



School District No.50

## **2023-24 Strategic Budget Drivers**

**T**he Strategic Budget Drivers help inform the development of School District No. 50 (Haida Gwaii's) operating budget by ensuring alignment of resource allocation with the Board's strategic priorities. SD50's budget drivers will be updated and approved by the Board of Education on an annual basis to ensure that they reflect the most current and up-to-date priorities.

**Our Vision:** A compassionate inclusive education community that fosters Haida culture, dignity, respect, reciprocity, resilience, and personal success for all students.

**Our Mission:** We honour reconciliation and the values of the people of Haida Gwaii, respecting Haida Laws, in support of success for every student.

The mission and vision along with our three priorities are incorporated into every section of the budget drivers.



# Budget drivers

## Mental Health and Well-Being

- Prioritize student mental health and well-being by ensuring the appropriate supports are in place for all students.
- Consider the long-term impacts of the COVID-19 pandemic on student mental health and well-being and ensure that effective interventions and supports are in place.
- Build positive school cultures that support the mental health and overall well-being (physical, cognitive, social, emotional and spiritual) of all students.
- Equip educators with the tools necessary to teach, assess, support, and relate to students to ensure that student mental health and well-being is at the center of teaching and learning.

## Staff Allocation to Support All Students

- Align staffing resources to support student and staff mental health and well-being, both in schools and centrally.
- Hire qualified staff who represent and identify with the school communities they serve.
- Align staffing resources to support the Multi-Year Strategic Plan, and to promote equity and service excellence across the system.
- Support the inclusion of students with Special Education needs.
- Support academic pathways that lead to improved post-secondary opportunities.

# Equitable Access to Learning Opportunities to Serve Our Students, including Indigenous Education

- Actively center Haida perspectives, histories and contemporary contexts into every school and every classroom and honour the Truth and Reconciliation of Canada's Call to Action.
- Continue to effectively use all resources provided by the Federal and Provincial governments to support Indigenous education.
- Using an equity lens, work to reduce the impact of poverty by understanding its impact on education and responding effectively.
- Raise achievement and improve well-being among all students and eliminate historically disproportionate low outcomes among specific groups (connected to demographic factors such as family income, race, gender, ethnicity, sexual orientation and disability).
- Ensure Student Nutrition Programs have the resources to support students in school.
- Ensure schools can access appropriate programs and resources based on the specialized local needs of their students, including students with Special Education needs.
- Support for alternative delivery models, such inclusive classrooms, to best support all students.
- SD50 is committed to ensuring that all students learn in a supportive and inclusive environment where all voices are valued and heard.

## Student Success

- Support Science, Technology, Engineering, Arts and Math (STEAM) initiatives, which promote global competencies.
- Create the conditions and programs in schools for students to personalize their programming choices to best meet their interests, strengths and long-term goals.
- Support teachers to meet the needs of their students experiencing challenges.
- Increase access to programs, such as Cooperative Education, that provide students with relevant opportunities to apply learning in real-life employment placements.
- Ensure a variety of learning opportunities and specialized programs, such as experiential learning opportunities, and apprenticeship placements are available.
- Advocate for smaller class sizes due to the concerns with larger class sizes and the demands that they place on teachers.

# Human Rights

- Identify and address all forms of racism, including anti-Black racism, anti-Indigenous racism, antisemitism, Islamophobia, anti-Asian racism, sexism, homophobia, transphobia, and discrimination faced by those with disabilities.
- Enable, support and inspire the creation and preservation of a culture of human rights where schools and workplaces are safe, welcoming, equitable, inclusive and free of discrimination and harassment.
- Ensure accountability across SD50 to uphold the human rights of all students, staff, and communities.
- Identify and amplify the human rights concerns of historically marginalized and disadvantaged groups and ensure that these concerns are at the center of every decision made within the Board.
- Create a culture where the work of the Human Rights Office moves beyond conflict management and towards a greater focus on system transformation, education and capacity building.
- Improve outreach and engagement to all staff, students, and parents/guardians so that everyone is aware of their rights and responsibilities.
- Support the Human Rights action plan to identify, address, remedy and prevent racism and discrimination, especially systemic barriers, so each and every student can reach their full potential.

# Pandemic Recovery

- Consider the long-term impacts of the pandemic on student learning for all ages and grade levels, as well as the impacts on mental health and well-being, and implement recovery strategies, interventions and supports.
- Focus resources on supporting students who may have been impacted in the most significant ways, such as those from lower socio-economic households, Indigenous, racialized and 2SLGBTQI+ students.
- Ensure that learning environments are healthy and safe for all students and staff during the pandemic and moving forward.

# Modernization and Accessibility

- Use technology to diversify instruction, assessment and improve accessibility.
- Ensure equity of access, accessibility and affordability of tools, devices, and infrastructure.
- Enhance quality of teaching through technology with professional development.
- Develop modern learning spaces, leading to more inclusive environments where educators and students have access to a wide range of digital learning tools, resources and mobile devices.
- Improve access for all by working to remove barriers that prevent students and staff with disabilities from accessing services and ensure all new applications are accessibility compliant.
- Focus on improving operational efficiencies by minimizing the use of printed material and textbooks and identifying opportunities for digitization and automation in schools and departments.
- Increase access to data to improve organizational decision-making, reduce administrative costs, and provide better access to information and services.
- Continue to modernize and improve SD50s IT infrastructure by expanding wireless access in our schools, increasing network capacity, and providing a robust, stable, secure, and highly available computing environment.
- Continue with a 1:1 ratio of student to device, and to ensure equitable access to learning opportunities for all students.
- Continue to enhance the virtual learning environment with access to digital resources.

## Early Years

- Ensure early intervention supports, including early reading for students, child and family centers and early years programming.
- Support reading by the end of Grade 1 and the development of foundational math skills by the end of Grade 2.
- Provide early literacy interventions and math programs aimed at improving student achievement in reading, writing and mathematics.
- Provide professional development for teachers and early childhood educators.
- Maintain inclusive early learning environments to support equitable, accessible, and meaningful learning opportunities for students



## Parent Engagement and Student Voice

- Continue to promote parent involvement in the School Planning Process.
- Support the work underway in the area of parent and community engagement.
- Acknowledge the need to authentically engage parents.
- Recognize that different cultural groups may require different engagement strategies, and families may have different levels of engagement possibilities.
- Improve support and relationships with parents of students with Special Education Needs.
- Implement equity-centered strategies to eliminate communication barriers with parents and caregivers.

## Professional Development

- Ensure professional development is accessible for all staff members.
- Support system-wide staff professional development, especially in the areas of Equity, Human Rights, anti-oppression and anti-racism.
- Create opportunities for more in-depth training in specific areas including Special Education needs, behaviour management, Early Years, technology integration, STEAM integration, new educational insights, practical classroom applications, and student success strategies.
- Facilitate parent and community engagement and leadership opportunities (e.g. Parent Conferences, workshops, training sessions, interpretation and translation services, etc.).
- Support Parent Advisory Committees and community partnerships.
- Provide support to parents/guardians of students with Special Education needs as valued partners within SD50.
- Support staff training on strengthening relationships and creating environments where diverse identities are valued, and all voices are heard and can make a difference.
- Ensure that staff have access to the appropriate Health & Safety training, supports and resources.



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