficient, (below 12) the school district should consult parents to find solutions. If there is no resolution then the district shall give the remainder of the year as notice of any changes to parents of any changes to permit full discussion and allow parents time to consider alternatives.
- When a full Haida Immersion program is available to the students in a district school offering a French Immersion program, the ability of the district school to offer both programs will be evaluated. If there are competing fiscal resources, Haida Immersion will be given preference over French Immersion.
- Students completing grade 6 will be transitioned to grade 7 in a regular English programme.
- Regardless of any offering of early French Immersion in Elementary School, there will be no programme offered to grades 7-12 in the District.
- It is the parent/guardian's responsibility to transport their child to the school or appropriate bus line if they live outside of the regular catchment area of that school.
- Students in grades 1-3 will receive their instruction in French.
- Students in grades 4-6 will receive 20-25% of their instruction in English.
- Grade 4 students will undertake the Foundation Skills Assessment or similar provincially mandated exams in English.

From: Catherine Rigg <crigg@haidagwaii.net>
Subject: French Immersion - Sk'aadgaa Naay Elementary
Date: 30 May, 2016 11:59:33 PM PDT
To: trustees@sd50.bc.ca

Dear Trustees,

I am writing to express my disappointment and frustration with the Board of Trustees' recent decision to cancel the French immersion class at Sk'aadgaa Naay Elementary. I do not support this decision for a number of reasons.

First, there is no question that a decision of this magnitude requires public consultation and, specifically, discussion with parents who have confirmed their children for French immersion in September 2016. All Board discussions regarding the decision should be transparent and made public to concerned parents. We should have also had an opportunity to meet with the Board to better understand the issues and to express our ideas and perspectives before any final decision. This is simply a matter of respect - for parents who care about their children's education, and for Board Trustees who care about this School District. Parents and Trustees should both have an opportunity to openly explain any priorities, concerns and limitations.

I also fully support French immersion in the school and believe that multiple language acquisition (Haida and French, in this case) is hugely beneficial to children. My perspective is that immersion in any second language would benefit my children, training their mind to think in different ways and to be curious about the world and other cultures. I have worked for the Council of the Haida Nation for over 10 years, and I have an immense amount of respect for the Haida culture and language. I do not consider my support for French immersion in the school at the same time as ongoing Haida language instruction as mutually exclusive or contradictory in any way. Indeed, research demonstrates that immersion in a second language better enables children to pick up third and fourth languages.

Finally, I think it is important to explain that my decision to send my child to Sk'aadgaa Naay was, in large part, due to the possibility of sending him to French immersion. My eldest son is entering Grade 2 and is keen to be a part of the new French cohort in the Fall. I have a second son entering Kindergarten this year. He is even more enthusiastic and seems to have a natural affinity for language. A decision to cancel the French immersion class, made behind closed doors for questionable reasons, genuinely makes me question the democracy of education on Haida Gwaii. Even if I was not interested in French immersion for my child, I believe the option alone is valuable, and transparency in all Board decisions absolutely critical.

For these reasons and others outlined in correspondence shared with me on this matter, I ask that you withdraw or reverse the motion ending primary enrolment in the French Immersion Programme.

Sincerely,
Catherine Rigg

Name of Policy: 3400 French Immersion

1. Are the draft policy revisions easily understood? If not, what suggestions would you make to improve its clarity?

It seems to me that this is not a policy revision, but a reversal of policy. I therefore find it hard to comment on the clarity of the revisions. They are, for the most part, counter to the original policy. The proposed revisions do not seem to be in keeping with the original spirit and intention of policy 3400.

2. Do you have concerns with the draft policy revisions? What suggestions for change would you make?

I do not support these policy revisions. The Board should reject the proposed revisions and revert to the original policy. If there are any revisions to be made, I would add a point that clearly states that the continuation of the French Immersion program would be carefully evaluated if at any time it is proven to be financially competing with the advancement of a Haida language program. The wording could even include a wider scope of 'negatively impacting' a Haida Immersion program.

My sister, Catherine Rigg, has submitted well thought out policy revision suggestions that fulfill the aim of protecting and advancing the development of a Haida language program, while continuing the French Immersion Program. I fully support her proposed edits.

3. Do you have any other comments regarding the draft policy revisions?

Working in the field of wellness at Skidegate Health Centre, I have a very intimate knowledge of what the loss of identity and culture can do to an individual and collective community. My passion is to assist in any way possible the use of the traditional ways of being in relation to each other and the world. This includes the preservation of the Haida language, as language informs thought, informs feeling, and thus action. It is a cornerstone of understanding and wellness. I work hard to implement the four Haida Laws in everything I do. I also strive to offer the best of my western education to advance this common goal of balanced wellness for the people of Haida Gwaii.

It would seem to me that the Haida laws were not followed during this process of trying to advance and strengthen the Haida Language program (which, though still unclear, I assume to be the aim of the School Board Trustees.) The process was not done with respect (Yahguudang) and the resulting policy fails to recognize that all residents of Haida Gwaii bring unique strengths to the table, enriching all our lives and prospects for future generations. This process has, instead, been divisive, making adversaries out of allies when we all share a common goal.

Throughout this lengthy debate, I have seen no evidence that the French Immersion program is impeding the advancement of the Haida Language Program. Instead, I see it forwarding the cause, through the establishment of the ability to learn language, any language. Class composition/size issues would be posed by any

immersion program, and so it would be prudent to work through these issues in order to pave the way for an eventual Haida Immersion program.

However, beyond the organizational challenges posed by having two streams of children in the public school system, there seems to be a concern that the French Immersion program makes the school system inequitable for those *not* in the program. I fail to follow this logic. The program is open to all students, and should be implemented in the North end as well (since it brings in more funding for the district). The school system offers remedial programs for those students who struggle, regular programming for those who meet expectations, and should, in my opinion, be equally obligated to offer an enriched learning environment wherever possible. That is, to me, a world class educational system.

Finally, as a stakeholder with strong ties to this community and two young children just entering the public school system, I have been hurt and disillusioned by this experience. The lack of transparency has been astounding, and the board's near complete refusal to be swayed by considerable public opinion dumbfounding. I have lost confidence in the ability of this board to act in the best interests of all students on Haida Gwaii. One board member appears to be actively discouraging stakeholders from contributing in the public consultation process because it's 'annoying'. This is unconscionable. Only through active and respectful dialogue can we arrive at the win-win solution I know is possible.

Please do not pass these proposed revisions to Policy 3400. I wish for my feedback to be made public and to be included in the Board package.

Name: Janet Rigg

Position: Concerned parent and Haida Gwaii resident

Location: Tlell/Skidegate

JUN - 8 2016

Janet Rigg

PO Box 99
Tlell, BC
V0T 1Y0

Phone: 250-557-4242
Cell: 778-828-9597

► **School District 50 Trustees**

Po Box 69, QCC, BC, V0T 1S0
Phone: 250-559-8471

Dear Trustees:

As a parent with a child that was meant to be starting French Immersion this fall, I am greatly troubled by the recent board decision to simply cancel the program. Living in Tlell, I made the decision to send my children (my second starts in September) to Sk'Aadga Naay Elementary precisely because it offered both French and Haida.

There are many theories and back discussions going on about this decision, and I think it is prudent of the board to make this discussion more transparent and public. I, personally, in no way see the Haida Language program in conflict with the French Immersion program. Studies show learning multiple languages has benefits. Why is the board deciding to limit the students of Haida Gwaii?

These limitations are not just in the development of their cognitive abilities. It is setting limits on our children's potential to have any sort of government job that requires proficient bilingualism. Try learning a second language fluently later in life having never done it as a child. It is nearly impossible. Learning a third, as an adult, however is possible, but only due to the neural groundwork that early multilingualism affords.

As a young student, I was grateful to be able to take part in the International Baccalaureate program. I remember there being some unrest among teachers, administrators, and other parents who argued that this parallel program took the 'best' students out of the regular stream, to the detriment of those 'left behind'. I am wondering if this feeling has played into the board's decision. While I understand that concern, I can safely say that the quality of education I received in those advanced classes has benefited me greatly throughout my life. I find it hard to believe that a child who was struggling in class would have even noticed me in the regular stream, because it was the environment of inquiry and passion in the IB classes that truly sparked my desire to be a life-long learner.

In any case, you as the school trustees are currently being silent on this matter. I would very much like to hear the rationale for cancelling the program, beyond declining enrollment (which I understand does not effect this cohort). Public discussion needs to occur. This decision will have lasting impacts on the communities of Haida Gwaii. I, for one, felt more comfortable knowing that my children would have access to the same educational advantages afforded to a child in an urban center, while at the same time having the added honour and benefit of learning the Haida language and cultural practices.

Sincerely,

A handwritten signature in blue ink that reads "J. Rigg".A handwritten signature in blue ink that reads "Janet Rigg".

Janet Rigg

5/30/2016



Draft Policy Revisions Response Form

Name of Policy: 3400 French Immersion

1. Are the draft policy revisions easily understood? If not, what suggestions would you make to improve its clarity?
 - No, they are based on subjection and rumor, lacking evidence, data or transparency.
 - They were brought forward on camera, with no public input and consultation.
 - They are not revisions, but a complete reversal. "Full discussion" over the course of a year to "allow parents time to consider alternatives" DID NOT OCCUR- rather 2 weeks of notification occurred.
 - Inclusiveness is being denied, divisiveness is the result, creating a rift in the community.
 - They are not focused on the best interests of the children or improve educational outcomes for the students of SD #50. This should be the intent of all decisions made by the Board of Trustees.

2. Do you have concerns with the draft policy revisions? What suggestions for change would you make?

Yes- extremely concerned that this wonderful learning opportunity (to learn 3 languages) is being lost for our children.

Catherine Rigg's proposed policy revision is acceptable- in particular:

When a full Haida Immersion program is available to the students in a district school offering a French Immersion program, the ability of the district school to offer both programs will be evaluated. If there are competing fiscal resources, Haida Immersion will be given preference over French Immersion.

*** Please don't cancel the one immersion program we have until another **immersion** program can take its place.

3. Do you have any other comments regarding the draft policy revisions?

The BC School Act states that "Students whose parents have the right under section 23 of the Canadian Charter of Rights and Freedoms to have their children receive instruction in a language other than English are entitled to receive that instruction." **This is applicable for our family.**

Advancing the process of "reconciliation"- as previously noted, cancelling a program that benefits the children of Haida Gwaii is not "reconciliation". This is not working together to find common ground. This is denying children their ability to learn and diminishing their future



Draft Policy Revisions Response Form

employment opportunities.

This "proposed" draft policy has resulted in lost confidence in the Board of Trustees.

I wish for my feedback to be made public and to be included in the Board package.

Name: Carene Quigley

Position: Concerned parent _____ Location: Sk'aadgaa Naay Elementary School



Draft Policy Revisions Response Form

Name of Policy: 3400 French Immersion

1. Are the draft policy revisions easily understood? If not, what suggestions would you make to improve its clarity?

2. Do you have concerns with the draft policy revisions? What suggestions for change would you make?

3. Do you have any other comments regarding the draft policy revisions?

It does not make sense to eliminate a program which is cost-neutral, brings in extra money, is fully-subscribed and has proven benefit to children's cognitive and educational development. Rather, eliminating this program impoverishes our children's educational opportunities and makes the education offered in School District 50 substandard to that offered in the rest of Canada, where access to French Immersion education is a Charter human right (reference: section 5.23 of the Canadian Charter of Rights and Freedoms). Let us not forget that residential schools also insisted on studies taught only in the dominant language, "english only" education, and substandard education because they presumed the children they taught were undeserving of the same educational opportunities offered elsewhere, and would only ever be labourers or domestics regardless of their intellect or aspirations. I note that despite your comments in the policy exhorting us to remember that we live on Haida land and even mentioning 'reconciliation' you have also cut Haida language teacher hours in both Masset and Skidegate, and the remark in this policy that the last French Immersion cohort will have the same access to Haida language as the rest of the school is actually a net reduction in their Haida education, since previously they had more Haida language than their peers.

Make no mistake, if Haida Immersion were available, my child would be enrolled in it, and I look forward to the day when that is possible. Can we not foresee such a future for our children, and begin planning for it? Why not use the expertise and funds available for French Immersion to assist in establishing the curriculum and teaching skill that will be required for Haida Immersion? SD50 has the opportunity to be a leader in the preservation and promotion of this precious language, and in the provision of excellence in education to children in small, remote communities; rather than cutting Haida language hours and limiting our children's access to an educational opportunity that is proven to provide exceptional linguistic development, improved empathy and development of intercultural understanding, better educational and career attainment, and cognitive benefits in the areas of organizational skills and lateral thinking.

If this policy is passed, you will also be reducing SD50's enrolment, as many students belong to families who chose jobs in this community because of the offering of French Immersion. If your new policy is approved, because of your choice doctors, nurses, biologists, and other professionals will be looking to leave the community, reducing your enrolment even further and hurting the communities' access to essential services.

Name: Dr Andrea Wilhelm

Position: physician Location: Queen Charlotte, BC

permission granted for my comments to be public.



Draft Policy Revisions Response Form

Name of Policy: 3400 French Immersion

1. Are the draft policy revisions easily understood? If not, what suggestions would you make to improve its clarity?

Yes, the draft policy revisions are easily understood. It is the content and process by which the draft policy revisions were made that I am concerned about.

2. Do you have concerns with the draft policy revisions? What suggestions for change would you make?

Yes, I have many concerns about the draft policy revisions. My suggestions for change echo the *alternative policy revision* drafted and submitted by Ms. Catherine Rigg in June 2016.

My key suggestions for change to the currently proposed SD50 school board draft policy revisions include:

(1) To remove the SD50 policy revision that proposes to "... phase out its current French Immersion program..." The French Immersion policy should remain as is from that adopted in March 2010 to "...provide[s] for instruction in early French Immersion beginning in first year primary where enrolment is sufficient..."

(2) To remove bullets in the revised SD50 policy procedures that relate to phasing out the French Immersion program, and replace with procedure bullets as provided in the alternative policy revision drafted by Ms. Catherine Rigg. These proposed alternative policy procedures would facilitate continuation of a very successful French Immersion (FI) program while also supporting continued federal FI funding that would otherwise not be available, and supporting language learning capacity for our Islands youth as Haida language programs continue to be developed and implemented in the school district.

3. Do you have any other comments regarding the draft policy revisions?

Yes, the process by which the French Immersion policy revisions were made are **not** consistent with good public policy procedures that I expect of elected representatives of their communities. I expect key policy decisions that affect district school programming would be clearly advertised in advance of board meetings, that the rationale for making those decisions be brought forward in discussions that are open to the public, and that public input can be heard and discussed openly with the elected board. As an



Draft Policy Revisions Response Form

example, the letter to parents about FI from Director Elizabeth Condrotte (dated 31 May 2016) states that adjustments were also made to Outdoor Education, Teacher Support, Learning Initiatives, and Student Support; yet, none of those programs were on the May 2016 meeting agenda as discussion items. Although FI policy was an item on that meeting agenda, sufficient students had already registered to enroll in FI by the week prior to the board meeting and parents had no indication that the board was considering radical changes to the existing FI policy. Previous FI parent and student delegations to SD50 meetings clearly expressed very strong support for continuation of the program and no correspondence was received by parents to indicate the proposed changes in board policy direction.

Furthermore, the process that created the draft policy revisions proposed by the SD50 Board of Education to the FI program, and the draft policy revisions themselves, runs counter to the stated vision of the board as stated in the SD50 website: "The Board of Education of School District No. 50 (Haida Gwaii) is dedicated to assisting students, parents and staff to improve student achievement through community engagement. The District vision is an educational system that places a high value on education, fosters excellence in all participants, supports the achievement of their full potential and promotes a healthy learning environment that provides exposure to the diverse cultural, spiritual and social aspects of Haida Gwaii." The creation of the draft policy revision at an in-camera portion of the board meeting does not achieve community engagement, and phasing out the successful FI program does not reflect the vision.

Please also see a forthcoming letter from me and my spouse, Leandre Vigneault, for more comprehensive rationale requesting that the SD50 Policy 3400 proposed revisions dated 2016-06-08 be withdrawn. The current policy dated March 2010 would remain in place, and we then further support tabling the alternative policy revisions drafted by Ms. Catherine Rigg for public consultation and open discussions to strengthen support for both the French Immersion program and future Haida Immersion program.

Name: Lynn Lee

Position: Parent Location: Tlell



Draft Policy Revisions Response Form

Name of Policy: 3400 French Immersion

1. Are the draft policy revisions easily understood? If not, what suggestions would you make to improve its clarity?

While the intent behind the draft policy revisions are easily understood- clearly the intent is to phase out French immersion- the rationalization is unclear. While there are references to considerations of class size and composition, cultural and monetary factors, the rationale is not supported by accompanying data. Where are any projections of improved class size or savings that will result from this decision? What new programs will be implemented as a result of cutting this program? I expect that all decisions made by the Board of Education are based on sound reasoning after a careful gathering and consideration of facts. Those facts should be presented and accessible to the public when major decisions are being considered.

More importantly, I see nothing that shows how this will improve educational outcomes for the students of School District #50. This should be the intent of all decisions made by the Board of Trustees and each Board member should be able to readily provide the rationale of their decisions to the public.

2. Do you have concerns with the draft policy revisions? What suggestions for change would you make?

I do not support any of the changes made in the draft policy revision. The policy revision unilaterally kills a successful educational program instead of looking for solutions to problems that currently exist and others that may crop up in the future.

A more thoughtful policy revision would include input from the principal to form classes (including allowing Grade 7's or kindergarten children where appropriate). It would also include an exit strategy in cases where the creation of a new cohort would result in classes that are adverse to the educational success of the remainder of the students at the school (for example splits more than three grades if that is deemed harmful).

If and when there is a true Haida Immersion program, a French Immersion program may not be sustainable. There should be policy that includes a preference to a true Haida Immersion program.

I will not extol the myriad benefits of learning another language as other parents have done an excellent job of this. I implore the School Board Trustees to read all comments provided or do your own research. Please ensure your decision is an informed one.



Draft Policy Revisions Response Form

2. Do you have any other comments regarding the draft policy revisions?

More than the loss of French Immersion, I am deeply concerned by the manner in which this revision has unfolded as well as the lack of respect shown for parents and educators in this and other decisions.

The Board has not only circumvented their own policy (and only rescinded the decision after considerable backlash) but is openly hostile to the public and their employees at meetings. The Board refuses to answer questions by email, phone or in public meetings and have stated in emails and in person that they have heard enough. Refusal to answer questions suggests that trustees either do not know the answers, do not feel that their reasons are defensible or feel that they are not accountable to their constituents. None of these are acceptable.

I have been at PAC, DPAC and School Board meetings where I have asked specific questions to trustees about policy changes and have been assured that any changes would come to stakeholders. This has not been the case and I am concerned that other changes affecting the education on Haida Gwaii are being discussed in camera without the benefit of consultation.

Not seeking input from parents and the public is irresponsible, but not seeking input from your own educators is reckless and disrespectful of the professionals you employ.

If you do not have data to back up your decisions and have not consulted stakeholders how can the public be assured that the decisions you are making for the future of Haida Gwaii's children are informed?

Name: Carla Lutner

Position: parent Location: Sk'aadgaa Naay
Elementary and Gidgalang Kuuyas Naay Secondary School



Draft Policy Revisions Response Form

Name of Policy: 3400 French Immersion

1. Are the draft policy revisions easily understood? If not, what suggestions would you make to improve its clarity?

The draft policy revisions are clear and easily understood. It is clear to me that the intention is to phase out the French Immersion program on Haida Gwaii within the next 3 years.

2. Do you have concerns with the draft policy revisions? What suggestions for change would you make?

Yes I have concerns with the draft policy revisions. I oppose the phasing out of the French Immersion program and suggest that instead the district work to expand the program to include North end schools. As there are known benefits to learning more than one language at an early age, I would also recommend expanding the links between learning French and Haida languages.

3. Do you have any other comments regarding the draft policy revisions?

The decision change the French Immersion policy does not seem to fit with the vision posted on the SD 50 website and included here as follows: "The Board of Education of School District No. 50 (Haida Gwaii) is dedicated to assisting students, parents and staff to improve student achievement through community engagement. The District vision is an educational system that places a high value on education, fosters excellence in all participants, supports the achievement of their full potential and promotes a healthy learning environment that provides exposure to the diverse cultural, spiritual and social aspects of Haida Gwaii." In particular I would highlight that:

1. There does not seem to have been much community engagement in making this policy revision, and
2. As French is one of the two official languages in Canada phasing out French immersion does not support the achievement of students' full potentials and will further disadvantage our children when they are competing for jobs with students from other parts of the province and country.

Name: Leandre Vigneault

Position: Parent Location: Tlell, Haida Gwaii, BC



Draft Policy Revisions Response Form

Name of Policy: 3400 French Immersion

1. Are the draft policy revisions easily understood? If not, what suggestions would you make to improve its clarity?

The words are easily understood but the rationale for the change has not been justified by the board. See Attachment "A" for a refutation of the supposed rationale for the amendment.

2. Do you have concerns with the draft policy revisions? What suggestions for change would you make?

Yes. Please see Attachment "B" for concerns and a simple suggestion.

3. Do you have any other comments regarding the draft policy revisions?

We all are desperate to save the Haida Language. We are aware of the need for a quality Haida Immersion Programme at the Elementary Level. It will take some years to train fluent Haida Speakers in the specialty of Immersion teaching. In the interim do not interrupt a programme proven to Enhance the learning of the indigenous language of these lands and to improve overall educational and job prospects for our children.

PLEASE consider the (Attachment C) Proposed ALTERNATIVE amendment to Policy 3400.

Name: Peter R Lake, MD, CCFP, FCFP (ret)

Position: Parent _____ Location: Haida Gwaii

PLEASE INCLUDE THIS IN THE PACKAGE FOR
BOARD MEETING OF 28, JUNE, 2016.

The Board's "FI Statement 1606142" presented to stakeholders in Black.

Point by point Refutation in bold/red.

June 14, 2016

On June 6, 2016 the Haida Gwaii Board of Education met at the Port Clements Multiplex to discuss the French Immersion program. The following information, in no specific order, was considered by the Board at this meeting that resulted in proposed revisions to Policy 3400 French Immersion which are being circulated for public opinion:

- Delegations from both the Skidegate Haida Immersion Program and French Immersion parents at the May 2015 board meeting.

These delegations were not dealing with possible cancellation of enrolment, but with promoting the possibility of, at principal's discretion, extending the programme to grade 7 for some students when the grade 7 class is too large.

- Concerns brought forward through the District Parent Advisory Council.
- Haida language instructor's appreciation for the assistance they receive from French Immersion teachers to teach a new language to students.

No mention of this at meeting but the Senior HL instructor who supports FI programme has been silenced by a conversation with a board member.

No acknowledgment of the positive effect that enrolment in FI is having on the Haida Language acquisition by students.

- Concerns with French testing not occurring for all students when they complete the program.

Not required as it's not a course? Testing is available if wishing credit for French in order to take Haida instead at HS level.

- Challenges with the timetable at Gidgalang Kuuyas Naay to accommodate French Immersion students.

High School enrolment not an issue. FI students may decide to test in French to receive their HS credits and take another course such as (Haida Language) in which, evidence suggests that they will excel.

- Declining district enrolment since inception of French Immersion.

Non issue. Primary enrolment is stable at Sk'aadga Naay Elementary.

- Impacts to other class sizes and compositions in school.

Before being instructed not to speak on this subject, various professional staff have answered this already to me early on in the process. This presents NO problem and, in fact split/blended classes have already been used even before French Immersion.

- Need for a fair and public system.

Non issue. This programme is an option open to all students. In addition, parents support eventual creation of the Haida Language Immersion programme once teachers fluent in Haida are trained and certified.

- Enrolment occasionally based on peer group and social reasons.

What evidence? My own daughter has best friends who are and are not registering for FI. If some chose to be with their friends rather than going by strictly educational considerations, how would that disqualify any PROGRAMME.

- Haida language was almost lost to the Haida people through the Residential School System and other negative effects of colonialism.

NO argument there. While establishing (a few years off) a Haida Immersion programme, use something proven to help with Haida Language acquisition such as this FI programme. Perhaps increase the amount of QUALITY Haida Instruction for all students using the model developed by the FI teachers working WITH the Haida instructors.

- Hereditary Chiefs, Elected Leadership and the Haida Nation have declared that only Haida and English are the official languages of Haida Gwaii.

With respect, the 'official languages of Haida Gwaii' are nothing to do with the issue. This is a 'fair and public' school.

There is, for example, a mandarin immersion programme in Vancouver in which far from all the students are of Chinese decent. Smart. A growing and valuable language skill to have.

There are Spanish Immersion programmes in the US where Spanish is not an official language.

AND immersion in ANY language would enhance learning of Haida and other languages.

Attachment "B"

If the goal of the Board of Trustees is to ensure that the Haida Language survives and prospers while ensuring that our students receive the best possible education, then this policy revision is a disaster in the making.

French Immersion is a self-funding and, in fact revenue generating programme for the school.

French (or any other language) immersion has been demonstrated to improve the learning and retention of the Haida Language (or any other third language).

Testimonials from Parents, students, and, before they were forbidden to speak Haida Language instructors supports this.

We understand and strongly support that there is a plan to introduce a Haida Immersion programme when enough Fluent Haida speakers are trained in teaching language immersion at the elementary level.

This will take some time and in the interim it is foolish in the extreme to end a programme that continues to demonstrate its value for the third language.

Recommendations:

1. Maintain the French Immersion programme and even increase the Haida Language component.
2. For those NOT in the French Immersion Programme, provide them with the same opportunities to learn Haida language by finding Haida Language instructors willing to teach conversations and not simply words; to engage in skits and plays and not simply colouring and memorizing words.
3. Look to other communities, such as the Gitksan community in Hazelton's Majagaleehl Gali Aks (formerly John Field Elementary) where French Immersion with Gitksan language is working with the support of the Gitksan nation.
4. Look to Inuvic where, rather than only 3 languages, students are studying in Inuktituk, Gwichen Dene, English, and French.

DO NOT throw out something that works, AND draws more Federal money into the school while working to improve the Haida Language programme including eventual Haida Language Immersion in Ska'adgaa Naay Elementary.

POLICY

The Board of Education provides for instruction in early French Immersion beginning in first year primary where enrolment is sufficient to warrant the establishment of a class or classes. Staffing shall be on an equitable basis with regular programs. Due to the very small scale of the District, close regulations will be followed in the establishment and/or continuation of French Immersion.

PROCEDURES

- By April 30th of a school year the school or district will survey communities for interest at the determination of the Superintendent.
- Where possible, classes will remain together as a cohort moving from primary to intermediate. Additional late entering students will only be considered on a case by case basis by the school Principal and Immersion teacher. There is no requirement to accept them into the cohort.
- Classes will be created for a maximum of a three grade split if 20 or more students enroll in June for the following school year.
- **Students in French Immersion will receive Haida instruction on an equitable basis as other classes.**
- **Bi-lingual (Haida, French) and tri-lingual (Haida, French, English) projects and initiatives in the French Immersion classroom are to be incorporated into the French Immersion curriculum, and French Immersion staff are expected to work in close partnership with Haida language teachers.**
- **Progress by French Immersion students in Haida language acquisition will be monitored and documented to evaluate the potential benefits of language immersion programs on Haida language retention and communication.**
- Classes will be closed down if the number enrolled is below 12 by Sept 30. Should the enrollment become insufficient, (below 12) the school district should consult parents to find solutions. If there is no resolution then the district shall give the remainder of the year as notice of any changes to parents of any changes to permit full discussion and allow parents time to consider alternatives.
- **If/when a full Haida Immersion program is available to the students in a district school offering a French Immersion program, the ability of the district school to offer both programs will be evaluated. If there are competing fiscal resources, Haida Immersion will be given preference over French Immersion.**
- Students completing grade 6 will be transitioned to grade 7 in a regular English programme.
- Regardless of any offering of early French Immersion in Elementary School, there will be no programme offered to grades 7-12 in the District.
- **It is the parent/guardian's responsibility to transport their child to the school or appropriate bus line if they live outside of the regular catchment area of that school.**
- Students in grades 1-3 will receive their instruction in French.
- Students in grades 4-6 will receive 20-25% of their instruction in English.
- Grade 4 students will undertake the Foundation Skills Assessment or similar provincially mandated exams in English.

From: **WordPress** premier@qcislands.net
Subject: [School District 50]
Date: June 18, 2016 at 1:21 PM
To: ssansome@sd50.bc.ca

W

Name : Lenore Lawrence

Email : premier@qcislands.net

Comment : I have a granddaughter who was to enter French immersion this year. I was appalled when it was discontinued and not because funding was an issue. First how many trustees have children affected by this? A trustee saying French immersion is an insult to the Haida language program is mind boggling. Of course there should be Haida language. My granddaughter very much enjoys learning Haida but in the year 2016 why would a school want to limit a child's horizons. Learning languages broadens the mind and develops language skills so it is easier to pick up the next language. I would think whether you are pink, purple Haida or white the more education a child has the more self confidence they have to face the future. Also, French is the second official language and almost required when you apply for a federal job.

If the Q C representative is a teacher at the living and learning school is she not in conflict of interest? Surely her job depends on how many students attend that school. This website says resolution is important. Well if no one can talk to the trustees or 40 parents drive to Port Clements and not one attends how is that even trying to resolve a conflict. Something seems very askew. Why does it all have to be political? Can there not just be common sense. Are the emails passed on to the trustees?

Yours truly Lenore Lawrence

From: Christine Martynuik cmar@hgqci.org
Subject: proposed change to FI policy feedback
Date: June 19, 2016 at 10:14 AM
To: trustees@sd50.bc.ca, ssansome@sd50.bc.ca, awilson@sd50.bc.ca
Cc: vives@sd50.bc.ca



when French Immersion was first offered on Haida Gwaii, it had been a successful program through out Canada since the 70s. We were able to offer this enrichment program to our students at virtually no cost. As Chini Herb and Emile Gladstone so eloquently explained at previous meetings, it is not just the language but the language acquisition skills that the students acquire that is so amazing. The FI students are learning Haida much easier and faster. If we truly have the best education of our students at heart, shouldn't we expand the French Immersion program instead of killing it?

A question was asked at the DPAC meeting on the 13th: Who stand to gain if the program is cancelled? If it is allowed to continue with the new cohort starting in September, I just see a win-win situation: the students win, the school and the staff win, the Haida program wins, the district wins, etc.

Thank you for your consideration.

Christine Martynuik, DPAC chair.

p.s. please included in board meeting package

Sent from my iPad

From: Darrell Oike darrell.oike@gmail.com

Subject: French Immersion decision

Date: June 19, 2016 at 12:07 PM

To: dhusband@sd50.bc.ca, econdrotte@sd50.bc.ca, hwilliams@sd50.bc.ca, kgoetzinger@sd50.bc.ca, wbrown@sd50.bc.ca, ssansome@sd50.bc.ca, trustees@sd50.bc.ca

Cc: wilson@sd50.bc.ca, Jennifer Rice jennifer.rice.mla@leg.bc.ca, cmar@hgqci.org

DO

Dear board of school trustees, SD50

I'm writing to express my opposition to your recent decision to cancel French Immersion at Sk'aadgaa Naay. My son Taro, and my daughter Yoshi have both attended Sk'aadgaa Naay for their primary school education. I have spent time in the school as both a parent and an educator. My opinion of the school has always been that Sk'aadgaa Naay Elementary is an incredibly unique school with an exceptionally kind, tolerant and inclusive atmosphere. It has been a special privilege for my kids to attend an "on reserve" school where Haida Culture is alive and proud. My kids who are both adopted Haida have learned many Haida songs, dances, words and phrases. They are also knowledgeable in traditional foods and Haida art, culture and history.

It has been wonderful to have my kids attend this school. The staff have created an atmosphere of acceptance and tolerance. There is almost no issue with racism or entitlement amongst the students. There is an intrinsic awareness of and respect for Haida values and culture. There is mandatory instruction in the Haida language which is unique in Canada. As well, there is a very successful French Immersion program that, thanks to the selfless efforts of two fine teachers, has taught a second language to dozens of local children.

I'm am very concerned at the board's recent decision for a number of reasons.

The French program has been very successful and has benefitted students immensely by giving them the ability to speak a second language. There are many benefits to learning French as a second language including an increased ability to learn a third or fourth language, the ability to communicate with other French speaking people, the acquisition of high school credits allowing students to take other electives in high school, and the eligibility for many jobs that require bilingualism.

The ensuing controversy has created a division among community members where there was none before. There is much false information circulating around this issue including the assumption that the French program is competing with a potential Haida Immersion program for resources and that the French program is prohibiting the advancement of Haida language in Sk'aadgaa Naay. The parents of FI students have always been advocates for Haida language in Sk'aadgaa Naay and it feels like this decision is creating adversaries out of allies.

The French program brings in a large sum of annual funding which will be cut along with the program costing the district money. The school board has made a decision affecting over 40 local families without consultation with parents, kids, and teachers.

My kids are lucky to have attended Sk'aadgaa Naay Elementary. The environment there fosters diversity, kindness and tolerance. The school board's new stance on French Immersion has created a French vs. Haida conversation that is unhealthy for our children, our school and our community. Please reconsider this drastic action. I feel like this new policy, if adopted, will benefit no one and only serve to create division within our small Island community.

Regards,

Darrell Oike

From: Ernie Gladstone erniegladstone@hotmail.com

Subject: SNES Language Programs

Date: June 9, 2016 at 5:36 PM

To: dhusband@sd50.bc.ca, econdrotte@sd50.bc.ca, hwilliams@sd50.bc.ca, kgoetzinger@sd50.bc.ca, wbrown@sd50.bc.ca

Cc: ssansome@sd50.bc.ca

EG

Haida Gwaii School District Trustees,

Thank you Elizabeth for meeting with concerned parents and students on June 6 in Skidegate. It was unfortunate that other Trustees were not available and I think it is important for the entire board to hear the voices of parents who have children impacted by the decisions they make, so I have included some of the thoughts I shared below.

I have three children that live in Skidegate, they are Haida, and they all attend Sk'aadgaa Naay Elementary School (SNES). I feel privileged that each of my children is able to attend the Haida programs that are available to every student at SNES. I also feel privileged that each of my children participates in the French Immersion program.

I am very concerned about the process that SD50 Trustees used to decide that a language opportunity (French Immersion) would be discontinued and I would like some explanation. While I understand that difficult decisions must be made, this decision appears to have been made behind closed doors and with absolutely no consultation or discussion with students, parents, school staff or the public. As a parent with children who are directly impacted by this decision, I feel extremely frustrated and disrespected by the SD 50 School Board Trustees.

I am very grateful to Joan Moody, Herb Jones, and Laura Jormanainan for all they have done and continue to do in helping each of my children with Haida lessons at SNES. In the absence of the approved Haida Language curriculum that has been promised, they are doing an amazing job. I have lived in Skidegate all my life and my kids are teaching me Haida words and phrases that I do not know.

While attending Haida lessons, each of my children also attend French Immersion classes. I will be forever grateful to Martin Favreau and Joelle Lagasse for all they have done, and mostly because they have given my children the ability to learn language.

I feel the French Immersion program compliments Haida Language and is something that will help students when the day comes that a Haida Language curriculum is in place to offer a Haida Immersion program. My children now have a gift that I never had. At a young age, they have the skills they need if they choose to learn multiple languages.

My oldest son, before he completed grade 6, wrote an exam and obtained his grade 11 second language credit which is required for entry into many university programs. He is now excited that he will be able to spend time learning Haida when he gets to high school instead of working to meet the necessary second language requirements for university entry.

My two other children are in the current French Immersion cohort. Earlier this year, they wrote and passed an exam to obtain their grade 10 second language credits. My daughter who has not even completed grade 3 has credits for high school.

The SD 50 School Board's decision to take away an opportunity for the children of SNES to learn another language affects many people and was made without consultation. I do not believe that this is something that should be decided by the School Board members alone, with no warning or discussion with the parents, children, or staff who attend this school. As a parent from Haida Gwaii with children who are directly impacted by this decision, I expect better and I expect the Trustees of the Haida Gwaii School District to know better. SD50 School Board decisions should be transparent and allow opportunities for meaningful discussion with community members even when (especially when) decisions are difficult.

When anyone walks into Sk'aadgaa Naay they are greeted by the wise words of the late Chief Skidegate (Lewis Collinson in 1966) that are posted on the wall for all to see and be inspired about what can be achieved when everyone works together. I have included the beginning of this quote:

"People are like trees, and groups of people are like forests. While the forests are composed of many different kinds of trees, these trees intertwine their roots so strongly that it is impossible for the strongest winds which blow on our Islands to uproot the forest, for each tree strengthens its neighbor, and their roots are inextricably entwined."

As each of you are aware, many individuals on Haida Gwaii are very passionate about language and education. There are people working hard to preserve and teach the Haida Language and others are working hard to get a formal curriculum approved for use in the Haida Gwaii School District. There are also people working hard to preserve and teach the existing French Immersion Program in SNES. It would be great to see an opportunity for these people to come together and discuss how they can all work together to achieve their goals. If this is successful, the Haida Gwaii School District will have the most collaborative, forward thinking, and powerful trilingual program in British Columbia's public school system.

I have attached a number of questions and would appreciate a response. I look forward to engaging in discussion with you at the next Board Meeting on Monday June 13th at 7:00 in Port Clements.

Sincerely,

Ernie Gladstone

Questions:

I understand that SD 50 has a number of policies, including a French Immersion policy that are required to be used when making decisions. When the decision to discontinue French Immersion was made, were these policies applied and respected?

Is the decision to discontinue French Immersion a financial decision? How much money is being saved by discontinuing French Immersion? Please provide the financial information that SD 50 Trustees used to make this decision.

How is the school board going to recover the federal funding it will lose when French Immersion is discontinued?

I feel that language is important and enhances children's ability to learn. SD 50 Trustees reported in May 2015 that Haida curriculum would soon be in place and offered as a second language? What is the status of this curriculum development? When will public school students on Haida Gwaii have the option to enroll in Haida Immersion through SD 50?

SD 50 Trustees issued a statement suggesting that the French Immersion program will be discontinued because of declining enrolment across the entire district. I also understand that if SD 50 adheres to existing policies intended to guide your decisions, the next cohort of FI students at SNES would have been the largest class in the entire school. Please explain how discontinuing a second language program will assist the SD 50 Trustees in addressing the challenges created by declining enrolment. Please provide the information you used to make this determination.

From: Ceitlynn & Russ cal3@haidagwaii.net
Subject: Please Consider This Letter for Your Public Meeting June 28
Date: June 19, 2016 at 11:41 PM
To: trustees@sd50.bc.ca, ssansome@sd50.bc.ca, awilson@sd50.bc.ca



Dear Trustees of our Haida Gwaii School District,

I love living on Haida Gwaii, and I feel very fortunate to be raising my young children here. I traveled around much of Canada before first deciding to move here in 2002. One of the biggest reasons for me choosing Haida Gwaii was that I saw these islands as a rather accepting and culturally diverse place. We are rich here in both natural and human resources.

I do not see canceling a successful French Immersion program as a step in the right direction for these islands. I believe a well-run, collaborative, tri-lingual approach may offer significant acceleration to the important process of establishing a base of fluent Haida speakers in our islands' elementary students. I have been patiently speaking some French and the Haida words and phrases I know so far with my kids at home, and I am consistently amazed at their desire to absorb new ways to communicate. They are just getting going with their schoolings and I am so excited to see what they can learn about Haida Gwaii as they grow up here.

So I am writing you this evening briefly to ask that you endeavour to find a way to support a District-wide Haida-French-English Immersion Program. As I am not tasked with the difficult and stressful job of establishing District-wide budgets, I will not presume to describe to you how I think such a program should be organized and paid for. I do not envy you in your current position in this overall phase of declining student enrolment here on Haida Gwaii.

I will mention in closing something that I have experienced. I know the joy that I've felt when I've been fortunate enough to genuinely communicate with another human, despite a significant language or cultural barrier. It takes more time and energy to try to understand what someone is trying to say when they are speaking from a different background, or with a different tongue. Almost invariably however the investment is worthwhile, and I grow as a person.

Thank you for your time and consideration.

Sincerely,

Russ Fleming
Haida Gwaii

From: Sue Couch s.couch@haidagwaii.ca
Subject: Policy Revision
Date: June 21, 2016 at 8:49 AM
To: Shelly Sansome ssansome@sd50.bc.ca
Cc: Christine cmar@hgqci.org, Jo jbrunsden@gmail.com



Greetings, I would like to add my two cents to all the responses that you will be receiving.

In regards to your questions asked about the Draft Policy, my response is, it was never needed to be written.

The originally Policy just needed to be broadened in scope, not changed.

The Elected Officials on the School Board and the Superintendent need to extend their vision and foresight. This is not a criticism it is a suggestion.

It makes more sense to me that all children should be given the opportunity to learn 3 Languages, Haida, English and French.

This will only help to increase and to broaden their understanding and knowledge of other Cultures.

Who knows maybe the ones who learn all 3 Languages will one day give the world a new Language, one that is Universal and spoken by people everywhere, a language that

combines Haida, English and French.

Wouldn't that be a wonderful goal and vision ?

Thank you for giving me an opportunity to express my concerns and my vision.

sue couch

Fran Fowler, Box 166, Queen Charlotte, BC V0T1S0 250-559-4691

June 20, 2016

Trustees- SD#50:

I'm writing to express my concern over recent decisions of the Board, and most specifically about how decisions are made.

As someone who has had a connection with this School District for the last 50 years I would like to assure you that the Community cares and it deserves to be heard and listened to, You, as Board members, are our representatives.

Information sharing should be embraced not withheld ... we, your constituents, need to understand what information you use to make decisions, we need to be satisfied that the information is comprehensive and accurate.

Consultations also need to be open and comprehensive ... we need to know when major decisions are about to be made. I attended an earlier Board meeting this year, where you discussed getting people out to meetings ... but it wasn't welcoming, it felt confrontational ... we are a small community, perhaps we could be more friendly and collegial. It would be helpful if you could make up-coming discussions public, not just to an email list.

Decision Making ... you need to publicly defend your decisions as obviously you have a rationale, we want to understand the whys and wherefores.

I had and continue to have concerns re:

- Insurance for school users
- Name change of local school
- French Immersion

Looking forward to more friendly open discussion of all decisions that will effect our community and its children.

Yours Sincerely,



Association des francophones et francophiles du Nord-Ouest
208, First Avenue East, bureau 206
Prince Rupert (Colombie-Britannique) V8J 4M8
Téléphone : 250-627-1313
Courriel : affno@citywest.ca

Re : French Immersion Policy

Dear Trustees;

Bonjour. Thank you for taking the time to read our letter today. My name is Patrick Witwicky, and I am the Executive Director for AFFNO. We are a regional non-profit association, representing all of Northwestern B.C. from Haida Gwaii to Smithers.

Our association's mantra focuses on French language, culture, and education. Much of what we do centres around the future of our youth in this region. At the end of the day, our association's goal is to do anything we can to make our region a better place for our youth, and much of this focuses around education. This is why, on behalf of our association, I am writing to request that the revised French Immersion policy be rescinded.

From our perspective, we are in favour of French language education, whether it's as a first language, second language, or even as a third. For the past few years, we have spoken proudly to others in our province about how incredible we have it in our region, where children of all ages can learn English, French, and their indigenous language. At the top of that list, we have always spoken highly about the trilingual education that is taking place at the elementary school in Skidegate, where every single child at that school can learn Haida, English, and French.

But recently, some concerns have been raised about this arrangement, to the point where the French Immersion policy was suddenly revised without warning.

One of the points raised was that the two official languages of Haida Gwaii are Haida and English, which is absolutely true. Everyone, including AFFNO, are all in agreement here. But that doesn't mean we should keep students from learning a third language. By way of example, in the Nunavut Territory, the two official languages are Inuit and English, but students are able to study French if they wish, whether it happens to be

French Immersion, or Core French. Why should Haida Gwaii be any different? Just imagine the amazing advantages any student coming from Haida Gwaii would have over other children in other provinces: three languages. The potential for success after graduation is staggering! Would we not all be proud of our children as they become successful beyond our wildest dreams, representing Haida Gwaii?

There has also been talk about reconciliation, which of course, is the most important aspect going forward. But to reach that goal of conciliation, it is imperative that we all work together to reach that goal. Currently, everyone is working together at Sk'aadgaa Naay, and I would argue that the work being done not just at that school, but everywhere on the islands is getting us closer to that goal. However, by eliminating French Immersion, this could impact the goal of reconciliation by creating a huge division, and could potentially delay the process altogether.

Another point raised from the French Immersion discussions has been in regards to Haida Immersion. The definition of immersion, in this case, would be similar to what is currently offered in French Immersion and would include math, science, and other courses all in Haida, before English is implemented later on. Our association is 100% in favour of this, and here is the reason: children, at a young age, are like sponges, and can learn one, two, in fact, many languages at a young age. Look at children in Europe; when they become adults, many can speak four or five languages. Having Haida Immersion at a young age would mean that when that child gets older, they would be able to successfully study a third language, such as French if they so desired. Proof of this is already there, as French Immersion students have excelled in learning the Haida language at Sk'aadgaa Naay Elementary. So we are convinced that this would also work the other way around. The issue, however, is that a Haida Immersion curriculum is not quite ready, and may not be ready for at least two more years. So for the time being, why not continue with the status quo, and when Haida Immersion is ready to be implemented, the School Board can then follow proper procedure to phase out French Immersion while switching over to Haida Immersion?

In regards to budgets and funding, Haida Gwaii currently gets most of the French Immersion program funded by a federal grant, so it's currently not a financial burden to School District 50. It seems strange, at a time when every single School Board in the province is struggling to break even, that School District 50 would be willing to say goodbye to at least \$40,000 per year – which by the way, would increase for 2017-18, based on FTE (full-time equivalent) numbers in French for 2016-17. But there is a catch-22 in all this by eliminating French Immersion: regular FTE numbers may also decrease, as families may choose to place their children in private schools, or potentially leave the islands. This could further cut funding at the provincial level, which would make the School District 50 budget even more difficult to balance in future years.

In addition, it is important to remember this excerpt from the B.C. Schools Act charter: *A board is responsible for the improvement of student achievement in the school district* (Part 6, Div 1, Sec 65, 1.1). Sometimes, in an effort to appease the wishes of others, we forget about those who are most important: *the children*. In everything that has happened over the past month since this sudden change to the policy, the students are the ones who will suffer the most, and in our opinion, that is not an acceptable outcome.

That being said, we all have a chance to make things right. We urge you to consider rescinding the revised French Immersion policy that took place at the School Board meeting in May, and let's make the future great again. For our children. *For us*.

Sincerely;

Patrick Witwicki,

Executive Director, AFFNO.



Chief Roy S Jones Jr
Box 1295,
Skidegate, Haida Gwaii
V0T 1S1
1-250-559-7897
1-778-840-7897

June 20, 2016

To whom it may concern

It's been brought to my attention that the French Immersion is been challenged from many angles and is going to be discontinued, I left school at grade 9 and always regret the days of not learning a second language, I never learned Haida, it was beaten out of us at Indian Day School! I know the challenges the Haida Language faces and I see it first hand as my dad is one of the very few left and is a fluent speaker of our traditional Haida language.

However I can't see why our schools can't have three language's been taught to our children, we live in a global community today and I strongly believe our children need the advantages of not been part of restoring a near lost language but also moving forward in the world to learn another language. In my life experiences I've been very fortunate to have traveled to many places in the world and one thing I never did was traveled to countries that didn't have English as a base language, this would have been very different if I had a second or third language to work with! The other thing that stands out on this issue is we do live in a global community and the economics of any foreign language can play a valuable part in the future of our children whether they are Haida or of another origin. I call them money languages and in my time it was Japanese, today it's Chinese, German, French & Spanish.

In my eyes I can see, Haida and French been the foundation of many opportunities for our children, we must consider all that's best for them in today's world, this will give them many opportunities to move forward with the strength of traditional knowledge of the Haida Language and the vision to possibly travel the outside world to interpret the Haida Language.

We are the grown-ups it's not about us anymore, it's about giving our children the advantage to have a better life, with the tools we give them!

Sincerely

A handwritten signature in black ink, appearing to be 'Chee Xial Taaixou'.

Chee Xial Taaixou (Roy S Jones Jr)

Dear Board of Trustees,

I have huge concerns with the draft revisions made on June 2016 to the French Immersion Policy 3400.

The Board issued a list of FI statements as preamble to the policy. I have some comments (written in bold) on some of the information/statements considered by the Board that resulted in their decision to draft a revision to policy 3400 - that is to phase out the current French Immersion programme.

- Haida language instructor's appreciation for the assistance they receive from French Immersion teachers to teach a new language to students.
I applaud the Haida and French teachers for their pro-active approach to teaching languages.
- Concerns with French testing not occurring for all students when they complete the program.
If the Board uses this information as one of the basis for their decision, I doubt the Board truly understands how the French Immersion program works. For the nine years since the program first started, the Board, through the Superintendent's presentation, hosted one information session for the communities and parents. This presentation was held when the Board crafted its first draft Board policy 3400 for French Immersion.

How many Trustees have actually visited schools in their constituency to understand the programs offered by the schools? How Trustees have actually visited classrooms to personally witness the progress of any programs?

Only Grade 4 and 7 students (English stream and French Immersion students) take the compulsory English Foundation Skills Assessment (FSA). In addition, English and French Immersion students, and anyone else who wishes to write it, have the option at their disposal to sit for the DELF (diplôme d'études en langue française) French exam. This is an internationally recognized language proficiency test comprised of a series of six separate diplomas issued by the French Ministry for National Education. The DELF covers the written and oral comprehension and expression components in measuring proficiency. The BC Ministry of Education recognizes this test and offers 4 external high school credits for each diploma attained. This DELF certificate backed up by the French government is a means of recognizing students' linguistic abilities indefinitely. Several FI students have received high school credits by the time they complete their FI program and this before even entering grade 7.

The fact that the Board thinks there is a lack of French testing shows that they are not at all attuned to the programme. Since French Immersion students

have trained for up to 6 years they are easy candidates for this test, and upon successful completion, they are free to choose the option of studying Haida as their elective when they attend secondary school.

- Challenges with the timetable at Gidgalang Kuuyas Naay to accommodate French Immersion students.

This is a blanket statement. The Board needs to fully understand all aspects of this information before they can use this piece of information as their guide to drafting the revised policy. The high school currently offers core French or Haida as electives. Some FI students take Haida; thus there is no accommodation necessary for these students. There are about 2 to 3 FI students per grade not taking Haida as their elective. However, core French is too easy for them – imagine asking a Grade 8 FI student to take Grade 8 core French when their proficiency of the language is beyond that grade and they have already received Grade 10 French credit through their DELF testing. The High School needs to offer other electives to these students.

The high school now has a Learning Centre that offers hundreds of courses through Moodle. Our high school is also moving towards the 21st Century Learning model, an initiative started by the Ministry of Education. This initiative uses technology to help with courses and learning. The accommodation is a teething period that is being addressed at the high school. The FI students who are not taking Haida are taking other electives at the Learning Centre.

Because we have a small student population in the high school, it is not uncommon that it needs to accommodate all of its students. The accommodation does not only apply to FI students but also to English stream students. The fact is that there are students who need credits for certain courses that are pre-requisites for college application. Most of the times, these courses are not being offered by our high school. The set up of the high school's Learning Centre is to address such accommodation for all their students.

- Declining district enrolment since inception of French Immersion.
I would like the Board to closely study the stats before the French Immersion program was even implemented so that your decision is not based on biased information. District enrolment was already on the decline more than nine years ago. Families move away either for other job prospects or because of the lack of jobs on the island. To point the blame of declining district enrolment on the French Immersion program is naïve. The numbers were going down way before French Immersion started.

The Board thinks low student enrolment across the district should be one of the factors for its decision to close the French Immersion program. If this is the case, why was this issue not highlighted as part of the District's Budget Consultation process in May with parents?

I would argue that Skaadgaa Naay has the strongest student enrolment in the district because it offers three languages – Haida, English and French. If the Board cancels the French Immersion program, there will be outflow of more students from the district. The economy of the islands will also be impacted by the Board's decision. Is the Board prepared to lose more students and funding?

- Impacts to other class sizes and compositions in school.
Impact to class sizes and compositions are largely due to the nature of small schools not just because of the offering of French Immersion. There are positive studies on multi grade learning environment compared to single grade. We understand from the Principal of Skaadgaa Naay School that split grade classes will still exist whether or not there is a French Immersion class. Need I remind the board that it was their decision last year to prevent the inclusion of a Grade 7 FI class which led to a difficult to fathom 4-grade split for the 2015-16 school year. The board's decision led to even more split-level classes at Sk'aadgaa Naay elementary school.
- Need for a fair and public system.
I totally agree with this and would add that the Board also needs to be transparent in their decision-making. The Board abruptly decided to cancel the French Immersion program for this September despite having a full class enrolment of 25 with students on the wait list. The Board made this decision without any public consultation with its stakeholders, parents and the communities. Then on June 13, the Board rescinded its decision to cancel the FI program to only shock its stakeholders with a short presentation of a revised policy change to phase out the program. This series of actions clearly demonstrated the Board has neither the vision nor the intent to support the program.

The BC School Act states that "Students whose parents have the right under section 23 of the *Canadian Charter of Rights and Freedoms* to have their children receive instruction in a language other than English are entitled to receive that instruction." The BC Trustees Act clearly states, " School trustees are elected to govern their districts in the interest of improving student achievement. They do this by engaging their communities in building and maintaining a school system that reflects local priorities, values and expectations...". So how can the Board's decision in closing a successful program without due consultation be considered as fair? The Board's recent action has breached a number of School Acts and Trustees Act.

- Enrolment occasionally based on peer group and social reasons.
Where is the proof of this information? Is this statement a fact or a fallacy? The Board should weigh such statements before they present it as public document. This implies the Principal of the school has not been following protocol and the Board is clearly unaware of how enrolment for the programme works.

Some school districts offer guaranteed enrolment for students who already have an older sibling in the programme, other districts use the lottery system. Skaadgaa Naay offers an open approach and enrolment has always been first come first serve. It has never been based on peer group nor social reasons.

- Haida language was almost lost to the Haida people through the Residential School System and other negative effects of colonialism.
Fully agree with this. I believe every islander who calls Haida Gwaii home needs to help revive the Haida language and offer support with this issue. Haida language is a compulsory subject in Skaadgaa Naay and Tahayghen schools; both schools also offer Haida Immersion in the K/Grade 1 classes. Haida language is offered as an elective at both high schools. At Skaadagaa Naay, all students attend Haida classes three to four times a week.

Skidegate Band has been proactive in partnering with UNBC to offer credit courses for teaching the Haida Language. This is a good start in ensuring more young Haida speakers become certified Haida teachers. I personally hope there is also similar support in helping Old Massett certify their young Haida speakers.

Learning a language is a lifelong skill. I am grateful that Skaadgaa Naay is leading with example in offering three languages. This is one way of ensuring our children have the opportunities to enrich their learning of languages. However, if the counter argument is that Haida language can only be saved if there is no French Immersion; this is a flawed argument. French Immersion students have learned language skills, which enable them to pick up Haida language easily. There are a number of Haida students in the FI programme. They have shown language proficiency in Haida, French and English. They are our future Haida speakers who will be able to communicate with the rest of Canada in both the official languages as well as in Haida.

Funding for FI is from the Federal government. Funding for the Haida language, like many other programs, are under provincial funding. The Board should take the lead in advocating for Federal funding for Haida language. I fail to see how the Board thinks that the lack of provincial funding for schools could affect the operation of the FI program.

- Hereditary Chiefs, Elected Leadership and the Haida Nation have declared that only Haida and English are the official languages of Haida Gwaii. I support this. Education is not all about only learning official languages. The School Board is in the business of education and learning. Haida and English should be the official languages of our islands. But this does not preclude that our education system should thus only focus on offering these two languages. There are several immersion program models that our School District can learn from. Kativik School District offers a trilingual program. Students learn Inuktitut, English and French.

There are Mandarin, Punjabi, Spanish immersion schools in BC. None of these languages are official languages of BC and Canada. Our students come from several ethnic backgrounds. Even Haida students have French, Spanish, Scottish or other European lineage. Offering a trilingual track makes sense.

We now live in a technology-rich world where communication is instant and information is within immediate accessibility. Allow our students that opportunity to learn languages, to understand various cultures. Give them the language tools to enable them to better prepare themselves in this new world.

School District 50's published vision on the online site is written as "an educational system that places a high value on education, fosters excellence in all participants, supports the achievement of students' full potential and promotes a healthy learning environment that provides exposure to the diverse cultural, spiritual and social aspects of Haida Gwaii/Queen Charlotte Islands." So let's live up to that vision. Your revision to the French Immersion Policy should not focus on phasing out the program. The Board should instead embrace all three languages so that it can support their students' full potential.

I urge the Board to strongly reconsider its decision of phasing out the French Immersion program.

Sincerely,

A handwritten signature in black ink, appearing to read "Beng", with a long, sweeping horizontal stroke extending to the right.

Beng Favreau

From: Tiffany Lavoie tlavoie@sd50.bc.ca
Subject: Request to do a presentation
Date: June 14, 2016 at 12:47 AM
To: ssansome ssansome@sd50.bc.ca
Cc: Stephen Querengesser squerengesser@sd50.bc.ca

TL

Hi Shelley,

I would like to give a presentation on the possibility creating a program that incorporates Haida Immersion into the existing French Immersion Program. Can you please add my name to the list of presenters on June 28th? Thanks so much. It was nice to see you tonight!

All the best.

Tiffany

JUN - 3 2016

Administration and Board of Trustees,
School District 50, Haida Gwaii

PO Box 69, Queen Charlotte, BC, V0T 1S0

P.R. Lake and A.D. Wilhelm MDs
PO Box 455
Queen Charlotte, BC, V0T 1S0

3, June, 2016

Dear Trustees and Administration,

I've been advised that it would be useful to send my communication via Canada Post to ensure that emails and other information are received and kept.

Here is the email sent on 27, May, by myself, requesting either a reversal of the motion passed in violation of SD 50 policy and without public consultation on 31, May, 2016 immediately before the official registration for French Immersion was to begin.

As we've had NO response, affirmative or negative, to that request, we have made another request, on 2, June, 2016, this time arranging a time and place for you, for a public meeting to hear the board's rationale and give parents a chance for input on 6, June, 2016 at 7 pm at Sk'aadga Naay Elementary School.

I attach a printed copy of that email as well. To date, the current Chair, Elizabeth Condrotte is the only trustee who has acknowledged receipt of the email.

Please ensure that all Trustees have received this information and keep it on file.

Yours Very Truly,



Peter Lake, MD (ret)

Attached emails x 2

cc. E.J. Harris, LLB, QC

Peter

From: Peter Lake <plake@haidagwaii.net>

Sent: Friday, May 27, 2016 2:38 PM

To: econdrotte@sd50.bc.ca; trustees@sd50.bc.ca; ssansome@sd50.bc.ca

Cc: careneq@yahoo.ca; mimipaquette@northsave.com; Laurie.Husband@northernhealth.ca; fraserear@gmail.com; kerri-lee@soso.com; rickmcd@qcislands.net; zenbro@gmail.com; michellepelletier@northsave.com; sewnart@haidagwaii.net; 'Andrea Wilhelm'; 'James Reid'; danalouisemoraes@gmail.com; sherissyaroshuk@gmail.com; jenpell33@gmail.com; 'Kiki van der Heiden'; bargains2@live.ca; 'Catherine Rigg'; 'Domestic Diva'; 'Russ Fleming'; 'Jo Brunsden'; 'Jennifer Byrne-Wissink'; 'Colleen Bradley'; 'Skaadga Naay PAC'; 'Severn Cullis-Suzuki'; 'Gordon Horner'; 'Peter Lake'; 'Peter'
French Immersion Primary enrollment

Subject:

Dear Board Chair and Board Members for School District 50, Haida Gwaii.

The motion passed at the most recent meeting of the SD50 Board cancelling enrollment in French Immersion for this fall is in violation of SD 50 policy and is therefore, we believe, null and void.

The principal of Ska'adga Naay Elementary School followed policy and has obtained a list of students greater than the minimum of 20 specified in the policy. This requires the principal to create a class with no more than a 3 grade split.

We request that you instruct the principal of Ska'adga Naay Elementary School to proceed with the creation of the primary French immersion class for September 2016.

We are prepared to meet with the board next week to discuss this.

If this is not done we are prepared contact the ministry and, if necessary, to initiate litigation.

As an addendum: We strongly encourage the individual board members to come to the school and speak with the teachers involved in both the Haida Language Programme and the French Immersion Programme.

They will tell you that the programmes are complementary and, in fact, they work well together on 4 days a week to teach Haida, French, and English together, creating skits and stories.

The success of this is consistent with studies of students in language immersion programmes showing improved learning of a third language concurrently.

Cancellation of this cohort's French Immersion will negatively impact the Haida Language programme at Ska'adga Naay.

Hopefully the day will come when a Haida Prime Minister addresses the whole of Canada in Haida, French, and English.

Thank you for your consideration,

Peter Lake, MD.

Peter Lake

From: Christine Martyniuk <cmar@hgqci.org>
Sent: Thursday, June 2, 2016 5:41 PM
To: econdrotte@sd50.bc.ca; awilson@sd50.bc.ca; ssansome@sd50.bc.ca; trustees@sd50.bc.ca
Cc: qcikimmy@gmail.com; andrea turton; rickmcd@qcislands.net; jenmezei@bccpac.bc.ca; marijoelchamberlain@bccpac.bc.ca
Subject: call for a public meeting

Madame Chair, thank you your reply to our request for a public meeting, we hope to have your board and staff present to clarify the situation for everyone.

To provide transparency into the decision making process to discontinue FI in SD50; specifically

- o To explain why Board policy 3400 is not being complied with
- o To provide citizens the opportunity to ask for clarification
- o To allow parents, DPAC and community members the opportunity to explain to the board and district staff the effects of this change on your community.

Just to confirm, the meeting will be at Sk'aadgaa Naay school, Monday June 6th at 7:00pm.

thank you, best regards

Christine Martyniuk, DPAC Chair

Sent from my iPad