

June was a very busy and stressful month. In addition to the usual items that mark the end of the school year, there have been a few unusual items that have consumed even more time and energy than the usual ones.

May 29- I met with the Local Foods to School Learning Circle to celebrate the achievements of the past year with more locally produced food being served in our schools and the establishment of pantries to preserve and store it. The good news is that this program is being funded for another three years.

June 01- I met with the principals and district staff to go over the school plans for the next school year. Following that meeting, I attended the Port PAC meeting to discuss end-of-year plans.

June 06- I met with the board and secretary-treasurer for a workshop in the afternoon on motivation-based interviews in preparation for the up-coming superintendent interviews. Following that I met with members of PAC and staff in SNES.

June 11- I spoke on behalf of the board at the grade 12 graduation ceremony at GKNSS

June 13- I attended the special public meeting meeting of the board in the Port Clements Village meeting room.

June 17- I attended the grade 7 grad in SNES

June 20- I attended the all-day interviews at GMD with the short-listed candidates for the position of superintendent followed by the regular in-camera meeting.

June 22 - I joined the end-of-the-year Port PAC picnic for the PCS students and staff at Misty Meadows followed by an agenda setting meeting at the board office.

June 23- The ALM Alternate School graduation for south-end students was held in the QC Boardroom.

In addition to all of these regular duties I have read numerous letters and listened to phone calls from parents and members of the public concerned with the French Immersion policy as well as several calls and emails from the press and finally possible legal action.

This past month has therefore led me to question my role on the board of trustees in this district. I have found myself in conflict with the other members and have been in doubt of my ability to lead this group. Particularly disheartening was the news of the firing of the school board of School District 83 North Okanagan Shuswap. I called

the BCSTA for help in defining and carrying out my role and responsibilities. I spoke to the CEO, Mike Roberts, for advice on this and how I could deal with and resolve the conflict before it escalated to such a loss of public confidence that it put us in the same situation as SD83. I have resolved therefore to stay in this position, unless the board chooses to replace me, and attempt to restore the damaged relationships through the services offered by both the BCSTA and the Ministry to educate boards on their roles and responsibilities. I want to reach out to all of the community as was stated in our draft strategic plan to complete that plan and move forward. I especially want to see closer cooperation with stakeholders and to see us welcome their involvement.

What has emerged from the issue of French Immersion is the importance of respect, of communication, of transparency and consultation. Informed consensus is essential for all sides of an issue to avoid subjective and ultimately hurtful positions. I am hopeful now that with the leadership of a new superintendent, an increased public awareness, and outside help to educate the board on their role as trustees, that we can all learn from this incident and move forward together.



“Envisioning Xaayda/Xaad Kil Success”

Min. of Ab Ed

May 17, 2016

QC District Office

Participants:

Gary Russ, Kathleen (Golie) Hans Debi Laughlin, Joan Moody, Herb Jones, Isabel Brillon, Marcia Piercey, Candace Weir, Sharon Matthews Jaskwaan Bedard Joanne Yovanovich
(Participants are community members of both Skidegate and Old Massett, comprised of fluent language speakers, elders, language teachers, band council administrators, and SD50 staff)

Agenda

Opening Song: Jaskwaan “Greeting the Day”

Introductions & Purpose of the day

Respond to Questions in pairs

Opportunity to weave a small pouch

Feedback on the day’s work

Distribute posters to each school, SHIP, Xaad Kil, SBC, OMVC

Closing song

Morning discussion points:

- Sharing of residential school experience @Port Alberni. The impact that residential school had on language and culture will be felt for a long time yet.
- Our language has taken too long to be fully implemented in our schools over 20 years.
- Our politicians from SBC, OMVC, & CHN need to be more pro-active and involved with learning and using Haida Language.
- People seem to be “relaxing” about the language, it feels like when we talk with the politicians if we aren’t angry they don’t listen to our concerns.
- Remembering advice from elders who have passed on: “You put your mind to it” (Stephen Brown), “Do your best”, “Encourage not discourage”, “Do it in a good way.” (Ethel Jones)
- We have moved to model of making the language learning “fun” and our students have responded well.
- We are so fortunate to have what we have, we have stories, resources and still have language speakers and others that are actively learning the language.
- We have a grave responsibility to teach our children at school, we want to put the language in the hearts of our children.
- The IRP is an enjoyable read and very practical, it provides a guideline for teaching, it’s like a compass, use it to guide your teaching.
- Frustration expressed about the issue of Haida language not being an approved course for credits and advising students not to take the course at high school level if they require the language credits for post-secondary admission.

- Having incentives for students to use Haida language, ie: if students can pronounce an elder's Haida name correctly they are awarded points, if they speak outside school they also receive points.
- Some say we have come a long way but in my opinion, not far enough in the past 20 years. We still don't have a Ministry approved Haida IRP. The TRC is profound, our next step could be to declare that Indigenous languages be the "Official languages, no more English and French" for our country/territory. There is too much "red tape" when it comes to language and the government.
- We have been a privileged group today to hear what our elders have shared today, they have given their approval to our IRP. Those of us not in the classrooms need to be strong supporters of our classroom teachers as the work still needs to be done. We always need to consider how our children learn languages and what we need to do to make them comfortable and confident learners. Very grateful for the elders that have gone on and very grateful for the ones here today. "We have continued the good fight".
- Remember to check and ask ourselves as teachers "did your students have fun today in your language class?"

Recognition appreciation and acknowledgement that Jaskwaan has completed her three year mentor /apprenticeship Haida language program with elder Primrose Adams.

1. What are the pillars (values, beliefs, philosophies) that need to be incorporated into a K-12 curriculum [or other kind of] document to support the development of Indigenous language learning programs that you consider will ensure language and culture learning success?

Kindness

Culture of enquiry

Should have a space in the classroom for an Advisor/Knowledge holder/Elder – means of respecting our Elders and those that know part of our culture

Brining our way of life into the classroom

The belief and philosophy of "Yahguudang" – Respect

Not to adapt our way of teaching to accommodate the school system – have it the other way around

Respect for Everyone & Everything

Elders are part of the programs and are actively involved to the best of their ability.

Recordings all of the tapes, DVD's, Video's, Technology

To continue to cultivate & support Haida Language learners

Teachers

Commitment to the language

Humour and fun (how do they learn to put their values first)

Games

Comfortable, spacious environments

Energy

Enthusiasm

Flexibility
Responsibility
Identity
Trust

Local Politicians (from Council of Haida Nation, Skidegate Band Council, Old Massett Band Council, Parents) must also be involved and active in learning and using Haida Language.

If you have a program in your community/School District with all resources in place:

- **What do learners need to be successful in their language learning programs?**
- A desire to learn the Haida language & history
- A Relationship with children/students
- New need to ask the Question of How do we learn – this needs to be explored, as Haida people, our values to be incorporated
- Language coming at students in a respectful way
- Never ending source of strength and connection
- Seek out those pieces of knowledge and information that others hold – because we may not have it, but others do
- To have the desire to learn.
- To speak in sentences rather than just single words.
- To have interest in wanting to learn Haida language.
- They need to commit and to trust that they can learn who they are are through learning their own language.
- **What will learners achieve in their language learning programs?**
- Hopefully to eventually become a fluent Haida speaker
- They will experience the language in use; for students to identify their world with our Haida language.
- That students can identify our connection to the land/spirituality/and culture through language
- Concepts of those things in our pedagogy.
- To speak with one another more often.
- That it is fun, it is who we are, don't give up be resilient.
- Conversational use but moving towards fluency.
- Visual cues
- Connections to Haida way
- Make the learning fun
- To be positively encouraged.
- Hands on learning model
- They will learn who they are as a people and have confidence in themselves.
- **What benefits and successes will students take away from the program?**
- They will learn the proper Haida history based on Haida input!
- A sense of themselves, a sense of "Haida-ness" that they **know** the Haida language. To touch on that in the classroom – knowledge of various areas, but then to go out and experience it – start identifying the language to their world

- The ability to communicate in another language.
- To be more confident in their learning.
- Will experience respect, enhance their identity & self-pride.
- They will have pride in who they are.
- **How will we know when we and the learners have been successful?**
When learners pass their knowledge onto others.
- That the students have a “thirst for Haidaness” and seek out learning opportunities.
- Young children speaking together.
- When they pronounce their Haida successfully.
- When we are speaking more Haida outside the classroom.
- Commitment to lifelong learning
- When we hear them speaking more and more Haida words and phrases.

2. What are the key components that need to be included in one or a number of frameworks that can be provided to assist in the development of curriculum documents that meet the needs/wants of communities and promotes the language learning program that the communities want to create or expand?

The knowledge of the fluent speakers including those that aren't fluent.

For those 'other people' to listen to all Haidas including the elders, fluent or otherwise.

- Commemorate – to celebrate and acknowledge achievements at the end of the year
- E.g. poles in the schools – these sorts of things bring out the “shine” in students, children, community, Haida... that's what we do as a people.
- To gather around sharing of food
- To have a “Haida Orientation” for new teachers and their families to acclimatize here.
- Important: Removing barriers that hold back Haida teachers – get their certification
- Need to remove barrier of money to bring training for Haida teachers for certification and other barriers that prevents certification
- Respect for the local knowledge and ways of doing things
- Realistic Goals
- Teaching strategies, to include flexibility and adaptations
- Storytelling in Haida with Haida speakers to highlight “that everyone has a story to share”
- Include space for creativity
- Get assistance from SHIP elders.
- In service for elders/language speakers to ensure they are successful in the classroom/school setting.
- More understanding from non-natives how important the language is to Haida people.
- Funding to train more teachers who also receive enough time to teach.

As you have been thinking about or actually developing your curriculum document what discussions have taken place about:

- **Things and/or content you wish you could include but that doesn't seem to fit the template**

Our curriculum (Haida) is completed apparently now all we need are accredited Haida language teachers.

"We don't know what we don't know". Elders have that knowledge.

We are thinking in an English framework – we need to be thinking in a Haida framework – how do we bridge that?

Reduce our dependency on institutions as so many community members are not comfortable with, encourage our own people to acknowledge the accomplishments to date because we as a people should be learning and using language.

For schools to stop cancelling and moving language class times.

Every day speech, to include simple daily phrases.

Use Haida sentences for each month and repeat sentences for the whole month as repetition makes perfect.

More learning outside the classroom.

Have more language speakers with learners to give the variety of dialects.

Use technology to our advantage ie: ipods, ipads

- **Components that don't work well or feel right for the teaching and learning of your language**
- The curriculum is completed & ready to be implemented into the the relevant schools
- "Making the Haida world fit into the English world – it is demeaning to Haida language and people."
- Ways to make connections to your traditional ways of being and knowing: "Have our actions and Values included – to have the philosophies that are included match ours."
- Cancelling language classes to accommodate other school activities, it gives the message that the language class isn't important.
- Having enough time to work one on one with the elders/language speakers.
- Moving onto using new sentences too quickly without enough time to use.
- Teaching only in the classroom
- Time constraints for preparation for activities.
- To ensure Xaadya Kil be as important in other classes. Accreditation will prove its importance.
- **Aspects of the format that seem restrictive and why**
- Criteria and process & policies necessary for implementation
- Being mindful and current about our local fisheries laws & practices
- Classroom setting
- Written language vs. oral language
- Consistent use of an orthography
- **Ways to make connections to your traditional ways of being and knowing:**
- An understanding of supernatural beings

- Actively utilizing what we know, “practice what you preach” model.
 - Share your knowledge even if it’s only a small piece of information.
 - The telling of stories enhances the learning process.
 - Make time for more field trips
 - Haida doesn’t fit in a box, it is alive and needs to be demonstrated/displayed in the real world.
 - Understand learning styles include our senses: seeing, hearing touching & tasting.
- 3. What resonates with you from all you have heard?**
- Where will you go from here with your community’s language revitalization process/plan?
 - What would Haida Language & Culture look like if it wasn’t offered in our schools?
 - Hopefully implement the curriculum into relevant schools K-11 or K-12
 - Expand our current language programs.
 - I will commit to help as much as possible.
 - Proudly acknowledge that currently Haida language programs are offered in our local programs: Nursery schools, Language Nest, SHIP, Xaad Kil, and Language offered in 4/6 schools, Language Proficiency Course offered in OM, UNBC Language Course,
 - Where will you go from here in the development and implementation of a curriculum document/framework?
 - Blissfully into the future, where by anyone who has the desire to learn Haida, will be able to learn Haida.
 - If we lost our language, we would just be a ‘bunch of Indians with our status, according to BC & Canada.
 - - Haida worldview important to shape this document – instead of English that the curriculum document be a living document
 - we have to do it properly, in the right way, because we have Elders knowledge with us still, and we will not have that soon we need to ask them the right questions – we think we know but we don’t
 - e.g. How to be “lucky” – (important for Haidas); How to behave properly as a child, How we we know about “Xants” (reincarnation), and so on
 - Stop translating speeches at events from Haida to English to encourage greater language understanding,
 - Stress the importance of language learning and use to our community leaders to ensure that they are also language role models.
 - To continue to add to our documents.
 - Use the document in our teaching.
 - Reasonable expectations
 - Respect

- Encouragement

Closing comments:

- New vocabulary:

Gina gaadaa t'amdala skinny white long thing, (spaghetti)

Aa gang gud niijing taking a picture of yourself (selfie)

- Haida language surrounds us in this room but more still needs to happen.
- Remind our politicians to be speaking in Haida as often as possible.
- Continue to work on increasing language use outside of the school not all students have family they can practice speaking with outside of school.
- As parents, grandparents we need to continue to encourage our children to have the desire to learn Haida language.
- Importance of commitment, “if I as an individual don’t commit to things, they don’t happen”.
- We must all be mindful to demonstrate respect to one another all the time.
- Listening is a vital component of language learning, as children we were able to spend time listening to our elders and family speak Haida, today we can still do that with all the recordings that are available.
- My Nuni spoke to my sister in Haida when we were children, she is a fluent speaker, I am not fluent but I can say a few speeches.
- The ability to communicate in another language is a tremendous gift.
- How do our children learn? They need a safe and caring environment and language must be shared with them in a respectful manner.
- If we become impatient with the children they will cut us off and shut us out, we have to be careful that we don’t do that to the learners.
- We need to also embrace technology and make it part of our teaching and learning, students use technology everyday so we can’t ignore it. We also need to encourage students to make meaningful connections outside of the school and take part in the many “hands on” learning and activities in the community.
- Patience is the key to being successful, we always need to use our mind and our hearts.
- Voice tone is huge in Haida language the tone expresses much meaning and feeling. Storytellers are another key to language acquisition, the stories help learners fully experience the language. Stories told in Haida are more expressive and hold more feelings that often cannot be translated in English.
- Make the learning fun, share laughter often.

“We’re waking up after decades of silence; we’re decolonizing our minds. Central to this process is the Haida language. Our language is who we are; through it we are turning back the tide of cultural unlearning and creating a Haida future rich with history, language and a worldview for our children and their children, as id Kuuniisii (our ancestors) did for us.

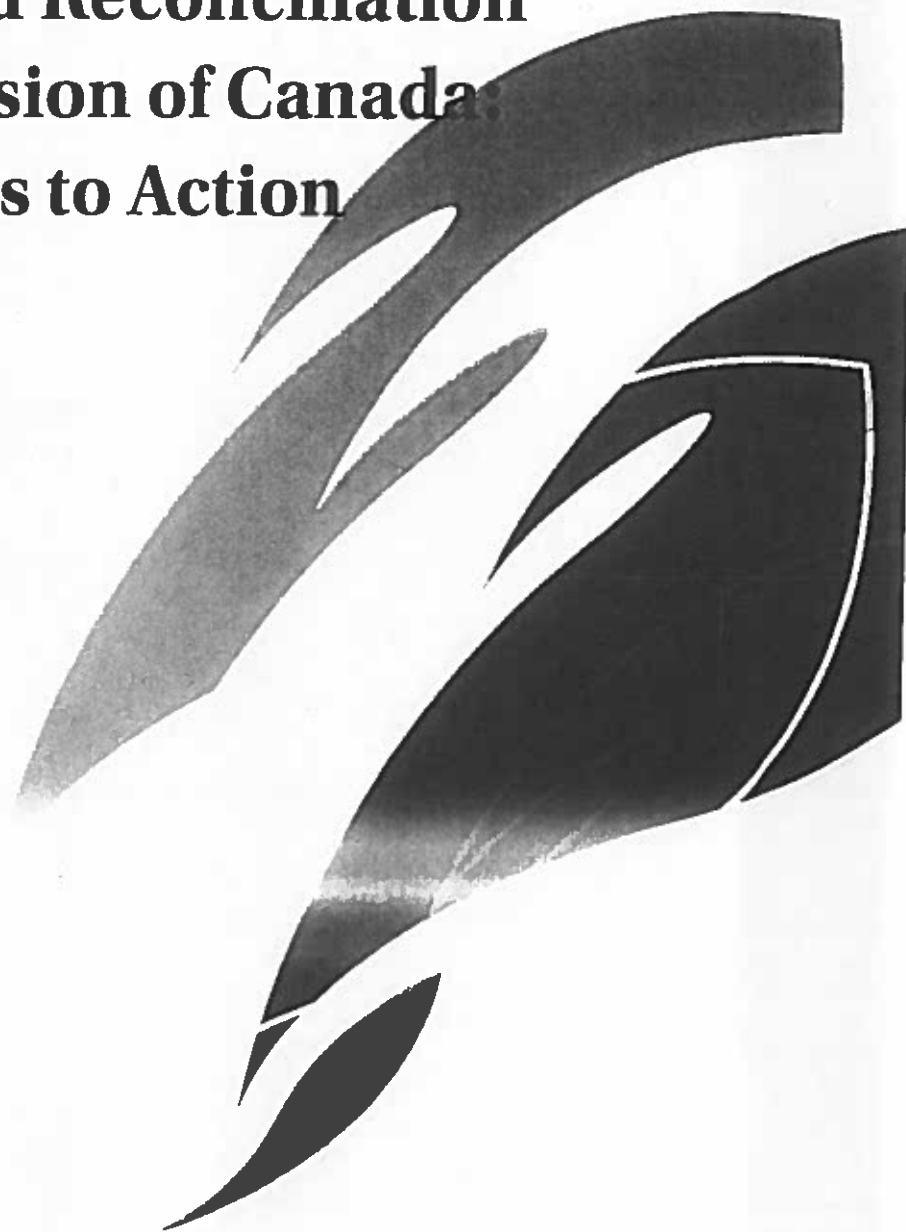
Our language and way of life were silenced for decade upon decade. Despite all they faced, the survivors managed to continue a Haida way of life into the twentieth century, while at the time adapting to the new world around them. Quietly, under the guise of Christian ceremonies and other Western affairs, and eventually just right out in the open, id Kuuniisii continued to potlatch, speak our language, tell our stories and sing and dance, preserving and passing on all that they could. Because of the strength, foresight and love of id Kuuniisii, we are here today. We are the Storytellers now.” Jisgang , Nika Collison “That Which Makes Us Haida” pg. 20





Truth and
Reconciliation
Commission of Canada

Truth and Reconciliation Commission of Canada: Calls to Action



This report is in the public domain. Anyone may, without charge or request for permission, reproduce all or part of this report.

2015

Truth and Reconciliation Commission of Canada, 2012

1500-360 Main Street

Winnipeg, Manitoba

R3C 3Z3

Telephone: (204) 984-5885

Toll Free: 1-888-872-5554 (1-888-TRC-5554)

Fax: (204) 984-5915

E-mail: info@trc.ca

Website: www.trc.ca

Calls to Action

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission makes the following calls to action.

Legacy

CHILD WELFARE

1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:
 - i. Monitoring and assessing neglect investigations.
 - ii. Providing adequate resources to enable Aboriginal communities and child-welfare organizations to keep Aboriginal families together where it is safe to do so, and to keep children in culturally appropriate environments, regardless of where they reside.
 - iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
 - iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
 - v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.
2. We call upon the federal government, in collaboration with the provinces and territories, to prepare and

publish annual reports on the number of Aboriginal children (First Nations, Inuit, and Métis) who are in care, compared with non-Aboriginal children, as well as the reasons for apprehension, the total spending on preventive and care services by child-welfare agencies, and the effectiveness of various interventions.

3. We call upon all levels of government to fully implement Jordan's Principle.
4. We call upon the federal government to enact Aboriginal child-welfare legislation that establishes national standards for Aboriginal child apprehension and custody cases and includes principles that:
 - i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies.
 - ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision making.
 - iii. Establish, as an important priority, a requirement that placements of Aboriginal children into
5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

EDUCATION

6. We call upon the Government of Canada to repeal Section 43 of the *Criminal Code of Canada*.
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate

educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.
9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
 - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
 - ii. Improving education attainment levels and success rates.
 - iii. Developing culturally appropriate curricula.
 - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
 - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
 - vi. Enabling parents to fully participate in the education of their children.
 - vii. Respecting and honouring Treaty relationships.

students seeking a post-secondary education.

12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

LANGUAGE AND CULTURE

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:

- i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
- ii. Aboriginal language rights are reinforced by the Treaties.
- iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
- iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
- v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.

15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-language initiatives.

16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

17. We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.

HEALTH

Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal people as identified in international law, constitutional law, and under the Treaties.

19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes

between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.

20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.
21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.
22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.
23. We call upon all levels of government to:
 - i. Increase the number of Aboriginal professionals working in the health-care field.
 - ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
 - iii. Provide cultural competency training for all health-care professionals.
24. We call upon medical and nursing schools in Canada

legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

JUSTICE

25. We call upon the federal government to establish a written policy that reaffirms the independence of the

Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.

26. We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform to the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people.
27. We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
28. We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
29. We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.
30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade and to develop detailed implementation plans.
31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.
32. We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.

33. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.
34. We call upon the governments of Canada, the provinces, and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including:
 - i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.
 - ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.
 - iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.
 - iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.
35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.
36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.
37. We call upon the federal government to provide more
38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.
39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.
40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.
41. We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include:
 - i. Investigation into missing and murdered Aboriginal women and girls.
 - ii. Links to the intergenerational legacy of residential schools.
42. We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the *Constitution Act, 1982*, and the *United Nations Declaration on the Rights of Indigenous Peoples*, endorsed by Canada in November 2012.

Reconciliation

CANADIAN GOVERNMENTS AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLE

43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the *United Nations Declaration on the Rights of Indigenous Peoples*.

ROYAL PROCLAMATION AND COVENANT

1763 AND 1764

45. We call upon the Government of Canada on behalf of all Canadians, to jointly develop with Aboriginal peoples a Royal Proclamation of Reconciliation to be issued by the Crown. The proclamation would build on the Royal Proclamation of 1763 and the Treaty of Niagara of 1764, and reaffirm the nation-to-nation relationship between Aboriginal peoples and the Crown. The proclamation would include, but not be limited to, the following commitments:

- i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and *terra nullius*.
 - ii. Adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
 - iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full partners in Confederation, including the recognition and integration of Indigenous laws and legal traditions in negotiation and implementation processes involving Treaties, land claims, and other constructive agreements.
46. We call upon the parties to the Indian Residential Schools Settlement Agreement to develop and sign a Covenant of Reconciliation that would identify principles for working collaboratively to advance reconciliation in Canadian society, and that would include, but not be limited to:
- i. Reaffirmation of the parties' commitment to reconciliation.
 - ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts.
 - iii. Full adoption and implementation of the *United Nations Declaration on the Rights of Indigenous Peoples* as the framework for reconciliation.
 - iv. Enabling those excluded from the Settlement Agreement to sign onto the Covenant of Reconciliation.
 - vi. Enabling additional parties to sign onto the Covenant of Reconciliation.

47. We call upon federal, provincial, territorial, and municipal governments to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and *terra nullius*, and to reform those laws, government policies, and litigation strategies that continue to rely on such concepts.

SETTLEMENT AGREEMENT PARTIES AND THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

48. We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the *United Nations Declaration on the Rights of Indigenous Peoples* as a framework for reconciliation. This would include, but not be limited to, the following commitments:
- i. Ensuring that their institutions, policies, programs, and practices comply with the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - ii. Respecting Indigenous peoples' right to self-determination in spiritual matters, including the right to practise, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - iii. Engaging in ongoing public dialogue and actions to support the *United Nations Declaration on the Rights of Indigenous Peoples*.
 - iv. Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the *United Nations Declaration on the Rights of Indigenous Peoples*.

49. We call upon all religious denominations and faith groups to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and *terra nullius*.

EQUITY FOR ABORIGINAL PEOPLE IN THE LEGAL SYSTEM

50. In keeping with the *United Nations Declaration on the Rights of Indigenous Peoples*, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and

understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.

51. We call upon the Government of Canada, as an obligation of its fiduciary responsibility, to develop a policy of transparency by publishing legal opinions it develops and upon which it acts or intends to act, in regard to the scope and extent of Aboriginal and Treaty rights.
52. We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:
 - i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time.
 - ii. Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation.

NATIONAL COUNCIL FOR RECONCILIATION

53. We call upon the Parliament of Canada, in consultation and collaboration with Aboriginal peoples, to enact legislation to establish a National Council for Reconciliation. The legislation would establish the council as an independent, national, oversight body with membership jointly appointed by the Government of Canada and national Aboriginal organizations, and consisting of Aboriginal and non-Aboriginal members. Its mandate would include, but not be limited to, the following:
 - i. Monitor, evaluate, and report annually to Parliament and the people of Canada on the Government of Canada's post-apology progress on reconciliation to ensure that government accountability for controlling the relationship between Aboriginal and non-Aboriginal peoples is maintained.
 - ii. Monitor, evaluate, and report to Parliament and the people of Canada on reconciliation progress across all levels and sectors of Canadian society, including the implementation of the Truth and Reconciliation Commission of Canada's Calls to Action.
 - iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources.
 - iv. Promote public dialogue, public/private partnerships, and public initiatives for reconciliation.
54. We call upon the Government of Canada to provide multi-year funding for the National Council for Reconciliation to ensure that it has the financial, human, and technical resources required to conduct its work, including the endowment of a National Reconciliation Trust to advance the cause of reconciliation.
55. We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:
 - i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.
 - ii. Comparative funding for the education of First Nations children on and off reserves.
 - iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
 - iv. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.
 - v. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.
 - vi. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.
 - vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.
56. We call upon the prime minister of Canada to formally respond to the report of the National Council for Reconciliation by issuing an annual "State of Aboriginal Peoples" report, which would outline the government's plans for advancing the cause of reconciliation.

PROFESSIONAL DEVELOPMENT AND TRAINING FOR PUBLIC SERVANTS

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

CHURCH APOLOGIES AND RECONCILIATION

58. We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church's role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada.
59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.
60. We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to recognize Indigenous spirituality, understand the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.
61. We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for:
- Community-controlled healing and reconciliation projects.

- Community-controlled culture- and language-revitalization projects.
- Community-controlled education and relationship-building projects.
- Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.

EDUCATION FOR RECONCILIATION

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
- Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
 - Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
 - Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
 - Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.
63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
- Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
 - Aboriginal history.
 - Building student capacity for intercultural understanding, empathy, and mutual respect.
 - Identifying teacher-training needs relating to the above.
64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on

Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

YOUTH PROGRAMS

66. We call upon the federal government to establish multi-year funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices.

MUSEUMS AND ARCHIVES

67. We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and to make recommendations.
68. We call upon the federal government, in collaboration with Aboriginal peoples, and the Canadian Museums Association to mark the 150th anniversary of Canadian Confederation in 2017 by establishing a dedicated national funding program for commemoration projects on the theme of reconciliation.
69. We call upon Library and Archives Canada to:
- Fully adopt and implement the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orientlicher Principles*, as related to Aboriginal peoples' inalienable right to them in the residential schools.
 - Ensure that its record holdings related to residential schools are accessible to the public.
 - Commit more resources to its public education materials and programming on residential schools.
70. We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to:

- Determine the level of compliance with the *United Nations Declaration on the Rights of Indigenous Peoples* and the *United Nations Joint-Orientlicher Principles*, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
- Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.

MISSING CHILDREN AND BURIAL INFORMATION

71. We call upon all chief coroners and provincial vital statistics agencies that have not provided to the Truth and Reconciliation Commission of Canada their records on the deaths of Aboriginal children in the care of residential school authorities to make these documents available to the National Centre for Truth and Reconciliation.
72. We call upon the federal government to allocate sufficient resources to the National Centre for Truth and Reconciliation to allow it to develop and maintain the National Residential School Student Death Register established by the Truth and Reconciliation Commission of Canada.
73. We call upon the federal government to work with churches, Aboriginal communities, and former residential school students to establish and maintain an online registry of residential school cemeteries, including, where possible, plot maps showing the location of deceased residential school children.
74. We call upon the federal government to work with the churches and Aboriginal community leaders to inform the families of children who died at residential schools of the child's burial location and to respond to families' requested.
75. We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of

appropriate memorial ceremonies and commemorative markers to honour the deceased children.

76. We call upon the parties engaged in the work of documenting, maintaining, commemorating, and protecting residential school cemeteries to adopt strategies in accordance with the following principles:
- i. The Aboriginal community most affected shall lead the development of such strategies.
 - ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies.
 - iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.

NATIONAL CENTRE FOR TRUTH AND RECONCILIATION

77. We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.
78. We call upon the Government of Canada to commit to making a funding contribution of \$10 million over seven years to the National Centre for Truth and Reconciliation, plus an additional amount to assist communities to research and produce histories of their own residential school experience and their involvement in truth, healing, and reconciliation.

COMMEMORATION

79. We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for
- i. Amending the Historic Sites and Monuments Act to include First Nations, Inuit, and Métis representation on the Historic Sites and Monuments Board of Canada and its Secretariat.
 - ii. Revising the policies, criteria, and practices of the National Program of Historical Commemoration to integrate Indigenous history, heritage values, and memory practices into Canada's national heritage and history.

iii. Developing and implementing a national heritage plan and strategy for commemorating residential school sites, the history and legacy of residential schools, and the contributions of Aboriginal peoples to Canada's history.

80. We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.
81. We call upon the federal government, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools National Monument in the city of Ottawa to honour Survivors and all the children who were lost to their families and communities.
82. We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.
83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

MEDIA AND RECONCILIATION

84. We call upon the federal government to restore and increase funding to the CBC/Radio-Canada, to enable Canada's national public broadcaster to support
- peoples including, but not limited to
- i. Increasing Aboriginal programming, including Aboriginal-language speakers.
 - ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization.
 - iii. Continuing to provide dedicated news coverage and online public information resources on issues of concern to Aboriginal peoples and all Canadians,

including the history and legacy of residential schools and the reconciliation process.

85. We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to:

- i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples.
- ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.

86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations Declaration on the Rights of Indigenous Peoples*, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations.

SPORTS AND RECONCILIATION

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.

88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.

89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as

excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.

90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:

- i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse

cultures and traditional sporting activities of Aboriginal peoples.

ii. An elite athlete development program for Aboriginal athletes.

iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.

iv. Anti-racism awareness and training programs.

91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

BUSINESS AND RECONCILIATION

92. We call upon the corporate sector in Canada to adopt the *United Nations Declaration on the Rights of Indigenous Peoples* as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
- ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.

iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the *United Nations*

Aboriginal-Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

NEWCOMERS TO CANADA

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including

information about the Treaties and the history of residential schools.

94. We call upon the Government of Canada to replace the Oath of Citizenship with the following:

I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.

POLICY 3400

FRENCH IMMERSION

Adopted March 2010

Revisions: June 2016

POLICY

The Board of Education is phasing out its current French Immersion program.

PROCEDURES

- Staffing shall be on an equitable basis with regular programs.
- No new students from within the district will be added to the program and no new cohorts will be created.
- Students new to the district with French Immersion education from another school district will 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 closed down if the number enrolled is below 12 by September 30. The district shall give the remainder of the year as notice to parents/guardians of the closing of the class and will not offer French Immersion to that cohort the next school year.
- 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 French Immersion 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 4-6 French Immersion will receive 20% of their instruction in English.
- Students in French Immersion will receive Haida instruction on an equitable basis as other classes.
- Grade 4 students will undertake the Foundation Skills Assessment or similar provincially mandated exams in English.



BOARD OF EDUCATION
SD #50 (HAIDA GWAII)

Navigating Students To Success

SCHOOL PLAN 2015-2018

For the 2015-2018 School Year
George M. Dawson Secondary



George M. Dawson Secondary School Plan 2015-18 Overview

Introduction



**BOARD OF EDUCATION
SD #50 (HAIDA GWAI)**





BOARD OF EDUCATION SD #50 (HAIDA GWAI)

This year's plan is the next stage in a process for renewal by identifying the wide variety of student needs, cultural expectations, increased integration of Haida Culture into school curriculum and improved rates of academic learning. The school and its staff are committed to increasing student involvement in school activities, improving student attendance and learning, ensuring that grade to grade transition rates remain high and that graduation rates improve.

School, District, and Provincial educational reports all indicate that improved student performance is needed. Provincial exam results, school attendance records, and individual student assignment records all indicate that our students are performing below expectations. Learning and teaching styles require investigation to ensure that all students are learning and performing to the best of their abilities. Students with significant learning challenges or gaps in learning need to be assessed correctly, supported as necessary, and provided with work that is commensurate with their skills, knowledge and abilities. Students and their parents/Guardians require consistent and accurate feedback about student grades, attendance, and behaviour. In return, parents and the community need to stress and support the importance of: daily attendance, completing and turning in work that is above the standards deemed acceptable and complete, attending every class and giving their best effort in each of those classes, and the significant value of completing their secondary school education with their children. Moreover, the signing of the Educational Enhancement Agreement between School District #50 and the Village of Old Massett should signal a commitment by students and parents/guardians that improved student attendance and effort is an expectation, not only of the school district, school and its staff, but of the community as well.

Following school and teacher rules is another area that requires improvement. Most rules infractions by students are about inappropriate language and behaviour. Respectful behaviour towards all school members is not optional. It should be a right without question. Positive student behaviour should be reinforced at every opportunity and negative behaviour requires fair, consistent and equitable consequences.

Haida Language development and expanded exposure to Haida Culture remain a priority at George M. Dawson Secondary School. Several cultural activities took place this year and our staff recognizes the importance of expanding the number and types of Haida cultural experiences to students is important to our community.

Experiential learning and formal education instruction have both contributed to the development of these practices. The greenhouse provides food supplies for Food Studies courses and the school's lunch program. Education about food production is another essential by-product of this worthy school project. School organized activities that centre around food gathering (hunting, fishing, clamming, berry picking, sea weed harvesting, etc) allow our students to learn butchering, food preserving, and food drying skills. The school's staff recognizes that these activities not only add to the uniqueness of our school but are important to the continued survival of our world. While this area is not an official goal within the school plan it remains as one of the main focal points of the school, staff and students.



BOARD OF EDUCATION SD #50 (HAIDA GWAII)

This year the student body has articulated the need for a course focusing on mental wellness and addictions. The students at GMD are prepared, willing and enthusiastic about incorporating skills, strategies and approaches to better equip themselves for the future. The need and demand for mental health support for our students is increasing. We continue to seek support from the province, Northern Health, and School District 50 to meet the needs of all our students in this area.

Highlights from 2014-15

- Second year COAST Program.
- School-wide traditional food gathering activities took place. Boys and girls hunting trips were organized and completed with success
- School Wide Cultural/Activity Days once a month.
- School Wide Writes
- Grade 9's participated in an student exchange with Ottawa.
- Grade 9 and 11 students participated in a week-long adventure camp at Mt. Moresby
- Musical Grant for 10,000\$ for new musical instruments.
- Students spent a week at Rediscovery maintaining the buildings and building a green house.
- School sports teams travelled off-island to participate in Zone Championships in soccer, basketball, volleyball and track and field.
- GMD Post Secondary Institution Tour took several grade 11 and 12 students to a number of colleges and universities for Informational tours
- School sponsored and organized Student Youth Conference
- Cultural Field School day to Yaan by Haida students
- Tahayghen Elementary students participated in a number of activities hosted by George M. Dawson Secondary School.
- Tahayghen students also worked in the school's green house and gardens.
- Multiple presentations about anti-bullying, cyber-bullying, gay student issues, anti-racism, HIV, Suicide and anti-violence were presented to GMD students and staff.

SCHOOL GOALS: OUTLINE

With the assistance of all stakeholders, George M. Dawson has arrived at the following goals in our commitment to continuous improvement and student achievement:

Goal 1 – To increase all students personal responsibility and empowerment while increasing opportunities for cultural awareness.



**BOARD OF EDUCATION
SD #50 (HAIDA GWAI)**

Goal 2 – To improve student competency in reading and writing

Goal 3 – To improve student numeracy skills at all grades with a primary focus of improving student success from grades 8 through to 10.

Goals Details:

Goal 1 Student Responsibility, Empowerment and Cultural Awareness.

Goal: To increase all students' personal responsibility and empowerment while increasing opportunities for cultural awareness.

RATIONALE FOR SELECTING GOAL:

School data indicates that student attendance rates are far below provincial averages and the number of students arriving late to school and class are far above what is acceptable in other school district jurisdictions. An examination of recent referrals to the office by teachers about student behaviour shows that most students are sent to the principal for attendance related issues or for the excessive use of ambivalence. School marks and anecdotal reporting by teachers indicate that many students perform below their levels of academic readiness because they fail to, either, complete assignments or return them to their teachers in a timely manner at a level deemed acceptable or complete. In addition, the school's First Nations Worker routinely provides individual students with day-to-day school supplies to replace items that are lost or left on the floor yet, teaching staff report that there are students who arrive to class without school supplies each



BOARD OF EDUCATION SD #50 (HAIDA GWAI)

day. There are a very small number of students who do little work while at school, and some who refuse to follow the instructions of both their teachers and administration. As in most schools, a small number of students withdraw from class without permission and want to wander the hallways rather than apply their energy to the challenge of working in a scheduled class.

Haida culture and language remain a focal point for the school and district. Teaching staff are committed to increasing the number and quality of cultural activities available to all students. Art classes routinely include First Nations art projects like bentwood boxes, ceremonial paddles, drawing and painting. Clamming, seaweed gathering, berry gathering, and other traditional food gathering activities have occurred each year over the past several years and will continue to be scheduled into the school's calendar. A clear plan including proposed activities, proposed dates, and supporting activities for all disciplines is being developed and a master list of individual participants complete with areas of responsibility should be maintained both for historical importance and for specific documentation.

OBJECTIVES:

- To improve the overall attitude of students towards school and specifically towards their own learning
- To further improve the behavioural management issues: expectations, communication, consequences, restitution
- To improve time management, materials organization and problem-solving of students
- To increase the involvement by students in planning and running student spirit activities (school pride)
- To improve personal pride through cultural awareness and identity building.
- To improve our response to students at-risk of falling through the cracks.

SPECIFIC PERFORMANCE TARGET:

- Improved rates of student attendance
- Decreased rates of late arrivals by students to school and/or class
- Decreased referrals to administration about student behaviour and profane language
- Reduced referrals about students arriving to class without appropriate supplies



BOARD OF EDUCATION SD #50 (HAIDA GWAI)

-
- Increased numbers of students enrolled in Haida Language classes
 - Increased numbers of cultural activities available to all students

DATA USED TO TRACE PROGRESS:

- School Attendance records
- School late records
- Report card comments
- Student referral records
- School Field Trip Forms
- Teacher and administration observations

STRATEGIES:

EVALUATION PLAN:

To be developed in consultation with Administration, Teaching and Support Staff, the Parents Advisory Council, Old Massett Education Council and District Staff. It should include processes that document:

- Improved rates of student attendance
- Decreased rates of late arrivals by students to school and/or class
- Decreased referrals to administration about student behaviour and profane language
- Reduced referrals about students arriving to class without appropriate supplies
- Increased numbers of students enrolled in Haida Language classes
- Increased numbers of cultural activities available to all students
- The number of student learning support blocks



BOARD OF EDUCATION SD #50 (HAIDA GWAI)

- The use of student agenda planners by students, staff and parents
- The number of students enrolled in Haida Language and Culture, BC First Nations Studies 12 and English First Peoples courses
- The number of school field trips focussed on traditional Haida activities
- Tracks phone calls made to student homes informing parent/guardians about student attendance, lateness and accomplishments

Goal 2 LITERACY

GOAL: To improve competency in reading and writing

RATIONALE FOR SELECTING GOAL:

Current data indicates that our efforts have shown some positive changes in student performance and learning but that the school's overall Provincial exam performance is below provincial averages. This provides sufficient rationale for maintaining some of the same objectives and expanding school strategies to continue this improving trend.

OBJECTIVES:

- To increase the percentage of Grade 8,9,10 students meeting or exceeding expectations in the School Wide Write by 50 percent within three years
- To increase the percentage of students passing the written portions of the BCFN 12 Provincial Exam
- To increase the percentage of Grade 12 students meeting or exceeding provincial averages as described in the Topic/Cognitive Level Reports for Grade 12 Provincial English 12, Communications 12, and English First Peoples 12 exams by 50 percent within three years
- To increase the number of students who score C+ or better on the English 10 Provincial Exams by 50 percent within three years



BOARD OF EDUCATION SD #50 (HAIDA GWAI)

-
- To increase the percentage of students with stronger essay and vocabulary development

DATA USED TO TRACE PROGRESS:

- School Wide Writes Gr. 8- 12
- Provincial Exam Results (English FP 10, Grade 12 English, Communications 12, English 12 First Peoples and First Nations Studies 12)
- Provincial satisfaction Surveys
- School Course marks

PERFORMANCE INDICATORS:

- An increased percentage of students in Grades 8 meeting or exceeding expectations in the School Wide Write
- An increased percentage of students who pass the written section of the BCFN 12 Exam
- An increased percentage of students will display stronger essay and vocabulary development in their classroom portfolios
- An increased percentage of male students who meet or exceed expectations in all of the performance indicators listed above
- An increased percentage of Grade 12 students meeting or exceeding provincial averages as described in the Topic/Cognitive Level Reports for Grade 12 Provincial English 12, Communications 12, and English First Peoples 12 exams
- An increased number of students who score C+ or better on the English 10 Provincial Exams



**BOARD OF EDUCATION
SD #50 (HAIDA Gwaii)**

EVALUATION PLAN:

Staff will review School Wide Write and Provincial Examination data at a department level, in staff meetings and Reading meetings. Review of data will also occur in the collaborative marking sessions for the School Wide Write. School Data will be reviewed annually by school staff and members of the PAC and be used to formulate new school plans and guide teaching strategies to improve student learning.

Goal 3 NUMERACY

GOAL:

To improve numeracy skills at all grades with a primary focus of improving student successes from grades eight through ten.

RATIONALE FOR SELECTING GOAL:

Provincial Exam results demonstrate that George M. Dawson Secondary School regularly perform below provincial averages.

OBJECTIVE:

Primary:



BOARD OF EDUCATION SD #50 (HAIDA GWAI)

1. Increase the number of students achieving 60 percent or greater on the Grade 10 Provincial Math Exams by 25 percent within three years.
2. Increase the number of students who pass all Math courses by 50 percent.
3. Improve the Numeracy skills of students as demonstrated by increased math course pass rates; Provincial Exam Pass Rates, and Provincial Final Marks scores.

Secondary:

1. Establish baseline data for Principles of Math 8 students using the School District #50 Assessment tools and disaggregating the data by gender and aboriginal students.
2. Continue to establish baseline data for grade 10 using the Provincial exam results for both Pre-Calculus and Workplace Math programs and disaggregating the data by gender and aboriginal students.
3. Improve attendance rates in all math courses.

PERFORMANCE INDICATORS:

1. Improved pass rates in Math 8 – 12 courses.
2. Improved School Mean Scores on Provincial Math exams.
3. Increased number of students achieving 60% or greater on Grade 10 Provincials Exams.
4. Increased number of students achieving 60% or greater in Provincial Exam Final Blended Marks

STRATEGIES:

1. Create School schedule that allows for an extra semester for Math for grades 8 & 9.
2. Support within the class for all students.
3. Regular communication with parents about school grades, sooner rather than later.



BOARD OF EDUCATION SD #50 (HAIDA GWAI)

EVALUATION PLAN:

Teachers involved in the Numeracy goals, Math Assessment program and the Math department will evaluate the data from the assessments as the data becomes available, and continue to share with the staff as a whole. Provincial exam data, course marks and letter grades, and the grades 8 & 9 Mathematics Assessments will be reviewed at the end of each semester. The data and the discourse will be used to formulate revisions of school and department strategies and to guide teaching practice to meet the needs of students.

SUMMARY STATEMENT:

This school plan sets out an ambitious agenda for it students and staff. It is not intended to be prescriptive. We have established guidelines and set out numerous strategies that could be used over time to accomplish the stated goals. It is a plan that spans at least three years. Some modifications should be expected in that time span but it is hoped that any strategies employed by the school and its partners will occur over the life of the plan so that the necessary tweaks and twists will have time to do their work and meet the goals set out in the plan.

There are specific targets in those areas where improvement in student learning and performance is integral to student success, both at school and later in life. George M. Dawson Secondary School is a unique school. Its students and staff work well together. It is our hope that that school and students will demonstrate improved success rates in learning in the future, and this plan will help the school move forward in a positive manner.

G.K.N.S.S. School Plan



2015/2016

Mission Statement

To undertake a meaningful review of operations, including challenges and successes, in order to continually work toward improvement.

Table of Contents

MISSION STATEMENT	2
DESCRIPTION OF THE ASSESSMENT PROCESS	4
PART 1 – THE YEAR IN REVIEW	5
PART 2 – ESSAY WRITING	10
PART 3 – GRADUATION TRANSITIONS AND RTI	13
SCHOOL GROWTH PLAN FROM 2015	16
GOAL #1 ESSAY WRITING	17
GOAL #2 PLANNING 10/ GT 12	18

Describe your assessment process (e.g. who was involved, the activities undertaken).

The structures and protocols of the School Planning Council that have been in place to support school improvement have changed since the last school plan. The School Act no longer mandates a committee. However, school improvement is still important and should be pursued diligently with as much consultation as possible. Discerning areas for improvement is a complicated process. It is easy for anyone to criticize and offer opinions about what needs to be done in order to affect improvement. However, designing improvement projects based on opinion or perception can lead to wasted resources and misspent time and energy.

G.K.N.S.S. is committed to improving the achievement of all students in all aspects of their educational careers. This year, we have explored how to implement the goals set last June. Those goals are:

- 1. Planning how to spread formatted (MLA, APA) essay writing conventions across grades.**
- 2. Planning how to incorporate more life skill and real credentials into Planning 10 and GT 12 while considering how to restructure GT 12 in order to maximize the potential the course offers.**

1. A survey of alumni from the last five years that was conducted in May 2015 indicated that formatted essay writing was a skill that was not being adequately addressed in high school English classes. A school committee was struck. We continue to evaluate the instruction of formatted essay writing instruction. Part One of this document deals with structuring that for English teachers.

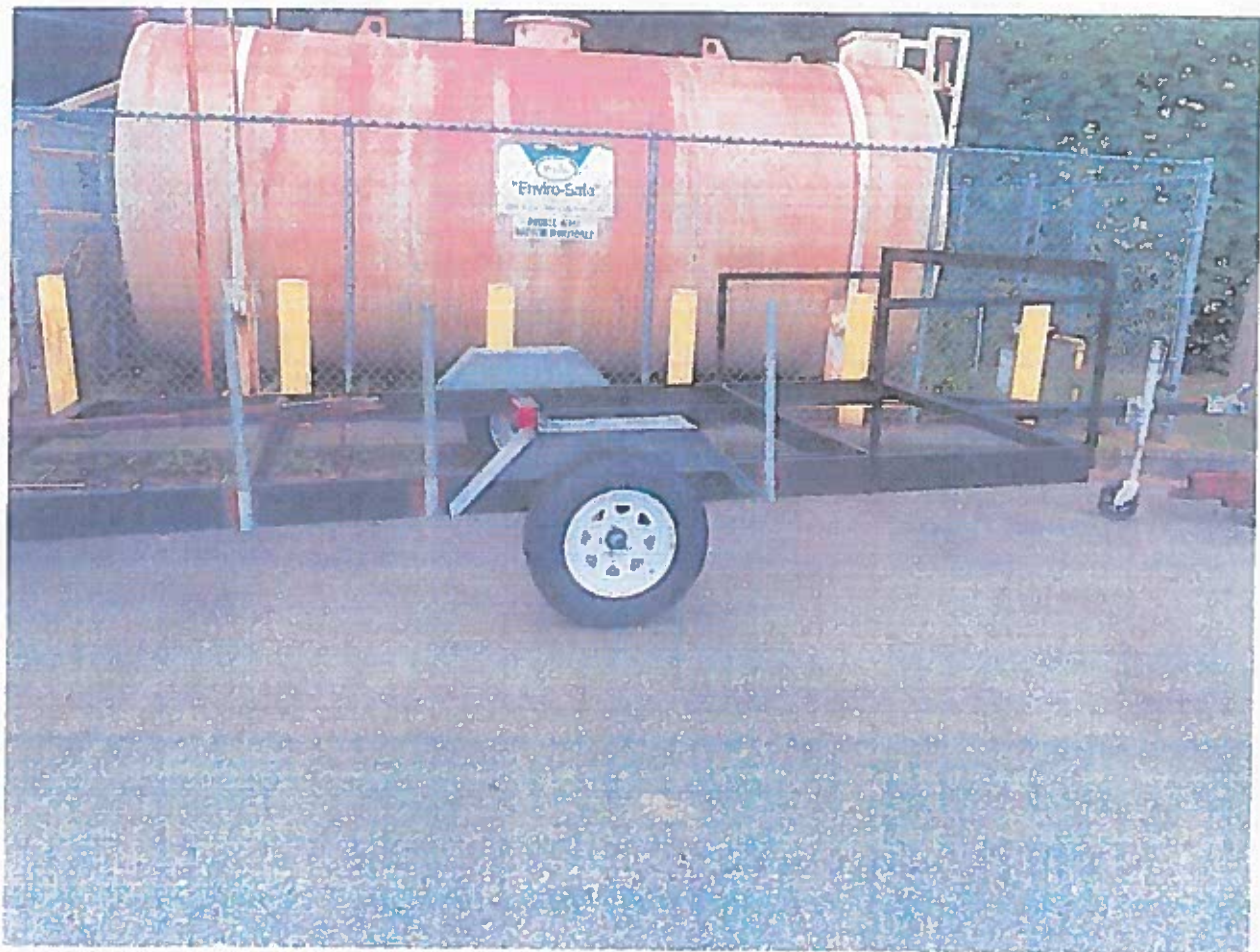
2. Working with the current GT teacher and various organizations, Planning 10 and GT12 have been re-imagined and a structure for Planning 10 is forthcoming. In the meantime, certain credentials have been made available to Grade 10s and Graduation Transitions has been re-imagined through an Intervention Day model explained in Part Two of this document.

Part One

The Year in Review

Trades

Student Trailer Project



Students manufactured the trailer from scratch. The project taught students to apply learning gained through various courses across trades, including welding, metal fabrication and mechanics. The project involved several capacity building initiatives that have increased Mr. Wagner's ability to offer comprehensive programming.

Students also participated in the Innovation Challenge competition in Terrace. Competition was apparently fierce, but students won a runner up prize for \$850.00 for the design and construction of a qudracycle built entirely from pvc pipe.



Foods

Thanks to several funding partners and local organizations, the focus on local foods in Haida Gwaii has been a huge success at G.K.N.S.S.





Part Two

Essay Writing

Academic Conventions for Essay Writing

The Provincial Curriculum for English 12, as it is right now, refers specifically to conventions of formatted essay writing in the following Prescribed Learning Outcome:

- C14 use conventions in writing and representing , appropriate to purpose and audience, to enhance meaning and artistry, including
- grammar and usage
 - punctuation, capitalization, and Canadian spelling
 - **copyright and citation of references**
 - presentation /layout

Suggested Achievement indicators are given as follows:

Copyright/Citation of References

- define and explain copyright and plagiarism in context
- acknowledge sources of information when creating texts (e.g., print, web-based)
- respect and acknowledge copyright
- embed quotations within sentences
- cite research information, ideas, and quotations in a consistent and ethical manner, according to acceptable research methodology (e.g., cite sources using a recognized style such as the Modern Language Association (MLA), American Psychological Association (APA), Chicago Style)

The outcomes and suggested achievement indicators for grade 11 are identical to those of English 12. In grade 10, the suggested achievement indicators do not specify MLA, APA or Chicago styles. The School Committee acknowledges that Chicago style essay formatting is obsolete.

As new curriculum becomes available, and then mandatory, for the senior high school grades, it is important to continue to communicate that these have been identified as priorities to teachers of English 10, 11 and 12 students.

The following chart indicates some details of specific key learnings across grades in terms of academic expectations for writing persuasive or research essays:

	Grade 10	Grade 11	Grade 12
Concept	<ul style="list-style-type: none"> • Intellectual Property • Plagiarism • Academic Fraud • Evaluating internet sources 	<ul style="list-style-type: none"> • Academic rigour • Research tools (Scholarly searches) • Identifying thesis 	<ul style="list-style-type: none"> • Literature review • Identifying bias
Convention of In-Text Citation	<ul style="list-style-type: none"> • Able to demonstrate acknowledged source of information in text. 	<ul style="list-style-type: none"> • In text citations MLA 	<ul style="list-style-type: none"> • Compare MLA with APA
Convention of bibliographical information	<ul style="list-style-type: none"> • Able to demonstrate acknowledged sources of information on a separate page. 	<ul style="list-style-type: none"> • Works Cited MLA 	<ul style="list-style-type: none"> • Compare MLA with APA references page
Conventions of formatted writing	<ul style="list-style-type: none"> • Line spacing • Indentations • Italicizing titles 	<ul style="list-style-type: none"> • Review Grade 10 conventions • Title Pages MLA 	<ul style="list-style-type: none"> • Review grade 10/11 • Title pages APA

Part Three

Graduation Transitions and RTI

Although Graduation Transitions performs a service for students that was identified in our alumni survey as an experiential gap, it was considered as too much of a time commitment by the School Planning Council at the time. Our task was to re-imagine how Graduation Transitions could be delivered within the school context.

It was identified that Graduations needed to be:

1. Not scheduled as an ordinary 120 hour course.
2. Spread out over grades 11 and 12.

The challenges to the current model of timetabling if Graduation Transitions was to be halved in time were prohibitive. Exploring alternate models of timetable delivery became necessary.

A strategy recommended by the Ministry of Education is **Response To Intervention (RTI)** (<http://www.udlresource.ca/?p=2782>).

It is difficult to sort through all of the different approaches and understandings of RTI across North America. Communicating the ideas to the school staff has caused me to remove much of the rhetoric involved with the concept. Simply put, we are going to implement an Academic Intervention Day on Wednesdays of the 2016/2017 school year.

On Wednesdays, the bell schedule will be changed, and classes will be shortened in order to allow for an intervention block. This may allow the school to:

- Intervene when students are struggling rather than wait until they have already failed a term before we do anything about it.
- Reduce Graduation Transitions 12 to one block per week.
- Allow Grade 11s to participate in a Graduation Transitions Program designed to assist them in identifying their educational paths in grade 12.
- Adapt to recent changes announced, but not detailed, in the new graduation plan.
Specifically:
 - The removal of Planning 10 and Graduation Transitions to be replaced with a new Graduation Requirements structure.

The new day will be scheduled as follows:

8:45 – 9:05	Teachers meet in small groups to identify essential learning outcomes, plan assessments for those outcomes and to plan interventions for those students that need them.
9:10 - 9:25	TAG/Homeroom
9:30 – 10:25	Intervention Block
10:25 – 10:40	Nutrition Break
10:45 – 11:40	Block 1 (Grade 11 and 12 GT)
11:40 – 12:30	Lunch
12:35 – 1:25	Block 2
1:30 – 2:20	Block 3
2:25 – 3:15	Block 4

Growth Plan from 2015

Growth Plan Table of Contents

	Page
1. Growth Plan Goal 1	20
2. Growth Plan Goal 2	21

School Growth Plan

Goal # 1 Essay Writing

Objective #1

To improve the delivery of accepted academic, formatted essay writing instruction across grades.

Description	In-Service/Training Needs	Resources Needed	Person(s) Responsible	Target Dates		Cost	Indicators of Success
				Start dd/mm/yy	End dd/mm/yy		
Strategy 1 Establish a committee to "scope and sequence" the needs at each grade level.	None	Release time for committee teachers	Principal, Three teachers from the English department	Oct. 2015	May 2016	\$1000.00	A document that outlines the concepts taught at each grade level to support expertise in formatted essay writing.
Strategy 2 Communicate the School Plan to all teachers/Share results of survey	None	None	Principal	Sept. 2015	May 2016	\$230	Establishment of the committee first staff meeting.

Evaluation Plan
Continued alumni surveys

Communication Plan

Newsletters communicated through email list and staff meeting

* School Growth Plan

Goal #2 Evaluate Planning 10 and GT 12

Objective #2

To examine options for delivery of the GT12 requirements

Description	In-Service/Training Needs	Resources Needed	Person(s) Responsible	Target Dates		Cost	Indicators of Success
				Start dd/mm/yy	End dd/mm/yy		
Strategy 1 Review GT course binder	none	None	Academic Advisor, Principal	Oct. 2015	Dec. 2015	\$0.00	Recommendations about course delivery structure

Evaluation Plan

Principal will determine whether the recommended structure fits within the current 4x8 timetable model.

Communication Plan

Reports to the School Planning Council/PAC and to staff at regularly scheduled meetings.

Proposed Tahayghen Elementary School Plan



2016 – 2019

To continue to promote literacy and numeracy skills in all of our students.

Rationale: The core function of Tahayghen is to provide students with a solid foundation of literacy and numeracy skills.

Objectives:

- To increase the percentage of students who are 'fully meeting' or 'exceeding expectations' on the school-wide write. (37% in April of 2016)
- To generate specific data on the reading level of all students at Tahayghen.
- To use reading level data to track students who are below grade level in reading and offer reading intervention.
- To put more culturally relevant books into the hands of students.
- To increase achievement on the Vancouver Island Math Assessment.

Data Used to track objectives:

- School wide writing samples. Collected three times a year: September, January, and June.
- Vancouver Island Math Assessments (or other appropriate tool)
- Grade 4 and 7 FSA results
- Reading Assessments

To increase school-family communication regarding student learning.

Rationale: In conversations with parents, there is agreement that families often hear about highlights and lowlights of their children's education, but often do not hear about the day-to-day learning activities that make up the bulk of a students' time at school. Some teachers send out weekly or bi-weekly emails to families, which serves as an informal report as to what is happening in the classroom. The parents that provided input into the school plan appreciate these emails and wish all teachers sent them. Parents

acknowledge that it is often difficult to communicate with teachers over the phone as teachers are always in class. Parents believed publishing teacher emails in school newsletters and correspondence could alleviate this. Some parents do regularly communicate with teachers via email and text messages and parents were appreciative of that. Technology can also allow teachers to communicate student learning to parents through digital portfolios on platforms such as FreshGrade.

Objectives:

- To have all teachers sending out monthly emails updating parents on classroom activities and publish teachers' email addresses on school correspondence.
- To have a pilot classroom using FreshGrade in their class (2016-2017).
- To send out monthly emails to all parents that highlight the learning activities at Tahayghen using MailChimp.
- To increase Tahayghen's social media presence by posting all special events to the school Facebook page.
- To host four themed family nights per school year.

Data Used to Track Objectives:

- Records of monthly email correspondence that will be copied to the principal.
- Percentage of parents who open the MailChimp monthly emails.
- Increased membership on the school's Facebook page. (60 members currently).
- Four successful family nights.

To provide experiential learning opportunities in art, music, dance, outdoor, and physical education.

Rationale: Through the school plan process, many parents expressed gratitude for the current experiential programs that occur. Parent input into the school plan showed a desire to increase arts (specifically music and visual art) and outdoor education. When former Tahayghen students were surveyed, they expressed gratitude for physical education and extra-

curricular sports. As Tahayghen enrolment declines, it will become increasingly difficult to offer as many extra-curricular sports as we have in the past and what people are accustomed to.

Objectives:

- To have all classes complete four culturally responsive field trips per year.
- To maintain existing outdoor education activities (MMAC, Grade 5 Outdoor Education, Grade 7 outdoor education trip, winter activities).
- To make connections with local artists and musicians who are interested in conducting school workshops.
- To directly approach parents about the need for volunteers to support elementary sports, extra-curricular, and drop-in sports.

Activities used to Track Objectives:

- Mount Moresby Adventure Camp
- Grade 5 Outdoor Education
- Grade 7 Laskeek Bay Trip
- Winter Activities for grades 4-7
- Morning walks.

Data Used to Track Objectives:

- Four culturally responsive field trips per class.
- Connect with two local musicians who can provide workshops to all students.
- Connect with five local artists who can provide workshops to all students.
- Connect with three parents who are willing to supervise lunchtime sports.

School Planning Council

Principal Name

Superintendent Name

Board Chair

Port Clements Elementary School

School Plan 2016-2017
Prepared by: Verena Gibbs



School trip cranberry picking

School Plan 2016-2017

Port Clements Elementary

School Profile 2016-2017

Enrollment: 39 FTE students Grades K-7

Demographics: 3% of students bus from Masset or Tlell (10/39)

36% of students have Aboriginal Ancestry (14/39)

20 students registered in StrongStart -3 days per week

Staffing: 3.0 FTE teaching staff (includes principal)
2 Education Assistants (40 hrs. per week total)
1 FNRW (5 hrs. per week)
1 Administrative Assistant/Library Clerk
1 Food Coordinator
1 StrongStart Facilitator



Students working in mixed-age groupings to solve science challenges

School Initiatives and Activities 2015-2016

Health and Fitness: Fruit and Vegetable Snack Program four times a week, Hot Lunch Once a week, Milk & Muffin once a month, gardening, baking with parents, community walks, wild food harvesting, Terry Fox Run/Fundraiser

Literacy: Library, Scholastic Books, Alder Gala

Personal Safety: Fire and Earthquake Safety, Recycling, Personal Health and Safety/Body Science, Bike Rodeo & Safety, D.A.R.E. program

Social Responsibility: Environmental Stewardship (Salmonids), Mount Moresby Adventure Camp (Gr. 5s), composting and recycling, Money Management (NSCU), luncheon with seniors

Special Days: Halloween, Valentine's Day, fun days (bed hair, pajamas, teddy bear), National Aboriginal Day, outdoor hiking, field trips, lunch and play-day with Chief Matthews, low tide study Old Massett

Sports: Cross country, outdoor soccer, basketball, badminton, chess, track and field, hockey, Primary Cross Country

Arts & Culture: Art Starts performances, Drama Club, drum making, Totem pole visit – Jim Hart, Artist in Residence (Nancy Hett – pottery)

Other: Community Art Fair, Outdoor Education, Science Alive, Victoria (Gr. 7)



Port Clements Elementary School Goals

This school plan has been designed based on formal and informal feedback from the following sources: school/parent wide Satisfaction Surveys, FSA results, District Math and Literacy Assessments, student questionnaire, and PAC/principal sponsored community BBQ and dialogue.

The results from this year's Satisfaction Survey (open to all students and parents) paint the picture of a school where students feel supported by the adults, expectations are clear, academic gains are noted and healthy eating and living are encouraged. Furthermore, parents who responded reported that Port Clements Elementary was a safe, caring and inclusive school in which they were satisfied with the level of learning happening for their child.

The student surveys highlighted the following areas for improvement: exposure to arts, in particular music; time working on projects selected by students; opportunities to learn about money management; increased knowledge about Aboriginal peoples; ways in which we care for the environment; and opportunities to learn about life-skills/trades.

Parent surveys reported a continued emphasis on the garden as a place and tool for learning (100%); and a focus on music (100%). Interestingly, parent responses to the question "Are you satisfied that the school is preparing your child for a job in the future?" resulted in 33% believing "some of the time". This raised a number of questions for me. What skills/experience does our parent community associate with preparing children for the future? What current skills/experiences are workforces requiring? And, are there opportunities occurring within the school that relate to skills for success that parents aren't aware of? While not in the formal goals, these questions are set for an inquiry process led by the principal.

Furthermore, our school BBQ/open dialogue reinforced parental interest in greater access to music and arts, as well as continued support of the garden. Other suggestions included work placement for older students, more access to language and artists in residence.

This school plan is intended to orient our school into the future. A future in which incremental steps towards improving student success are intentional, communicated, meaningful and grounded in best practices. The three goals addressed in this plan are intended to create better learning environments by building upon identified areas of growth.



Goal #1: To offer a comprehensive Music program at each grade level



Objectives:

1. To expose students to a variety of music (Indigenous, classical, modern, etc.)
2. To build confidence in playing and creating music
3. To perform in a school or community concert

Measures of Achievement:

1. At least one performance during the year
2. Measure increase in the enthusiasm in Music for all children (Satisfaction Survey)
3. Students observations and anecdotal feedback from participants

Strategies:

- Focus on inviting guest musicians and volunteers
- Demonstrate how technology can be used to both learn music, as well as create music
- Support teacher resources and professional development opportunities related to music

Goal #2: To design, grow and maintain a school garden as part of our healthy eating and living plan



Objectives:

1. Plant and maintain vegetable, herb and flower beds, as well as wild food gathering
2. Learn about sustainable practices including composting, seed-saving, canning
3. Harvest both garden and wild foods to be shared with the community

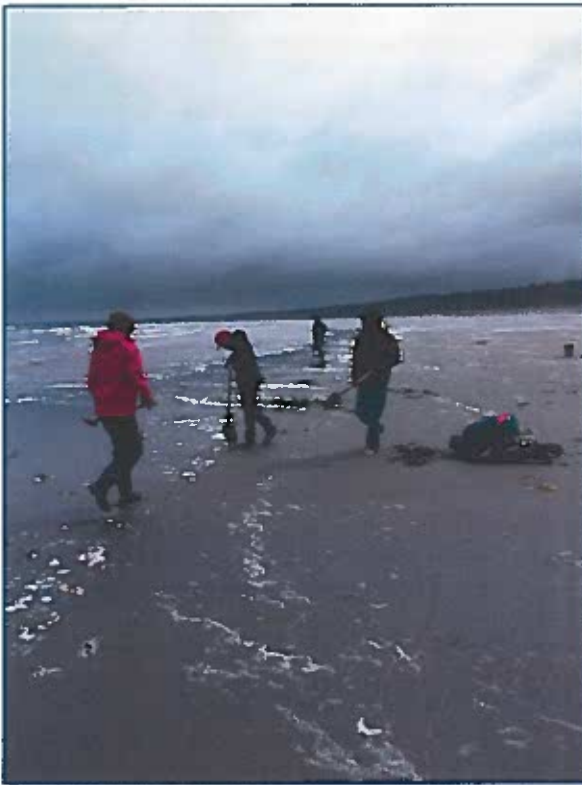
Measures of Achievement:

1. Increased interest in planting, growing and harvesting of food
2. Increased social responsibility by working together on the garden
3. Increased interest in the science of growing for all grades (Satisfaction Survey)

Strategies:

- Class activities involving planting, maintaining, harvesting and plant life cycle and composting
- Collect and preserve wild foods (cranberries, spruce tips, etc.)
- Maintain a reflective and/or observational journal

Goal #3: To increase knowledge, understanding and presence of Aboriginal peoples and languages within our school community



Objectives:

1. Establish a Xaad Kil program within the school
2. Build relationships with role models on an ongoing basis
3. Produce, display, visit and celebrate Aboriginal cultural works

Measures of Achievement:

1. Positive responses from students in Satisfaction Survey
2. Visible increase of activity within the school (i.e. drumming group, Xaad Kil during assemblies)
3. Positive relationships built with role models

Strategies:

- Secure funding for Xaad Kil facilitator
- Celebrate cultural learning during assemblies and family events
- Further support for staff in setting up role models well in advance

Grade 4 FSA Results 2015-2016

	Not Yet Meeting Expectations	Meeting Expectations	Exceeding Expectations	Level Unknown
Reading		4/5 (80%)*		1/5 (20%)
Writing	1/5 (20%)	3/5 (60%)		1/5 (20%)
Numeracy	3/5 (60%)	1/5 (20%)		1/5 (20%)

* One student had the text read to him due to accommodations outlined in his IEP.

Grade 7 FSA Results 2015-2016

	Not Yet Meeting Expectations	Meeting Expectations	Exceeding Expectations	Level Unknown
Reading		6/7(86%)	1/7 (14%)	
Writing		2/7 (29%)	5/7 (71%)	
Numeracy		7/7 (100%)		

Report Cards 2015-2016

Grade K	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	
	Approaching	Approaching	Meeting	Meeting	Exceeding	Exceeding	Exceeding	Exceeding	IEP
ELA Reading			3	3					
ELA Speaking and Listening	2		1	3					
ELA Writing	1		2	3					
Fine Arts			3	3					
Health and Career Education			3	3					
Mathematics	2		1	3					
Physical Education			3	3					
Science			3	3					
Social Studies	2		1	3					
Grade 1	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	
	Not Yet Meeting	Not Yet Meeting	Approaching	Approaching	Meeting	Meeting	Exceeding	Exceeding	IEP
ELA Reading	1		1		1	2		1	
ELA Speaking and Listening			1		2	2			1
ELA Writing	1				2	1		1	1
Fine Arts					3	3			
Health and Career Education					3	3			
Mathematics			1		1		1	2	1
Physical Education					3	3			
Science					3	3			
Social Studies			2		1	3			

Report Cards 2015-2016

Grade 2	1 st	2nd	1st	2nd	1st	2nd	1st	2nd	
	Not Yet Meeting	Not Yet Meeting	Approaching	Approaching	Meeting	Meeting	Exceeding	Exceeding	IEP
ELA Reading			1			1			1
ELA Speaking and Listening			1		1	2			
ELA Writing					1	1			1
Fine Arts					2	2			
Health and Career Education					2	2			
Mathematics					2	2			
Physical Education					2	2			
Science					2	2			
Social Studies					2	2			
Grade 3	1st	2nd	1st	2nd	1st	2nd	1st	2nd	IEP
	Not Yet Meeting	Not Yet Meeting	Approaching	Approaching	Meeting	Meeting	Exceeding	Exceeding	2
ELA Reading	1			1	2	2			
ELA Speaking and Listening			2	1	1	2			
ELA Writing			3	2		1			
Fine Arts					3	2		1	
Mathematics						3			
Physical Education			1	1	2	2			
Science					3	3			
Social Studies		X		X	3	X		X	
Health & Career						3			

[illegible]

	A	A	B	B	C+	C+	C	C	C-	C-	D	D	I	I	
English Lang Arts	3	4	3	2			1								
Fine Arts		4	7	2											
French			7	6											
Mathematics	5	5	1	1			1								
Physical Education	1	2	6	4											
Science			6	6			1								
Social Studies	4	3	2	3			1								



Gud'ad hlgang.gulxa - Working Together - Travailler Ensemble

SCHOOL GROWTH PLAN

2016-2017

Sk'aadgaa Naay Elementary School

Box 1252

Skidegate, BC

V0T 1S1

Ph. (250) 559-8889

Fax (250) 559-8103

Sk'aadgaa Naay Elementary School Goal

Goal #1

To focus on staff collaboration practises in order to increase student engagement, improve student academics and promote healthy lifestyles.

Mission Statement

To provide a caring and stimulating learning environment that challenges all students to achieve their personal best in a multi-cultural and ever-changing world. To achieve this in a manner that honours the past and the enduring tenure of the people of Haida Gwaii.



Gud ad hlgang.gulxa - Working Together - Travailler Ensemble

School Motto

Be Safe
Be Respectful
Be Responsible
Be Ready to Learn

School Community Background

"Sk'aadgaa Naay" is a Haida phrase meaning "House of Learning." Sk'aadgaa Naay Elementary School opened its doors in September of 1999. The School is a Provincial Public Elementary School located on the reserve of Skidegate, a member village of the Haida Nation.

Students live in the Village of Skidegate and nearby Village of Queen Charlotte, with a few others travelling from the northern communities of Tiell, Lawn Hill, and Miller Creek. Sk'aadgaa Naay Elementary School relies on two school buses to deliver approximately 75 students to and from Skidegate. The district has hired Far West Bus based in Vancouver, BC, to provide bus services.

Our school represents the diversity of cultures on Haida Gwaii. This year we will have a total of eight classrooms, one of which will be a French Immersion classroom. The entire student body is comprised of approximately 140 students.

School Community Context

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Number of Students	172	185	195	175	162	150	150	146	146
Aboriginal Students	120	124	130	125	110	100	100	95	95
Principal	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Vice Principal	1.0 FTE	1.0 FTE	0.4 FTE	1.0 FTE	1.0 FTE	0.2 FTE	0	0	0
English Teachers	8.0 FTE	9.0 FTE	8.0 FTE	7.0 FTE	7.0 FTE	7.0 FTE	6.9 FTE	7.7 FTE	7.0 FTE
French Teachers	1.0 FTE	1.0 FTE	1.0 FTE	2.0 FTE	1.0 FTE	2.0 FTE	1.8 FTE	1.0 FTE	1.0 FTE
Haida Language Teachers	0.8 FTE	0.8 FTE	0.6 FTE	0.8 FTE	0.8 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
LRT	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
TOTAL FTE	12.8	13.8 FTE	12.0 FTE	12.8 FTE	11.8 FTE	12.2 FTE	11.7 FTE	11.7 FTE	11.0 FTE
Clerical	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
EA	3.37	3.76	5.49	3.77	3.77	3.14	3.08	3.08	3.08
Noon Hour	.71	.57	.57	.84	.70	.57	Rolled into EA time	Rolled into EA time	Rolled into EA time
Library	.43	.43	.28	.28	.28	.28	.14	.14	.14
FNRW/HSC	1.29	1.14	1.36	1.36	1.25	FNRW.79	FNRW.79	FNRW.79	FNRW.79
Food Coordinator						.57	.57	.57	.57
School Counsellor							.4	.4	.4
TOTAL Support Staff	238.01 hrs/wk	241.51 hrs/wk	248.99 hrs/wk	295.0 hrs/wk	246.0 hrs/wk	230.0 hrs/wk	192.0 hrs/wk	192.0 hrs/wk	192.0 hrs/wk

Professional Development Initiatives for 2016/2017

For the 2016/2017 school year, our staff will be participating in two more curriculum implementation days. The new curriculum will be used next year throughout all grades. The district has once again, set common Pro D days, which will be an excellent way to collaborate with other teachers and staff members throughout the district. More staff members will have the opportunity to take part in Professional Development that is relevant to them and their teaching assignment. Here is a list of topics, which we are looking at for the coming year:

- Assessment Practises for Reading with Faye Brownlee (continued)
- Collaboration strategies through the School Based Team – Class Review Process
- Inquiry Based Pro D/ Staff Book Club/Action Research
- New Curriculum Implementation (two days)
- Mathematics teaching strategies and assessment – possibly Carol Fullerton
- Writing strategies and assessment
- Technology in the Classroom
- CR4YR

Parents and Community Partners

Parents and community partners are an important and positive aspect of life at Sk'aadgaa Naay Elementary School. The Parent Advisory Council (PAC) has participants from all feeder communities (Skidegate, Queen Charlotte, Miller Creek, Lawn Hill, and Tlell).

Sk'aadgaa Naay Elementary School partners include the following:

- Parent Advisory Council (PAC)
- Skidegate Band Council (SBC)
- Council of the Haida Nation (CHN)
- Skidegate Health Centre
- Skidegate Haida Immersion Program (SHIP)
- Ministry of Child and Family Development
- Child Care Resource and Referral (CCRR)
- Haida Gwaii Museum
- Haida Heritage Centre at Kaay Llnagaay
- Northern Savings Credit Union
- RCMP – Dare Program, WITS program, and Bike Rodeo
- One to One Reading Program (community volunteers)

- Role Models (all communities)
- Farm to School Program (Local Farmers)
- Haida Gwaii Recreation / Afterschool Initiative
- Community members (ie. Greenhouse, Music/Drama,Yoga,Rugby)
- Gwaii Trust Society
- Mount Moresby Adventure Camp

Parent Advisory Council (PAC)

All parents and guardians of students attending Sk'aadga Naay Elementary School are members of the PAC. The PAC meets approximately once per month.

New Initiatives planned for 2016 – 2017

We expect that many activities and initiatives from 2015 – 2016 will be continued in 2016 – 2017. We may add new activities such as the following:

1. **Fenced area** around the greenhouse for berry bushes.
2. **Longhouse Covered Area** – on lower playground (funding required)
3. **Totem Pole** – at the entrance of the longhouse (funding required)
4. **New Sign at Entrance** of the building (funding required)
5. **TLC room** – community room to involve SHIP in the school
6. **School wide healthy activities** which promote movement, physical fitness and outdoor education.

Goal #1

To focus on staff collaboration practises in order to increase student engagement, improve student academics and promote healthy lifestyles.

Objective #1

To change the process for our school based team meetings to a more collaborative approach.

Description	In-service/ Training Needs	Resources Needed	Person(s) Responsible	Target Dates		Costs	Indicators of Success
				Start	End		
Strategy 1 Establish new guidelines and design of the current school based team (SBT) meetings. The SBT is an on-site problem-solving group which meets once per week.	None	School Based Team handout	Principal LRT Counsellor FNRW Teachers EAs Other specialists	September 2016	June 2017	\$0	Guidelines Established
Strategy 2 Conduct class reviews two times per year or more if needed.	None	Class Review power point	Principal LRT Teachers	September 2016	June 2017	\$0	Class reviews filed for every class two times per year.
Strategy 3 Focus on early interventions to support teachers in addressing any student issues.	Case by case analysis.	Various RTI (Response to Intervention)	All Staff	September 2016	June 2017 continuing	\$0	- data collection for reading, writing and math. - attendance - discipline referrals
Evaluation Plan Staff surveys and feedback sheets. Analyse the data collected.							
Communication Plan Continually connecting through staff meetings, emails, communication book, and SBT meetings.							

Objective #2

To schedule classes with a collaborative approach in mind.

Description	In-service/ Training Needs	Resources Needed	Person(s) Responsible	Target Dates		Costs	Indicators of Success
				Start	End		
Strategy 1 Establish new schedules with collaboration times build in.	None	Feedback from staff	Principal All Staff	September 2016	June 2017	\$0	Positive feedback from staff.
Strategy 2 Survey staff on their personal expertise and needs within the school.	None	Survey developed	Principal LRT Teachers	September 2016	June 2017	\$0	Check in at the end of October and end of February and make changes in the schedule if necessary.
Evaluation Plan Staff surveys and feedback sheets. Student surveys.							
Communication Plan Continually connecting through staff meetings, emails, communication book, and SBT meetings.							

Objective #3

To schedule school wide events which promote healthy, active participation from the entire student body on a weekly basis.

Description	In-service/ Training Needs	Resources Needed	Person(s) Responsible	Target Dates		Costs	Indicators of Success
				Start	End		
Strategy 1 Form a committee to plan the activities for the year.	None	Outdoor Ed Books	Principal Committee members	Beginning September 2016	End of September 2016	\$500	List of events planned for the year.
Strategy 2 Survey staff on their ideas for school wide activities which promote body movement on a regular basis.	None		All Staff	Beginning September 2016	End September 2016	\$0	- data on number of events, outdoor field trips, movement activities. - discipline referrals
Evaluation Plan Feedback from the students and staff in the form of a survey or feedback sheet.							
Communication Plan Continually connecting through staff meetings, emails, communication book, and SBT meetings.							

Conclusion

We will continue to modify and improve staff collaboration as the year unfolds. It is important to note that in the first year of a new goal, processes and schedules will be changed on a regular basis until our entire staff is satisfied with the new guidelines and strategies which have been established.

A key to improved learning is to meet the needs of every student in the school through effective intervention, support and enrichment. In order to achieve our goal of increased collaboration, we will support teachers with professional development opportunities, as well as professional learning and shared experiences. We will encourage everyone to participate in the collaboration process, including parents and students and members of the community.

Baseline data will be collected this year from staff and student surveys and we will develop a process in order to track our progress. Other types of data that will be considered for use would be student attendance, behaviour tracking sheets, report card marks, satisfaction surveys, DART, Math assessment (to be established), writing samples, anecdotal comments, and tracking of events.

We will continue this goal for at least one more year so that we can see if the collaboration of staff members makes a difference in the engagement of students, the increase of academic performance and the promotion of health active children.

Gud ad hlgang.gulxa



Signatures

Vicki Ives
Principal

V. Ives
Signature

June 1/16
Date

Angus Wilson
Superintendent

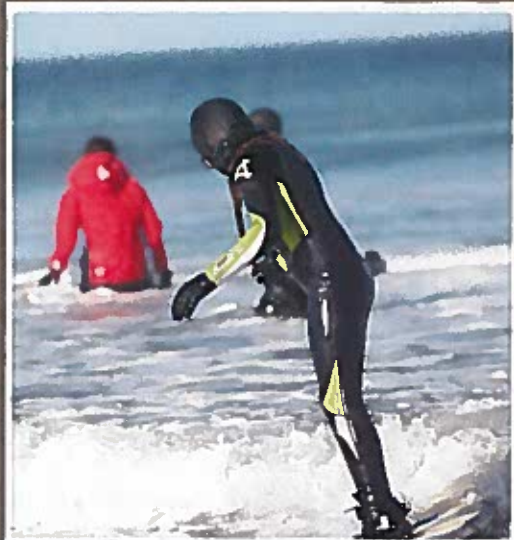
Signature

Date

Elizabeth Condrotte
Board of Trustees Chair

Signature

Date



SCHOOL PLAN 2016-2017

Agnes L. Mathers Elementary Secondary School

Box 227
Sandspit
British Columbia
V0T 1T0
250-637-5454

Agnes L. Mathers Elementary Secondary School Goals:

- #1 To integrate outdoor education into as many educational opportunities as possible throughout the school year with an increased focus on integrating the math and science curriculum.**
- #2 To increase community and global social responsibility.**
- #3 To continue to help at-risk students reconnect with and become successful in their education.**

School Planning Council
Leighann Rodger, Principal
Sandra Larose, Parent
Kim Forbes, Parent

School Community and Background

Agnes L. Mathers Elementary Secondary School has served Sandspit for over 40 years. The school is located in a community of approximately 250 people. All of the elementary students live in the village of Sandspit and most live within walking or biking distance to the school. The population of Sandspit has been dwindling and, as a result, the school population has declined. This school year has experienced an upward trend of four new students who have enrolled in the school since September. There is an expectation of 4 kindergarten students in September 2016. There are currently 35 students in the elementary grades and a total of 56 students registered in e-school. The e-school component of the school consists of 29 adult students and 24 elementary and high school students enrolled in a range of courses, as well as 3 students who are cross enrolled with Gidgalang Kuuyas Naay Secondary School and Brooks High School in Powell River. These students live in all of the communities on the island. This school year has seen the success of an application that has been made to the BC Ministry of Finance for a new and smaller building to replace the existing structure. Construction will start this summer and the current gym, mezzanine, and art room area will remain on site.

The current staffing structure at ALM is based on the following table:

Position	Staffing Level
Kindergarten-Grade 3 Teacher	0.8 FTE
Grade 4-7 teacher	1.0 FTE
Eschool teachers	0.9 FTE (0.7 South End, 0.2 North End)
Principal	0.8 FTE
School Administrative Assistant	30 hours/week
First Nations Resource Worker	5 hours/week
Library Clerk	5 hours/week
Education Assistant	25 hours/week

Custodian	Contract
-----------	----------

During the 2015/2016 school year the staff participated in several different professional development in-services at ALM and other schools within the district:

- District Wide Ministry Day at Queen Charlotte Secondary School
- MyEdBC training and in-services
- First Aid
- Changing Results for Young Readers inquiry based reading and writing workshops held throughout the school year
- Early Learning Forum
- UBC Rural Innovation
- Farm to School Local Food Initiative
- Provincial Outreach Program for Early Intervention
- Friends for Life anti-anxiety workshop
- Curriculum Implementation days

As well, during the 2015/2016 school year, the staff and students have participated in many innovative initiatives:

- Changing Results for Young Readers- an initiative for elementary teachers
- Salmonids in the Classroom (including insects and microscopes)
- PALS
- DASH BC inquiry questions
- numerous field trips such as skiing in Terrace, Mount Moresby Adventure Camp, seaweed gathering, surfing, stand up paddle boarding, kayaking, RCMP station tour, community clean-ups, mushroom picking, swim camp in Prince Rupert, hiking up Sleeping Beauty, fishing, bike hikes,
- Yoga provided by Sun Studio
- Paddle making with Tyler Crosby
- Haida blanket making with Joan Moody
- Healthy Snack program funded by Gwaii Trust
- Winter Concert and Garden Party
- Video presentation by the Council of the Haida Nation
- Presentations by the local fire department
- Participation in all of the school district sponsored sports
- Bike Repsych and a bike rodeo
- Christmas tree decorating at the airport
- Science Alive visit
- Science World visit
- Welcome to Kindergarten
- Flintknapping and archery
- Jewelry making at GKNSS
- Haida drawing at GKNSS
- Haida designs for silk screening

- Student participation in StoryMakers Club
- Musical instrument repair with a community volunteer
- Numerous visits from the RCMP discussing safety
- Ready Set Learn
- Jingle Bell Run
- Terry Fox Run
- Milk Run
- ArtStarts performances
- Shelter building at the beach
- Magic show presentation
- Family dinner
- Shake Out Earthquake Drill
- Community Remembrance Day Presentation
- Breakfast with Santa
- Skype with H. R. Macmillan Space Centre
- Clay projects with local artists
- Health Fair at GKNSS
- Self-regulation games afternoon
- Kindergarten dental screening
- Aboriginal Day
- Waffle breakfast
- Body image and sexual health presentations
- Visiting coach for rugby
- Pen pals with students in Nebraska
- Cultural capsule exchange with a school in Calgary
- Fundraising for a school in Africa in partnership with a community member
- School wide art projects (some of which included inviting community members to share an art form with the students)

For the 2016/2017 school year, the staff will be participating in the annual district day professional development, the annual Ministry day, the curriculum implementation days, and the Early Learning Forum. The teachers have expressed an interest in inquiry based and self-directed professional development opportunities that allow specific focus and relevancy.

Goal #1

To integrate outdoor education into as many educational opportunities as possible throughout the school year with an increased focus in the areas of science, social studies, and math.

This year we will continue to focus on incorporating as many outdoor education opportunities as possible into the classroom learning environment with a close connection to math, social studies, and science. Currently, teachers participate in and organize numerous outdoors activities and utilize nature within the school curriculum. We have continued to increase the number of field trips this school year and have enjoyed a variety of local experiences including many trips to the beach and the forest, surfing, stand up paddle boarding, hiking the Dover Trail and learning about local plants, collecting seaweed, visiting the RCMP station, observing salmon spawning on the Dover Trail, archery, spending a day at Aliford Bay with an invited school, and mushroom picking. There are many chances for students to participate in a variety of outdoors activities relating to all aspects of the school curriculum. Science, mathematics, physical education, Language Arts, and French, etc. can provide an expansive curriculum through outdoor activities. We will continue to more closely tie in the science, social studies, and math curriculum during the 2016/2017 school year. We have started on this process during the 2015/2016 school year and have seen a marked increase in the connections between the school curriculum and our outdoor education activities. The implementation of the update Ministry of Education curriculum will allow for increased creativity and imagination in the ways in which teachers will connect local experiences with school-based curriculum.

Based on feedback from parents, students, and staff, we have experienced a successful year with outdoor education activities in the 2015/2016 school year and we are looking forward to increasing our commitment to outdoor education and local experiences in the upcoming year. We have participated in approximately two large- scale field trips per month (surfing, hiking, etc.) and approximately four-five smaller scale field trips per month (beach clean-ups, bike hikes). At this point, the students are participating in at least one field trip per week. Some of these field trips involve the entire student population and some are age dependent. In the next school year, we will continue to track the number of field trips in which students participate and increase the ways in which the math and science curriculum can be connected to these field trips. We will also continue to ask for student feedback regarding their learning and interest level in the activities. It will be important for parents to share their knowledge and participate in field trips and outings. The number of volunteers that we had for this year's field trips is hugely appreciated and it is clear that the involvement of parents and community members is vital to the success of the outdoor education program. The contributions of parents and community members are exemplified in such things as transportation, food provision, and chaperoning. Travel and time will be monitored for logistical implementations and teacher input will be vitally important. The reduced Kwuna schedule has impacted our ability to easily participate in field trips and we have had to creatively surmount some of these challenges. We have extensively utilized parent volunteers to drive students to and from field trips. We have also provided opportunities for the older students to ride their bikes to and from field trips. We are very

appreciative of the time and energy committed by community volunteers. There is a possibility that the community of Sandspit may be developing a local bus schedule that would allow us the opportunity to hire a bus when needed. Many people in the community have significant knowledge that can be shared with the students, and their feedback will be an important part of measuring the success of this goal. Teachers will be encouraged to share their experiences to measure the level of success.

Strategies to implement this goal will be varied:

- Professional development opportunities for staff, with a focus on outdoor education
- provision of planning time for teachers to organize and orchestrate field trips
- allocation of financial resources to support field trips, if necessary
- grant writing to secure additional funding for field trips
- discussion of upcoming field trips at PAC meetings
- inviting numerous community members to participate and share expertise during the field trips
- meet as a School Planning Council each term throughout the school year to track the progress of this goal

Goal #2

To increase community and global social responsibility.

This year we will continue to encourage students to become increasingly aware of their role in both the local and global community. We would like to see students contributing to social responsibility initiatives on Haida Gwaii as well as developing an interest and awareness of causes and concerns in other areas of the world. Students will be further introduced to topics such as the need for clean water, pollution, environmental awareness, local food initiatives, and the unique qualities of isolated communities through an age appropriate and curriculum- based approach. We have started to increase the students' awareness of global issues; however, we recognize the importance of growing and developing this goal and balancing global awareness with students' feelings of personal safety and security. This year, we have had the opportunity to become involved in a variety of global initiatives such as writing pen pal letters to students at a First Nations school in Calgary through a cultural capsule exchange, helping a community member raise money and contribute items for students in Africa, growing and eating local foods as available, sharing pen pal letters with a class in Nebraska and encouraging our students to become increasingly aware of the environment and our impacts upon the environment. The school counselor has worked with individual students to develop resiliency and self-regulation skills. Following attendance at the Truth and Reconciliation event in Vancouver in September, 2013, our intermediate teacher has been steadily increasing classroom content related to residential schools and their impact on society. Recognition of Orange Shirt Day has provided an opportunity to introduce primary students to the history of residential schools in Canada. This is a long-term goal for our school and is being built upon each year as student and staff knowledge bases increase.

We will continue to investigate a variety of means to implement this goal. With input from community members and parents, we will increase the development of social awareness within the students of ALM. Possible activities and programs for increasing awareness of social responsibility include things such as beach clean- ups, forest clean- ups and brushing, increasing recycling opportunities, and increasing local food development and gardening. We will continue the development of our pen pal program in the upcoming school year.

We will measure the success of this goal through a variety of tracking systems. We will record the number of initiatives undertaken that support social responsibility. Students and teachers will be asked for their feedback regarding the programs. Community members and parents will be encouraged to participate and share their skills and interests with the students.

Strategies to implement this goal will be varied:

- allocate financial resources to provide support for these initiatives

- meet as a School Planning Council each term throughout the school year to track the progress of this goal

- work closely with the ALM PAC to develop and orchestrate fundraising events and activities
- develop age appropriate lessons concerning family, classmates, friends, local and global social awareness
- ask knowledgeable members of the community to assist with and offer expertise in the classrooms
- schedule early in the school year to ensure socially responsible events are planned accordingly
- use of the Aboriginal Role Model program and invitations to Elders
- investigate various international programs that focus on the roles of students and schools in making positive global changes

Goal #3

To continue to help at-risk students reconnect with and become successful in their education.

Eschool has grown and developed throughout this past school year. There are various reasons why students may choose to participate in the eschool program and students may or may not be enrolled on a full time basis, dependent on personal circumstances. Increasing numbers of students are achieving success and are completing courses. The eschool teachers work closely in an inter-agency model with Ministry of Children and Families Development, the correctional system, Haida Child and Family Services, Mental Health services, etc. when necessary. We would like to see increased opportunities for eschool students to become involved in the school and local communities while gaining valuable skills. We have been able to increase the in-school visits from the eschool students through a variety of transportation means. We have several eschool students working directly in the building with the eschool teacher. Several eschool students have volunteered to help the younger students during field trips and were a hugely appreciated asset during our kayaking day and as volunteers at the Mount Moresby Adventure Camp. We have several eschool students working with local business people who provide employment opportunities for the students. We will continue to focus on encouraging students to enroll in the program, as appropriate, and focus on the successes of these students. An additional focus will be on the development of the work experience program as we help students achieve gainful employment. There is a possibility that eschool will be determined to be a distributed learning model following an application to the Ministry of Education in May, 2016.

In order to accomplish this goal, we will incorporate as many strategies as possible to provide numerous learning environments and support for students. Partnering with community groups will be essential to providing opportunities for the eschool students. Options such as working with local businesses and tradespeople will provide the chance for eschool students to gain valuable skills. By fostering these connections, we hope to encourage our students to make connections within the communities that may result in employment opportunities, increased independence, and self-confidence.

It will be extremely important to track the progress of the eschool students as programming for these students needs to build upon the students' successes. Contact between eschool staff and students will be recorded. Academic progress will be followed closely for the students. We will closely monitor the number of courses in which eschool students enroll to ensure students are working at a comfortable and attainable level. Course completion and graduation rates will be monitored. The eschool teacher and school principal will follow up with each student to ensure progress is being maintained and the course load is appropriate. The feedback from eschool students will be essential in tracking the success of the program.

Strategies to implement this goal will be varied:

- draw on the skills and resources within the community ie. diversified work experience, physical education opportunities
- implement an online strategy for helping students with school work ie. a platform such as Google Docs
- meet as a School Planning Council each term throughout the school year to track the progress of this goal
- continue to provide telephone and email assistance for eschool students during the hours of 9am-3pm
- continue to provide use of school district computers and internet connections
- implement various means of transportation for students to travel to appropriate educational locations
- discussion with Literacy Haida Gwaii regarding the availability of tutors
- partnering with additional community agencies such as Northwest Community College, Haida Gwaii Higher Education Society, Hecate Strait Employment, Haida Gwaii Recreation Commission, the Band Councils, etc. to provide training and education opportunities

Conclusion

It is expected that the school plan will change and develop throughout the school year dependent on arising opportunities and school strengths. We have chosen to build upon existing goals in order to expand upon our current successes and incorporate additional curriculum connectedness. We feel that we are more deeply delving into these goals as the years progress and we are interested in improving upon these consistent goals. The goals of the school plan will continue to be posted in the school to allow a clear and concise representation of the focus and values of Agnes L. Mathers School. Through focusing on ways in which we can help each student become successful, and educating staff, students, and the community, we will be able to implement the goals of the school plan.

FINANCE VOUCHER

REGULAR BOARD MEETING

BOARD MEETING:

June 28, 2016

AGENDA ITEM:

Finance Voucher May 31, 2016

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

A/P Cheques Computer Generated	May 31, 2016	\$69,650.92	
ePayments	May 31, 2016	\$211,365.49	
Quick Pays	May 31, 2016	\$353,228.86	
TOTAL Accounts Payable.....	May 31, 2016		\$634,245.27
Teachers	13-May	\$86,750.00	
AO/Exempt	13-May	\$27,920.00	
Teachers	31-May	\$112,223.27	
AO/Exempt	29-May	\$34,969.67	\$261,862.94
CUPE	30-Apr	\$48,003.10	
Casuals	30-Apr	\$13,392.76	
TOC's	30-Apr	\$7,976.37	
CUPE	14-May	\$47,009.46	
Casuals	14-May	\$12,499.39	
TOC's	14-May	\$8,577.73	
			\$137,458.81
TOTAL Payroll.....	May 31, 2016		\$399,321.75
TOTAL A/P and Payroll			\$1,033,567.02

RECOMMENDATION:

1. THAT the Board of School Trustees receive for information Accounts Payable and Payroll totaling \$1,033,567.02 for the month of May

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

CHEQUE NUMBER	DATE	SUPPLIER	AMOUNT
56772	5/5/2016	Advantage Print & Design	\$ 602.49
56773	5/5/2016	Masset Services	\$ 196.95
56774	5/5/2016	Queen Charlotte Living & Learning	\$ 723.99
56775	5/5/2016	SCAIFE, Sheila	\$ 125.00
56776	5/5/2016	Super Valu Store No. 43	\$ 131.44
56777	5/5/2016	TC Media Livres Inc.	\$ 1,406.86
56778	5/5/2016	Westpoint Automotive	\$ 29.07
56779	5/5/2016	George M Dawson Principal IN Trust	\$ 100.00
56780	5/5/2016	Petty Cash	\$ 216.69
56781	5/12/2016	Jay Bellis	\$ 100.00
56782	5/12/2016	Charley Robertson	\$ 50.00
56783	5/12/2016	Laurie Chisholm	\$ 260.00
56784	5/12/2016	City Centre Stores LTD.	\$ 12.76
56785	5/12/2016	Shelly Crack-NHGHHC	\$ 360.00
56786	5/12/2016	Judy Foster	\$ 260.00
56787	5/12/2016	Les Plan Educational Services	\$ 399.00
56788	5/12/2016	Michael Mayr	\$ 100.00
56789	5/12/2016	Nebs Business Products Limited	\$ 396.35
56790	5/12/2016	NHA - Corporate	\$ 4,700.00
56791	5/12/2016	Joe Precourt	\$ 260.00
56792	5/12/2016	Roger Stoltzfus	\$ 322.53
56793	5/12/2016	Sitka Studio	\$ 402.08
56794	5/12/2016	Jordan Stewart-Burton	\$ 50.00
56795	5/12/2016	Super Valu Store No. 43	\$ 82.12
56796	5/12/2016	Katherine Wall	\$ 247.00
56797	5/12/2016	Westpoint Automotive	\$ 6.34
56798	5/12/2016	George M Dawson Principal IN Trust	\$ 11,085.00
56799	5/12/2016	Kevin May	\$ 334.96
56800	5/19/2016	BC Hydro & Power Authority	\$ 11,471.56
56801	5/19/2016	Grace Broadfoot	\$ 100.00
56802	5/19/2016	City Centre Stores LTD.	\$ 21.30
56803	5/19/2016	E.B. Horsman & Son	\$ 8,133.17
56804	5/19/2016	Lavoie's Family Farm	\$ 50.00
56805	5/19/2016	Observer Publishing CO LTD.	\$ 519.75
56806	5/19/2016	Softchoice Corporation	\$ 3,548.86
56807	5/19/2016	Staples Desjardins Card Service	\$ 1,216.45
56808	5/19/2016	Telus Commuications Company	\$ 559.77
56809	5/19/2016	George M Dawson Principal IN Trust	\$ 550.00
56810	5/19/2016	Petty Cash -Port Clements School	\$ 417.38
56811	5/27/2016	MacKenzie Furniture	\$ 13,894.82

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

CHEQUE NUMBER	DATE	SUPPLIER	AMOUNT
56812	5/27/2016	Roberta Olson	\$ 75.00
56813	5/27/2016	Kevin May	\$ 623.28
56814	5/31/2016	Shelly Crack-NHGHHC	\$ 120.00
56815	5/31/2016	Great-West Life	\$ 494.30
56816	5/31/2016	Great West Life	\$ 1,162.10
56817	5/31/2016	London Life Insurance Company	\$ 1,080.18
56818	5/31/2016	Poster Pals	\$ 103.90
56819	5/31/2016	SSQ INSURANCE COMPANY	\$ 36.60
56820	5/31/2016	Bank of Montreal	\$ 2,511.87
TOTALS			\$ 69,650.92

SCHOOL DISTRICT NO. 50
eREGISTER AS OF MAY 31, 2016

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
5/5/2016	Aaron-Mark Services	8724	\$ 921.66	7334
5/5/2016	Atwell Family Foods	8725	\$ 378.96	7334
5/5/2016	Big Red Enterprises LTD.	8726	\$ 2,520.50	7334
5/5/2016	Charlotte Island Tires LTD.	8727	\$ 616.32	7334
5/5/2016	Clearbrook Hydroseeding LTD	8728	\$ 30.00	7334
5/5/2016	Dr. Rob Baker, Inc.	8730	\$ 300.00	7334
5/5/2016	Eagle Transit LTD.	8731	\$ 735.00	7334
5/5/2016	Editions DE L'envolee	8732	\$ 525.89	7334
5/5/2016	Haida Gwaii Consumers Co-operative	8729	\$ 661.39	7334
5/5/2016	Haida Gwaii Trader.com	8734	\$ 63.00	7334
5/5/2016	Industrial Alliance	8735	\$ 55.74	7334
5/5/2016	Minister of Finance	8736	\$ 5,920.00	7334
5/5/2016	North Coast Supply Co. LTD.	8737	\$ 33.54	7334
5/5/2016	Opus Framing & Art Supplies	8738	\$ 17.94	7334
5/5/2016	Rocky's Equipment Sales LTD.	8739	\$ 18.27	7334
5/5/2016	School Specialty Canada	8740	\$ 272.07	7334
5/5/2016	Sew What Ent.	8741	\$ 60.00	7334
5/5/2016	Tlc Automotive Services LTD.	8742	\$ 201.61	7334
5/5/2016	Xerox Canada Ltd.	8744	\$ 1,285.30	7334
5/5/2016	Dennis S. Baran	8745	\$ 168.77	7334
5/5/2016	Deavlan Bradley	8746	\$ 67.20	7334
5/5/2016	Ryan Brown	8747	\$ 167.48	7334
5/5/2016	Daniel W. Burton	8748	\$ 41.80	7334
5/5/2016	Elizabeth A. Condrotte	8749	\$ 1,147.29	7334
5/5/2016	Marjorie Fregin	8750	\$ 377.00	7334
5/5/2016	Marissa Jones	8751	\$ 24.40	7334
5/5/2016	Thomas Kertes	8752	\$ 42.52	7334
5/5/2016	Bernadette Marie	8753	\$ 182.32	7334
5/5/2016	Vanessa Marie	8754	\$ 430.36	7334
5/5/2016	Queen Charlotte School Principals in Trust	8755	\$ 971.97	7334
5/5/2016	Leighann Rodger	8756	\$ 441.68	7334
5/5/2016	Sk'aadgaa Naay Elementary School PIT	8757	\$ 2,000.00	7334
5/5/2016	Tahayghen Principal's IN Trust	8758	\$ 825.00	7334
5/5/2016	Marcia Watkins	8759	\$ 48.78	7334
5/5/2016	Angus W.R. Wilson	8760	\$ 656.14	7334
5/12/2016	Thomas Arnatt	8761	\$ 100.00	7339
5/12/2016	Bayview Market	8762	\$ 247.00	7339
5/12/2016	Black Press Ltd.	8763	\$ 312.06	7339
5/12/2016	Craven Huston Powers Architects	8764	\$ 17,315.82	7339
5/12/2016	Directdial.Com	8766	\$ 509.60	7339
5/12/2016	Family Services Of Greater Vancouver	8767	\$ 3,698.36	7339
5/12/2016	Haida Gwaii Consumers Co-operative	8765	\$ 849.67	7339
5/12/2016	Haida Gwaii Forest Products Joint	8768	\$ 794.43	7339
5/12/2016	Island Blue Print Co. LTD.	8769	\$ 2,690.56	7339
5/12/2016	Krueger, Tanya	8770	\$ 247.00	7339

SCHOOL DISTRICT NO. 50
eREGISTER AS OF MAY 31, 2016

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
5/12/2016	Sian Nallaweg	8771	\$ 208.00	7339
5/12/2016	Nelson Education LTD.	8772	\$ 287.82	7339
5/12/2016	Port Air Cargo	8773	\$ 241.50	7339
5/12/2016	Queen Charlotte Electronics	8774	\$ 541.80	7339
5/12/2016	Kathy Salanski	8775	\$ 247.00	7339
5/12/2016	Telus Communications (Bc) Inc.	8776	\$ 1,861.20	7339
5/12/2016	Tlc Automotive Services LTD.	8777	\$ 131.39	7339
5/12/2016	United Library Services	8778	\$ 20.45	7339
5/12/2016	Vernon Teach And Learn	8779	\$ 51.80	7339
5/12/2016	Village Of Port Clements	8780	\$ 501.00	7339
5/12/2016	Roberta Wagenstein	8781	\$ 221.00	7339
5/12/2016	Xerox Canada Ltd.	8782	\$ 2,029.95	7339
5/12/2016	Catherine Baran	8783	\$ 17.55	7339
5/12/2016	Josina Davis	8784	\$ 31.80	7339
5/12/2016	J. Kim Goetzinger	8785	\$ 854.68	7339
5/12/2016	Steven Goffic	8786	\$ 691.12	7339
5/12/2016	Marissa Jones	8787	\$ 11.66	7339
5/12/2016	_QCSS PIT Scholarship Account	8788	\$ 1,000.00	7339
5/12/2016	Queen Charlotte School Principals in Trust	8789	\$ 1,111.00	7339
5/12/2016	Leighann Rodger	8790	\$ 1,195.48	7339
5/12/2016	Shelley Sansome	8791	\$ 1,379.62	7339
5/12/2016	Derek J. Seifert	8792	\$ 166.75	7339
5/12/2016	Tahayghen Principal's IN Trust	8793	\$ 345.00	7339
5/12/2016	Joanne Yovanovich	8794	\$ 309.83	7339
5/19/2016	Atwell Family Foods	8795	\$ 410.15	7344
5/19/2016	BC School Trustees Association	8796	\$ 1,269.62	7344
5/19/2016	Cayenta/Harris Computer Systems	8797	\$ 21,992.95	7344
5/19/2016	Coastal Propane Inc.	8798	\$ 21,895.70	7344
5/19/2016	Craven Huston Powers Architects	8799	\$ 1,785.00	7344
5/19/2016	Eagle Transit LTD.	8801	\$ 714.00	7344
5/19/2016	Graydon Security Systems	8802	\$ 314.50	7344
5/19/2016	Haida Gwaii Consumers Co-operative	8800	\$ 805.68	7344
5/19/2016	Insight Canada Inc.	8803	\$ 13,636.01	7344
5/19/2016	Mcgraw-Hill Ryerson Limited	8804	\$ 693.90	7344
5/19/2016	Northern Industrial Sales	8805	\$ 382.29	7344
5/19/2016	Pebt, IN Trust	8806	\$ 7,377.72	7344
5/19/2016	School Specialty Canada	8807	\$ 2,278.25	7344
5/19/2016	Telus Communications (Bc) Inc.	8808	\$ 24,277.46	7344
5/19/2016	Tlc Automotive Services LTD.	8809	\$ 207.30	7344
5/19/2016	Village Of Masset	8811	\$ 704.36	7344
5/19/2016	Xerox Canada Ltd.	8812	\$ 1,026.69	7344
5/19/2016	Amanda Bedard	8813	\$ 1,250.00	7344
5/19/2016	John Borrowman	8814	\$ 208.19	7344
5/19/2016	Ryan Brown	8815	\$ 334.96	7344
5/19/2016	Autum M Gates	8816	\$ 222.43	7344

SCHOOL DISTRICT NO. 50
eREGISTER AS OF MAY 31, 2016

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
5/19/2016	Yvonne Hughes	8817	\$ 291.60	7344
5/19/2016	Carole Ives	8818	\$ 450.00	7344
5/19/2016	Ian J. Keir	8819	\$ 28.11	7344
5/19/2016	Warren McIntyre	8820	\$ 33.00	7344
5/19/2016	Port Clements School Principals in Trust	8821	\$ 1,293.33	7344
5/19/2016	_QCSS PIT Scholarship Account	8822	\$ 400.00	7344
5/19/2016	Tahayghen Principal's IN Trust	8823	\$ 25.00	7344
5/19/2016	Donna M. Wesley	8824	\$ 62.54	7344
5/19/2016	Calvin Westbrook	8825	\$ 1,579.10	7344
5/27/2016	Artstarts IN Schools	8826	\$ 3,915.80	7350
5/27/2016	Inland Air	8827	\$ 24.00	7350
5/27/2016	Insight Canada Inc.	8828	\$ 4,438.03	7350
5/27/2016	Western Campus Resources	8829	\$ 286.07	7350
5/27/2016	Josina Davis	8830	\$ 47.70	7350
5/27/2016	Monika Edinger	8831	\$ 1,000.00	7350
5/27/2016	Kenneth Evans	8832	\$ 115.00	7350
5/27/2016	Shelley Sansome	8833	\$ 89.04	7350
5/27/2016	Angus W.R. Wilson	8834	\$ 488.66	7350
5/31/2016	Judy Hadcock	8733	\$ 3,675.00	7334
5/31/2016	WEIGUM, Shirley	8743	\$ 2,754.81	7334
5/31/2016	BC Principals & Vice Principals' in Trust	8835	\$ 691.25	7353
5/31/2016	BC Teachers' Federation	8836	\$ 6,386.11	7353
5/31/2016	BC Teachers' Federation	8837	\$ 6,382.75	7353
5/31/2016	CUPE - Local 2020	8838	\$ 2,913.21	7353
5/31/2016	Haida Gwaii Consumers Co-operative	8839	\$ 926.05	7353
5/31/2016	Haida Gwaii Teachers' Association	8840	\$ 2,163.60	7353
5/31/2016	Haida Gwaii PVPA Association	8841	\$ 228.09	7353
5/31/2016	Administrative Officers Pro D	8842	\$ 1,400.00	7353
5/31/2016	Wilson Brown	8843	\$ 220.48	7353
5/31/2016	Marjorie Fregin	8844	\$ 401.00	7353
5/31/2016	Joint Professional Development	8845	\$ 3,090.45	7353
5/31/2016	Warren McIntyre	8846	\$ 27.68	7353
5/31/2016	Marion Pierce	8847	\$ 143.51	7353
5/31/2016	Megan Romas	8848	\$ 505.60	7353
5/31/2016	Robert Vogstad	8849	\$ 69.96	7353
5/31/2016	Sheila Wigmore	8850	\$ 600.00	7353
TOTALS			\$ 211,365.49	

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

CHEQUE NUMBER	DATE	SUPPLIER	AMOUNT
196417	5/6/2016	Teachers' Pension Plan	\$ 2,598.26
196418	5/6/2016	Municipal Pension Plan	\$ 13,172.45
634511	5/9/2016	Canada Customs And Revenue	\$ 77,296.34
622627	5/9/2016	Canada Customs And Revenue	\$ 19,428.48
634156	5/9/2016	Canada Customs And Revenue	\$ 10,648.33
196820	5/13/2016	Teachers' Pension Plan	\$ 116,141.70
196821	5/13/2016	Municipal Pension Plan	\$ 3,655.01
611577	5/13/2016	Canada Customs And Revenue	\$ 968.42
622376	5/13/2016	Canada Customs And Revenue	\$ 2,842.92
634816	5/13/2016	Canada Customs And Revenue	\$ 367.12
8149971	5/18/2016	Pacific Blue Cross	\$ 10,353.24
814435	5/18/2016	Pacific Blue Cross	\$ 3,561.69
814981	5/18/2016	MINISTER OF FINANCE	\$ 6,418.00
814472	5/18/2016	MINISTER OF FINANCE	\$ 4,698.00
197518	5/20/2016	Teachers' Pension Plan	\$ 1,973.48
197520	5/20/2016	Municipal Pension Plan	\$ 14,098.87
610942	5/24/2016	Canada Customs And Revenue	\$ 41,368.00
814553	5/24/2016	Canada Customs And Revenue	\$ 18,656.55
610228	5/24/2016	Canada Customs And Revenue	\$ 4,500.00
602788	5/31/2016	Yvette Marie Emerson	\$ 482.00
TOTALS			\$ 353,228.86

MEMORANDUM

SCHOOL
DISTRICT NO. 50
Haida Gwaii

TO Shelley Sansome
Secretary-Treasurer

FROM Moira Dubasov
Assistant Secretary-Treasurer

SUBJECT: Teachers Payroll for..... May

DATE 14-Jun-16

Period Ending	Pay Period	Payroll Group	Net Amount
13-May	PP#1-5Adv	Teachers	\$ 86,750.00
13-May	PP#1-5Adv	AO/Exempt	\$ 27,920.00
31-May	PP#1-5	Teachers	\$ 112,223.27
29-May	PP#1-5	AO/Exempt	\$ 34,969.67
Total Net Pay			\$261,862.94

MEMORANDUM

SCHOOL
DISTRICT NO. 50
Haide Gwaii

TO **Shelley Sansome**
Secretary-Treasurer

FROM **Maira Dubasov**
Assistant Secretary-Treasurer

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

DATE **14-Jun-16**

Period Ending	Pay Period	Payroll Group	Net Amount
30-Apr	PP #2-9	CUPE	\$ 48,003.10
30-Apr	PP #2-9	Casuals	\$ 13,392.76
30-Apr	PP #2-9	TOC's	\$ 7,976.37
14-May	PP #2-10	CUPE	\$ 47,009.46
14-May	PP #2-10	Casuals	\$ 12,499.39
14-May	PP #2-10	TOC's	\$ 8,577.73
Total Net Pay			\$ 137,458.81

TRUSTEE EXPENDITURE REPORT AS OF May 31, 2016						
		May	Year-To-Date	Amended Budget	Available	% Spent
4-40-19000	GOV HONORARIUM	4,441.80	45,842.02	50,537.00	4,694.98	91%
4-40-20000	GOV BENEFITS	75.61	794.33	910.00	115.67	87%
4-40-34000	GOV TRAVEL, MEALS, MILEAGE	4,917.78	24,393.86	30,000.00	5,606.14	81%
4-40-37000	GOV DUES & FEES		6,822.21	8,822.00	1,999.79	77%
4-40-39000	INSURANCE		800.00	1,200.00	400.00	67%
4-40-42005	ELECTIONS		4,249.05	4,249.00	(0.05)	100%
4-40-43000	GOV TELECOMMUNICATIONS		0.00	-	-	0%
4-40-51000	GOV SUPPLIES		547.83	275.00	(272.83)	199%
4-40-58000	FURNITURE & EQUIPMENT		0.00	-	-	0%
Total		9,435.19	83,449.30	95,993.00	12,543.70	87%

132945

Business MasterCard®

Provided by CUETS Financial



NORTHERN SAVINGS CREDIT UNION

Summary for Account: [REDACTED]

Previous Balance	5,998.65	Statement Date:	May 31, 2016
Total Credits -	6,093.28	Payment Due Date:	June 22, 2016
Total Debits +	8,180.35		
Interest +	0.00	Account Credit Limit:	40,000.00
New Balance	8,085.72	Available Credit:	31,362.00
Min. Payment Due:	243.00	Interest Rates	
		Purchases:	19.49%
		Cash Advances:	19.49%

Slip Date	Post Date	Description	Amount
MAY 19	MAY 19	PAYMENT - THANK YOU	5,998.65CR

Slip Date	Post Date	Description	Amount
MAY 04	MAY 04	ANNUAL FEE 05/16 THROUGH 04/17	25.00
MAY 09	MAY 09	JAGS BEANSTALK SKIDEGATE CD	108.00
MAY 24	MAY 24	SAPPORO JAPANESE RESTA QUEEN CHARLOT CD	259.01

Name	Account Number	Transactions Total
[REDACTED]	[REDACTED]	\$392.01

Slip Date	Post Date	Description	Amount
APR 18	MAY 01	PRO ED INC 05124513246 TX US DOLLAR 257.36 X 1.28699098	331.22
APR 27	MAY 01	AIR CAN 0142161815641 WINNIPEG CD YOVANOVICH/JOANNE MS YZP YVR YVR YZP	707.96
MAY 04	MAY 04	DAYS INN VANCOUVER DOW VANCOUVER CREDIT	94.63CR
MAY 05	MAY 05	VISTAPR*VISTAPRINT.CA 866-8114994 CD	486.14

Mail Payments to:
CUETS FINANCIAL
P.O. BOX 4637
TORONTO, ON M5W 5C6

Account:	[REDACTED]
Payment Due Date:	June 22, 2016
Amount Past Due:	0.00
New Balance:	8,085.72
Minimum Payment Due:	243.00
Amount Paid: \$	

CONTROL SCHOOL DIST 50
SCHOOL DISTRICT NO 50
PO BOX 69
QUEEN CHARLOTTE BC V0T 1S0

Detach this payment remittance slip and return with cheque or money order payable to "CUETS Financial". Payable at most Financial Institutions

Business MasterCard®

Provided by CUETS Financial



Slip Date	Post Date	Description	Amount
MAY 05	MAY 05	123INKCARTRIDGES.CA LACHINE CD	49.55
MAY 06	MAY 06	VISTAPR*VISTAPRINT.CA 866-8114994 CD	83.98
MAY 09	MAY 09	LETHBRIDGE COLLEGE-FIN LETHBRIDGE CD	17.04
MAY 11	MAY 11	ALL ABOUT U ARTS QUEEN CHARLOT CD	150.00
MAY 11	MAY 11	CHARLISLE CLOTHIERS LT QUEEN CHARLOT CD	29.03
MAY 11	MAY 11	LONG HOUSE GIFT SHOP SKIDEGATE CD	548.80
MAY 12	MAY 12	MOUNTAIN EQUIPMENT CO- VANCOUVER CD	150.00
MAY 12	MAY 12	CHARLISLE CLOTHIERS LT QUEEN CHARLOT CD	7.80
MAY 13	MAY 13	INDIGO ONLINE BRAMPTON CD	100.00
MAY 13	MAY 13	GEORGIAN COURT HOTEL VANCOUVER CD	553.32
		FOLIO #415709	
MAY 17	MAY 17	BEST BUY.CA # 899 RICHMOND CD	673.11
MAY 17	MAY 17	BEST BUY.CA # 900 MISSISSAUGA CD	146.99
MAY 17	MAY 17	CITY CENTRE STORE LTD. QUEEN CHARLOT CD	35.18
MAY 17	MAY 17	TRICON TRUSS AND MILLW 250-8472117 CD	1,299.68
MAY 18	MAY 18	BAYVIEW MARKET PORT CLEMENTS CD	26.01
MAY 19	MAY 19	VISTAPR*VISTAPRINT.CA 866-8114994 CD	33.59
MAY 19	MAY 19	AMAZON *MARKETPLCE CA WWW.AMAZON.CA CD	142.75
MAY 20	MAY 20	AMAZON *MARKETPLCE CA WWW.AMAZON.CA CD	47.77
MAY 23	MAY 23	PAYPAL *KANEX 4029357733 CA	107.96
MAY 24	MAY 24	CRIMINAL REC CHECK VICTORIA CD	56.00
MAY 25	MAY 25	CDW CANADA ETOBICOKE CD	87.34
MAY 26	MAY 26	BCF - ONLINE COAST CAR VICTORIA CD	300.00
MAY 30	MAY 30	LEARNING FORWARD 2404392164 MD	60.32
		US DOLLAR	
		45.00 X 1.34044444	
MAY 30	MAY 30	PACIFIC COASTAL AIRLIN RICHMOND CD	864.63
MAY 30	MAY 30	PACIFIC COASTAL AIRLIN RICHMOND CD	692.17

Name

Account Number

Transactions Total

\$7,693.71

Business MasterCard®

Provided by CUETS Financial



NORTHERN SAVINGS CREDIT UNION

Summary for Account: [REDACTED]

Previous Balance	0.00	Statement Date:	May 31, 2016
Total Credits -	0.00	Payment Due Date:	June 22, 2016
Total Debits +	0.00		
Interest +	0.00	Account Credit Limit:	40,000.00
New Balance	0.00	Available Credit:	0.00
Min. Payment Due:	0.00	Interest Rates	
		Purchases:	19.49%
		Cash Advances:	19.49%

This is a courtesy statement only.
Payment will be remitted by your employer.

YOUR ACCOUNT IS CURRENTLY CLOSED

Slip Date	Post Date	Description	Amount
MAY 04	MAY 04	ANNUAL FEE 05/16 THROUGH 04/17	25.00
MAY 09	MAY 11	JAGS BEANSTALK SKIDEGATE CD	108.00
MAY 24	MAY 25	SAPPORO JAPANESE RESTA QUEEN CHARLOTCD	259.01
MAY 31	MAY 31	TOTAL PURCHASES \$392.01	0.00
		TOTAL \$392.01	

Mail Payments to:
CUETS FINANCIAL
P.O. BOX 4637
TORONTO, ON M5W 5C6

Account: [REDACTED]

Payment Due Date	June 22, 2016
Amount Past Due:	0.00
New Balance:	0.00

Minimum Payment Due: 0.00

Amount Paid: \$

ANGUS WILSON
SCHOOL DISTRICT NO 50
PO BOX 69
QUEEN CHARLOTTE BC V0T 1S0

Detach this payment remittance slip and return with cheque or money order payable to "CUETS Financial". Payable at most Financial Institutions

Business MasterCard®

Provided by CUETS Financial



NORTHERN SAVINGS CREDIT UNION

Summary for Account: [REDACTED]

Previous Balance	0.00	Statement Date:	May 31, 2016
Total Credits -	0.00	Payment Due Date:	June 22, 2016
Total Debits +	0.00		
Interest +	0.00	Account Credit Limit:	40,000.00
New Balance	0.00	Available Credit:	37,832.00

Min. Payment Due: 0.00

Interest Rates

Purchases:	19.49%
Cash Advances:	19.49%

This is a courtesy statement only.
Payment will be remitted by your employer.

Slip Date	Post Date	Description	Amount
APR 18	MAY 01	PRO ED INC 05124513246 TX US DOLLAR 257.36 X 1 28699098	331.22
APR 27	MAY 01	AIR CAN 0142161815641 WINNIPEG CD YOVANOVICH/JOANNE MS YZP YVR YVR YZP	707.96
MAY 04	MAY 05	DAYS INN VANCOUVER DOW VANCOUVER CD	94.63CR
MAY 05	MAY 05	VISTAPR*VISTAPRINT.CA 866-8114994 CD	486.14
MAY 06	MAY 06	VISTAPR*VISTAPRINT.CA 866-8114994 CD	83.98
MAY 05	MAY 08	123INKCARTRIDGES.CA LACHINE CD	49.55
MAY 09	MAY 10	LETHBRIDGE COLLEGE-FIN LETHBRIDGE CD	17.04
MAY 11	MAY 12	ALL ABOUT U ARTS QUEEN CHARLOTCD	150.00
MAY 11	MAY 12	CHARLISLE CLOTHIERS LT QUEEN CHARLOTCD	29.03
MAY 11	MAY 13	LONG HOUSE GIFT SHOP SKIDEGATE CD	548.80
MAY 12	MAY 13	CHARLISLE CLOTHIERS LT QUEEN CHARLOTCD	7.80
MAY 12	MAY 15	MOUNTAIN EQUIPMENT CO- VANCOUVER CD	150.00
MAY 13	MAY 15	INDIGO ONLINE BRAMPTON CD	100.00
MAY 13	MAY 15	GEORGIAN COURT HOTEL VANCOUVER CD	553.32
MAY 17	MAY 18	CITY CENTRE STORE LTD. QUEEN CHARLOTCD	35.18
MAY 17	MAY 18	BEST BUY.CA # 899 RICHMOND CD	673.11
MAY 17	MAY 18	BEST BUY.CA # 900 MISSISSAUGA CD	146.99

Mail Payments to:
CUETS FINANCIAL
P.O. BOX 4637
TORONTO, ON M5W 5C6

Account: [REDACTED]

Payment Due Date	June 22, 2016
Amount Past Due:	0.00
New Balance:	0.00

Minimum Payment Due: 0.00

Amount Paid: \$

MARISSA JONES
SCHOOL DISTRICT NO.50
PO BOX 69
QUEEN CHARLOTTE BC V0T 1S0

Detach this payment remittance slip and return with cheque or
money order payable to "CUETS Financial". Payable at
most Financial Institutions

Business MasterCard®

Provided by CUETS Financial



Slip Date	Post Date	Description	Amount
MAY 17	MAY 18	TRICON TRUSS AND MILLW 250-8472117 CD	1,299.68
MAY 18	MAY 20	BAYVIEW MARKET PORT CLEMENTSCD	26.01
MAY 19	MAY 20	VISTAPR*VISTAPRINT.CA 866-8114994 CD	33.59
MAY 19	MAY 20	AMAZON *MARKETPLCE CA WWW.AMAZON.CACD	142.75
MAY 20	MAY 22	AMAZON *MARKETPLCE CA WWW.AMAZON.CACD	47.77
MAY 23	MAY 24	PAYPAL *KANEX 4029357733 CA	107.96
MAY 24	MAY 26	CRIMINAL REC CHECK VICTORIA CD	56.00
MAY 25	MAY 26	CDW CANADA ETOBICOKE CD	87.34
MAY 26	MAY 27	BCF - ONLINE COAST CAR VICTORIA CD	300.00
MAY 30	MAY 31	PACIFIC COASTAL AIRLIN RICHMOND CD	864.63
MAY 30	MAY 31	PACIFIC COASTAL AIRLIN RICHMOND CD	692.17
MAY 30	MAY 31	LEARNING FORWARD 2404392164 MD	60.32
		US DOLLAR	
		45.00 X 1.34044444	
MAY 31	MAY 31	TOTAL PURCHASES \$7,788.34	0.00
		TOTAL RETURNS \$94.63	
		TOTAL \$7,693.71	





June 2, 2016

Ref: 188043

To: All Superintendents
All Secretary Treasures

Re: May 31, 2016 \$25 million in redirected administrative savings for school districts

This letter is a follow-up to the Minister of Education's May 31 [announcement](#) of \$25 million redirected from Administrative Savings to frontline education services.

Minister Mike Bernier has been in active discussions with the Minister of Finance and his colleagues regarding the hard work done by districts to implement administrative savings. The result is that government has been receptive to our advocacy work on behalf of boards of education, enabling Minister Bernier to make this important announcement to redirect funding back into student services. **I can now advise that government has confirmed this level of funding as a permanent commitment for K-12 education; it is not only for the 2016/17 school year.**

In 2016/17, the \$25 million will be provided as reduced charges to districts for various cost items, such as the Next Generation Network, the School Protection Program, and potentially others. Each district will have reduced charges equal to a specific allocation, which is the same as their incremental administrative savings target for 2016/17 (see attachment for district allocations). This will free up funds in district budgets that can be used on any area a district chooses, without limitations.

District operating grants are not increasing with this announcement. Nor is the operating block increasing for 2016/17. The Ministry will be paying these charges (or partial charges) on behalf of districts. We will also track these amounts during the year so that we can demonstrate that districts have fully received their benefit. Most of these charges will not be confirmed until later in the fall 2016, which is when they are normally calculated. See the Q/A attachment for more details on the process.

In addition, administrative savings plans are not required for the incremental \$25 million in 2016/17. However, districts are still required to report on the ongoing \$29 million savings set in 2015/16.

.../2

I trust that our education partners will see this as a further positive step in our joint efforts to ensure BC students have the best learning opportunities in our education system.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dave Byng', with a stylized flourish at the end.

Dave Byng
Deputy Minister

Attachments

cc: School Board Chairs

School District Allocations for \$25M Redirected Administrative Savings

School District	School District Allocations 2016/17
5 Southeast Kootenay	277,377
6 Rocky Mountain	168,700
8 Kootenay Lake	252,383
10 Arrow Lakes	36,091
19 Revelstoke	51,315
20 Kootenay-Columbia	178,204
22 Vernon	382,586
23 Central Okanagan	967,983
27 Cariboo-Chilcotin	259,687
28 Quesnel	168,780
33 Chilliwack	603,535
34 Abbotsford	846,484
35 Langley	851,770
36 Surrey	3,128,483
37 Delta	690,188
38 Richmond	871,987
39 Vancouver	2,251,318
40 New Westminster	295,560
41 Burnaby	1,027,783
42 Maple Ridge-Pitt Meadows	631,773
43 Coquitlam	1,338,556
44 North Vancouver	665,252
45 West Vancouver	284,472
46 Sunshine Coast	182,072
47 Powell River	105,664
48 Sea to Sky	224,674
49 Central Coast	28,001
50 Haida Gwaii	50,678
51 Boundary	77,888
52 Prince Rupert	123,861
53 Okanagan Similkameen	118,102
54 Bulkley Valley	110,533
57 Prince George	622,655
58 Nicola-Similkameen	122,301
59 Peace River South	205,328
60 Peace River North	307,317
61 Greater Victoria	827,353
62 Sooke	450,041
63 Saanich	329,692
64 Gulf Islands	99,976
67 Okanagan Skaha	266,527
68 Nanaimo-Ladysmith	593,079
69 Qualicum	197,263
70 Alberni	184,456
71 Comox Valley	354,941
72 Campbell River	255,596
73 Kamloops/Thompson	673,698
74 Gold Trall	97,792
75 Mission	280,146
78 Fraser-Cascade	96,520
79 Cowichan Valley	348,411
81 Fort Nelson	48,645
82 Coast Mountains	248,728
83 North Okanagan-Shuswap	302,206
84 Vancouver Island West	40,077
85 Vancouver Island North	89,257
87 Stikine	27,319
91 Nechako Lakes	253,903
92 Nisga'a	38,961
93 CSF	386,075
Provincial Total	25,000,000

Questions and Answers

May 31, 2016 announcement of \$25 million redirected to front-line education

Q.) What exactly is government doing?

Government is redirecting \$25 million in administrative savings into frontline services for students, by reducing certain charges to districts and therefore, freeing up funds in district budgets. **This level of funding will be provided moving forward – not just this year.**

Q.) How much money will each district be able to keep?

That is directly based on a district's incremental administrative savings target for 2016/17 – that is, their portion of the \$25 million in savings. Each district's benefit is equal to that savings allocation.

For example, Surrey with many schools and many students –and with a big operating budget -- will have \$3.1 million of room in its budget. A district like Qualicum will have \$197,263 of room in its budget.

Q.) Will funding flow as a grant to districts?

No. The \$25 million will be made available through reduced district charges for certain costs to the Ministry. To use the previous example, this year, Surrey will not have to pay \$3.1 million worth of charges to the province and instead, will be able to use that money to invest in their priorities. The Qualicum school district will be able to invest \$197,263 of its money in key priorities.

How it will work in practice, within the Ministry of Education:

- As charges are put through the funding payment system, such as for the Next Generation Network, we will reduce a district's charge by as much as possible, to achieve their allocation.
- If NGN isn't enough, then we'll go to the next largest charge-back which is likely the School Protection Program. We will reduce that charge by as much as possible to achieve a district's allocation.
- Most districts will only need 1 or 2 charges to make up their amounts, but others may need more. It will depend on their total allocation and their various charges. Other candidates for reducing charges are MyEd BC and the new Employment Practices Liability Program.

- It is likely the majority of a district's NGN charge will provide their funding room. But some districts may still have residual charges. Districts may wish to estimate what they will still need to pay for their charges.

Q.) So you're not telling districts what to use the money for?

That's correct. Districts can use their funds for whatever purpose they choose. Some might use it for busing, others to bring on extra classroom supports or to directly support students. But we expect most of it to flow into classrooms and services for kids.

Q.) Does this mean we don't have to demonstrate savings of \$25M and report to the ministry?

Districts will be required to provide reports for their ongoing \$29 million savings targets established in 2015/16, but will not have to submit savings reports related to the incremental \$25 million in 2016/17.

Q.) Will districts have to revise and re-submit their 2016/17 budget by June 30, 2016.

Districts may wish to do this but it is not a requirement. Districts are free to manage this change in funding information through internal working budgets, and capture any changes in their amended budget submission in February 2017.

Q.) If districts won't have to pay certain charges, who is paying those bills? Where's the money coming from?

The Ministry of Finance is supporting the Ministry of Education to cover the amounts districts owe for services.

Q) Why didn't you just give the money to the districts?

This achieves the same end result— districts have more resources to invest in priorities.

Q) Will districts in Funding Protection get this financial benefit?

Yes, all districts will benefit. A district's 2016/17 operating grant will remain unchanged, they'll just have lower bills to pay.

Q) What bills will the ministry be paying?

The ministry will review the various charges districts receive throughout the year and will reduce the charges to equal each district's amount. The types of charges would be:

Information Technology charges like Next Generation Network and MyEd BC, and insurance programs like the School Protection Program. The ministry will track these savings in order to demonstrate to districts the savings they have received during the school year. Most of the charges will occur in late fall/early winter after the fall enrolment count.

Q.) Will districts be able to expect similar funding room next year?

While budgets for future years will be confirmed next February, we recognize the pressures faced by school districts and we certainly have no intention of reducing funding going forward.

9355 Young Road
Chilliwack, British Columbia
Canada V2P 4S3

Telephone: 604/793/9445
Facsimile: 604/793/9446
E-mail: chp@chparchitects.com

June 15, 2016

Craven|Huston|Powers|Architects

CHPA

School District No.50 (Haida Gwaii)
PO Box 69
107 3rd Avenue
Queen Charlotte, BC V0T 1S0

Attention: Mr. Steve Goffic

• Ryan Huston Architect A.I.B.C.
• Alvin Bartel Architect A.I.B.C.
• Justin Dyck Architect A.I.B.C.

Sent via email at : sgoffic@sd50.bc.ca

**Re: G.M. Dawson Secondary School, 1647 Cook Street, Masset BC
CHP Proposal #P-16088**

Dear Mr. Goffic:

Thank you for considering Craven | Huston | Powers Architects (CHPA) for the proposed envelope upgrades to the G.M. Dawson Secondary School in Masset, BC.

Based on our discussions and the information provided, we understand the following to comprise the scope of work:

- Installation of a new roof, fascia and soffits within the 2016 budget year. Full envelope upgrade to the remainder of the building within the 2017 budget year.
- The project will be broken into two phases as follows:
 - Phase 1: Pre-Design and Schematic Design stages of the architectural work and tender package for roofing work. (2016)
 - Phase 2: Design Development, Construction Documents, Tendering and Contract Administration stages of the architectural work for the envelope upgrade. (2017)
- The existing school is approximately 4,166 square metres in area.

We propose to provide you the services notes below, followed by a more general discussion of work proposed.

- Site visit, photos and measurements of existing building.
- Preparation of base drawings of existing building.
- Exterior design including rendered photo-real exterior elevations, video renderings and elevations.
- Coordination with the Regional District to review Building Permit and other authority requirements as applicable.
- Design and development of renovated concept including plans and sections.
- Coordination of consultants, as required.
- Construction documents.
- Tendering.
- Contract administration.

Based on this, we propose a total Architectural fee of **\$109,500** broken down into the following phases:

PHASE 1: (2016)

PRE-DESIGN, SCHEMATIC DESIGN

- Review site, undertake a visual survey, take site measurements and photograph existing building.
- Review exterior design requirements with yourself and other project stakeholders.
- Input information into REVIT format, our drafting software, to create a complete base 3D drawings of your property and building with a focus on exterior envelope aspects.
- Prepare 3D realistic renderings and a video tour around the exterior of the building.
- Prepare a working drawing and tender package for the roof, soffit, and fascia scope of work for inclusion in 2016 construction budget works.
- Provide contract administration and field reviews as required for roof and fascia works.

Note: Remaining exterior working drawings and tendering services to be performed within 2017 budget year.

Our fee for this portion of the work is proposed to be:

\$46,500 +GST

PHASE 2: (2017)

DESIGN DEVELOPMENT, CONSTRUCTION DOCUMENTS, TENDERING, CONTRACT ADMINISTRATION

- Update Phase 1 exterior design and renderings per any additional design input from client team.
- Review all building systems and materials (in discussion with envelope consultant as required).
- Establish and complete detailed drawings and specifications for tendering and construction.
- Undertake a detailed Building Code Analysis and coordinate with local authorities to discuss.
- Final coordination of consultant information.
- Submission for building permit, complete with the appropriate schedules.
- Assist in the tendering process, fielding questions and issuing addendum as required.
- Conduct field reviews during construction, as required.
- Review shop drawings, as required.
- Field inquiries from the contractor, issue site instructions, change orders, etc.

Our fee for this portion of the work is proposed to be:

\$63,000 +GST

Total architectural fee, excluding travel, is proposed to be:

\$109,500 +GST

Building Envelope Engineer

The project will require a building envelope engineer for roofing and exterior upgrades. We would be pleased to obtain a quote for envelope engineering services for you. Other consulting engineers such as structural and electrical may be required depending on the scope of revision to the existing envelope. We can help determine the need for additional consulting services as we develop the scope of work.

TRAVEL

Due to the remote location of the project, travel from the Vancouver airport onward is not included in this proposal and will be additionally invoiced at cost for flights and accommodations. Our last invoice for travel to Haida Gwaii was approximately \$1,000 for flight and one night accommodation. Our estimate of site visits is noted in each phase.

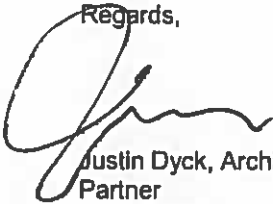
FEE SCHEDULE

- All fees quoted above do not include GST.
- Disbursements for mileage, travel, accommodations, courier costs, printing and other specialized disbursements will be billed at cost.
- Monthly progress billing will follow with payment of invoices due 15 days after submittal.

Craven | Huston | Powers Architects has over 70 years combined experience in Architecture and have a strong commitment to providing our clients with the most appropriate solutions within their established budget. Upon request, we can provide references from recently complete local projects for your review.

Thank you once again for the opportunity to submit this Proposal for Architectural services in connection with your project. Should you wish to review any/all aspects, please contact the writer.

Regards,



Justin Dyck, Architect AIBC
Partner
CHP Architects

If this is acceptable, please sign and date where indicated and return a copy to our office along with appropriate billing information. We will then prepare the RAIC Document 6 | 2006 Edition Canadian Standard Form of Contract for Architectural Services for execution.

Signature

Date

Name & Title of Signing Authority (please print)

Billing Contact & Address:

Email:

JAN 04 2016

301 - 1268 Fifth Avenue
Prince George, BC V2L 3L2
Tel: 250-561-2525
Fax: 250-561-2563
info@northernddevelopment.bc.ca
www.northernddevelopment.bc.ca

December 21, 2015

CONFIDENTIAL

School District #50 (Haida Gwaii)
PO Box 69
Queen Charlotte, BC V0T 1S0

Attention: Angus Wilson
Superintendent of Schools

Dear Mr. Wilson:

Subject: Beyond Northern Opportunities: Expanding Dual Credit Trades Training
Economic Diversification Infrastructure Program
Northern Development Project #3951 20 & #3972-30

The Northern Development Initiative Trust Corporation was created by the Province to be a catalyst for central and northern BC, to grow a strong diversified economy by stimulating sustainable economic growth through strategic and leveraged investments.

The Trust is pleased to advise you that, the application from the Ministry of Education for a grant toward the 'Beyond Northern Opportunities: Expanding Dual Credit Trades Training (Shoulder Tappers)' project has been approved. Your school district has been approved for up to \$125,000 (\$25,000 annually over the next five years). We are pleased to enclose our cheque in the amount of \$25,000 which represents the disbursement for the 2015/2016 school year. The remaining four annual cheques will be sent out at the beginning of September each year.

The Ministry of Education and Northern Development Initiative Trust have the following accountabilities associated with the financial support:

1. Providing local "shoulder tapper" and other career development and skills training services as listed in the attached Shoulder Tapper Activities document.
2. Participating in the development of regional partnerships between school districts, local post-secondary institutions, employers, and local communities. Initial meetings towards these partnerships have already occurred.

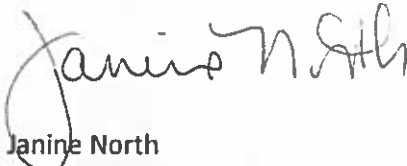
3. At least two progress reports each school year, using a template provided by the Ministry of Education.

- The first report for the 2015/2016 school year is the Annual Plan and Baseline Report. It is due to the Ministry of Education (tony.arthurs@gov.bc.ca) by January 25, 2016. Please contact Tony Arthurs if you need assistance with this report.
- The second report for the 2015/2016 school year is due to the Ministry of Education by May 31, 2016. A template for this report will be sent to districts in early spring.

For details about these documents and expectations, please contact Larry Espe (larry.espe@gov.bc.ca) or Tim Winkelmanns (tim.winkelmanns@gov.bc.ca).

The Trust wishes you every success in your project and look forward to seeing the results have a positive impact on the local economy.

Sincerely,



Janine North
Chief Executive Officer

c: Kim Goetzing, Board Chair, School District #50 (Haida Gwaii)
Shelley Sansome, Secretary-Treasurer, School District #50 (Haida Gwaii)
Tim Winkelmanns, Director (Graduation, Skills, and Distance Learning), BC Ministry of Education

Attachments (also to be provided via email):

Shoulder Tapper Activities

Annual Plan and Baseline Report

**Skills Training Recruitment and Career Development Activities:
"Shoulder Tapper" Responsibilities**

The following are "considerations" for approaches that participating school districts may include (at their discretion) in their annual Plan and Baseline Report to encourage students to enrol in skills training programs, either while still working towards secondary school graduation or into a Foundation training program at a post-secondary institution. Districts are encouraged to include only the approaches best suited to their individual district and student demographics. Other approaches not described here may be included with approval by the Director of the Ministry of Education's Graduation, Skills, and Distance Learning Branch:

- Work closely with distributed learning schools to improve access to rural students
- Work closely with the Industry Training Authority, the Career Education Society, and other provincial and regional organizations to promote access and awareness of trades programs
- Provide Success Stories to the Industry Training Authority, British Columbia Ministry of Education, and the Career Education Society
- Work closely with regional post-secondary institutions and/or other ITA-designated training providers to create hands-on opportunities in their programs at their location
- Work closely with teachers overseeing Work Experience, Secondary School Apprenticeship, and ACE-IT programs to help students access trades training, skill development, and ICT programs
- Organize industry tours for both elementary and secondary students
- Develop working relationships and partnerships with post-secondary, community, and industry representatives
- Participate meaningfully in regional partnership efforts to build on regional strengths to create new learning opportunities in the ICT sector, develop local/regional talent and capacity for a knowledge-based economy, and expand markets for British Columbia's technology sector
- Meet and talk to students about career opportunities both individually and in small group settings, with particular focus on occupations in high demand locally
- Work closely with Aboriginal Services to make sure Aboriginal students have equal access to programs
- Work closely with new or existing partnership projects to create hands-on learning opportunities for students
- Use social media, including Facebook, Twitter, and YouTube, to promote local or regional events, career pathways, and student successes
- Offer school-based workshops to introduce educators and students to coding similar to 'The Hour of Code' (<https://hourofcode.com/ca/en>)
- Create posters highlighting programs and local students
- Contact students who have left school prior to graduation and try to reconnect them through career programs
- Provide educational resources and give presentations on careers and apprenticeship to students and staff in the school district. (i.e., how do you identify a hidden apprentice?)

- Provide educational resources and give presentations on Secondary School Apprenticeship to the Aboriginal Advisory Council of the district and travel to outlying reserves and give presentations on careers and trades. Have Aboriginal Students come and talk about the success they have had in the program.
- Build stronger relationships and work closer with local Aboriginal organizations.
- Provide a professional development day to tour trades programs at a local post-secondary facility and local industry to educate teachers and administrators about career pathways.
- Encourage students to participate in Work Experience courses in apprenticeable areas. The hope will be that once students participate in an unpaid work experience that the employer will hire them as apprentices.
- Survey students completing SSA.
- Encourage partnerships between elementary and secondary schools designed to provide hands-on opportunities for younger students (i.e., basic coding, using hand tools)

Contract Opportunity
Regional Coordinator of Career and Trades Opportunities
Northern British Columbia School District Partnership

Spanning from the beautiful Bulkley Valley to the shores of Haida Gwaii, the Regional Coordinator will create exciting educational opportunities for Northwest students by developing partnerships between School Districts, regional post-secondary institutions, and local industries. These partnerships will build sustainable career-based programs and skills exploration opportunities for the educational benefit of students of the Northwest.

The Regional Coordinator will bring an awareness of regional and provincial career opportunities and possible funding sources for career programming to all partners. Reporting to a representative of the Northern British Columbia School District Partnership, the Regional Coordinator will:

- Assist in developing the vision, mission and strategic 2-5 year plan for the partnership, including: visiting districts to gather information and use best practices to establish underpinnings of a regional partnership
- Develop meeting agendas; bring together district career personnel and others who can act as an advisory group with input from their various local supports
- Address sustainability issues
- Coordinate with Northwest industry and business
- Plan and develop increased training opportunities for students in the Northwest
- Share the best practices and ideas from regional partners (and beyond)
- Act as a point of contact with large industry players, NWCC, ITA, etc.
- Access and/or develop awareness of funding sources to support/enhance career opportunities and exploration for students in the various district's partnership groups
- Leverage opportunities for the smaller and more remote districts in our region: i.e. – Haida Gwaii, Nisga'a, Stikine
- Develop a media/communications strategy for the partnership
- Report to school districts and/or Ministry on development of the partnership and interim deliverables

This is a ten month term position that coincides with the school year. It is a half time appointment that requires flexible hours, a vehicle, and the ability to travel.

This position will suit a solutions orientated, creative thinker. Other attributes include:

- Demonstrated experience working regionally with multiple partners
- Successful project management
- Excellent communication and organizational skills
- Ability to build effective relationships
- Prior knowledge of educational and industry structures

- Media savvy and strong computer skills including website development, social media, office programs

If this is the opportunity you have been waiting for, please submit your resume by June 30, 2016 to:

HR@sd52.bc.ca

Or

Fax: (250) 624-6517