

Haida Gwaii

ADDITIONS & ATTACHMENTS of the REGULAR MEETING of the Board of Education School District No. 50 (Haida Gwaii)

Location: Agnes L. Mathers Elementary School, Sandspit
Date: May 30, 2023
Time: 6:30 PM
Use TEAMS link: Link in email – Also available on the SD50 website

ADDITIONS & ATTACHMENTS:

- 9.1 Superintendent's Update – ALM School Plan (Attachment)
- 11.6 Strategic Plan – 2023-24 Objectives (Attachment)



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

<u>MEETING AGENDA ITEM 9.1 - ATTACHMENT</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 30, 2023
Topic:	Agnes L. Mathers Elementary School Plan		
Background/Discussion:			
<p>The third of four school plans that the Board will receive this year. Reminder that school plans for Gudangaay Tlaats'gaa Naay and Tahayghen are postponed until the Spring of 2024 given the amalgamation project.</p>			
Recommended Action:			
<p>Review and discuss if needed.</p>			
<p>Presented by: Superintendent</p>			



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

<u>MEETING AGENDA ITEM 11.6 - ATTACHMENT</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	May 30, 2023
Topic:	DRAFT Strategic Priorities in Action 2023 - 24		
Background/Discussion: Objectives & strategies related to Strategic Plan			
Recommended Action: Discussion and agreement on format and objectives			
Presented by: Superintendent			



Agnes L. Mathers School Plan 2023-2024



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Agnes L. Mathers School has served Sandspit for over 45 years. The school is located in a community of approximately 250 people. All of the students live in the village of Sandspit and most lie within walking or biking distance to the school. The population of Sandspit has declined over the years and as a result fewer students attend the school than in previous years. It is expected that the student population for 2023-2024 will be the same as the current population of 2022-2023. In 2017, a new school was built on the site of the original building that includes three classrooms, a StrongStart room, and a library.

The table below provides information regarding ALM's current staffing levels.

Position	Staffing Level
Kindergarten-Grade 3 Teacher	1.0 FTE
Grade 4-7 Teacher	0.6 FTE
Grade 4-7 Teacher	0.4 FTE
Special Education Resource Teacher	0.4 FTE
Prep Coverage	0.2 FTE
Principal	0.2 FTE
Administrative Assistant	30 hours per week
Indigenous Resource Worker	5 hours per week
Library Clerk	5 hours per week
Food Coordinator	9 hours per week
Education Assistants	50 hours per week
Custodial Services	Contracted

The Agnes L. Mathers School Plan has been developed in connection with the School District 50 Haida Gwaii draft Strategic Plan (<https://sd50.bc.ca/strategic-plan/>) to ensure that our school goals are aligned with the District's vision. The school plan will be discussed regularly at staff meetings, HEC meetings, and PAC meetings, as well as within the classroom with the students. It will be very important to review the school plan throughout the year to ensure that the goals are being pursued and to reflect upon the specific goals as the school evolves. The plan was developed through input with a variety of school community groups including ALM staff, the Parent Advisory Council, and student surveys.

Working Together

Goal: Implement regular collaboration time for school staff.

Objectives:

- Opportunities for staff to discuss and plan learning events for students
- Regular discussions regarding student progress
- Provide time for clear focus on developing strategies for student success

Strategies:

- Weekly schedule including collaboration time
- Pre-planning of focused conversations

Measures:

- Staff feedback
- Reflecting upon benefits to students



School Assessments

Currently, we have a number of assessment practices and processes in place. The PM Benchmarks have been used to assess students' reading levels. We have recently started to implement the Fountas and Pinnell literacy assessment and plan to be using this assessment thoroughly in September, 2023. In regards to literacy and numeracy, our goal is to utilize the Fountas and Pinnell literacy assessment to ensure we are implementing the most appropriate literacy learning strategies for each student. We will be able to ascertain the success of the literacy strategies through regular classroom assessment. In regards to numeracy assessment, we will be working as a school community to implement an applicable math assessment in this upcoming school year.

The Foundation Skills Assessment results from the 2022-2023 school year show the following for the grade 4s and 7s:

Grade 4s

Literacy: On track, 100%

Numeracy: On track, 100%

Grade 7s

Literacy: Emerging, 50%

On track, 50%

Numeracy: Emerging, 50%

On track, 50%

Student Learning Survey

Due to the fact that there is a very small sample size of Student Learning Survey data when completed with only grade 4 and 7 students, students in grade 4, 5, 6, and 7 were provided the following questions to allow for an increased number of student responses.

How many adults do you think care about you at school?

90% of students stated one or more

10% of students stated zero

Are you happy at school?

30% Most of the time

30% Some of the time

20% Not very much of the time

20% None of the time

Do you feel safe at school?

30% All of the time

10% Most of the time

30% Some of the time

20% Not very much of the time

10% None of the time

When you make a choice, do you think about how it might affect others?

30% All of the time

20% Most of the time

40% Some of the time

10% None of the time

Are you learning how to solve problems in peaceful ways?

10% All of the time

40% Most of the time

40% Some of the time

10% None of the time

Do you feel good about yourself?

10% Most of the time

20% Some of the time

10% Not very much of the time

60% None of the time

Student Well-Being

Goal: Focus on student self esteem and self worth.

Objectives:

- To increase student mental well-being and positive feelings and perception of their school experience

Strategies:

- Group and individual activities
- Counselling services
- Implement learning around growth mindset and social emotional well-being

Measures:

- Student surveys (school level and provincial level)
- Regular check ins with students



Sierra Club Kelp Drawing May 2023

Embracing Unique Culture and Territory

Goal: Recognize, respect, and embrace the land and culture of Haida Gwaii

Objectives:

- Honouring the traditional territory and language of the Haida Nation

Strategies:

- Staff and student recognition and implementation of the Truth and Reconciliation Commission's Calls to Action
- Inviting Haida role models to school activities both in the school building and in the larger community
- Ensuring students are participating in cultural events and activities on Haida Gwaii
- Strengthening connections with other schools and programs such as the Language Nest to further students' knowledge and understanding of Haida Language and Culture

Measures:

- Student Learning Survey results in regard to specific questions concerning cultural connections and Indigenous learnings

Visit to Language Nest February 2023





School District No. 50

Haida Gwaii

Strategic Priorities In Action

2023 – 24

OUR VISION

A compassionate, inclusive education community that promotes 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.

Haida Gwaii School District

Our Strategic Direction

In the fall of 2022, the SD 50 Board of Education published a draft strategic plan that focussed on three overarching goals: *Student Well-Being, Embracing Unique Culture and Territory, and Working Together*. The Board used the early months of the 2022 – 2023 school year to consult broadly on the strategic plan and gathered feedback from a variety of school and community presentations. The trustees played an active role in presenting the plan and facilitating feedback and took advantage of community opportunities to share the plan.



Feedback to the plan demonstrated broad acceptance of the goal areas with a desire for stakeholders to see specifics related to the implementation of the objectives over the coming four years.

As the Board prepared their 2023 – 2024 annual budget over the Spring of 2023, they again used a survey and two online meetings to present an overview of both the budget and budget planning process to gather feedback on key budget priorities from the public. That process confirmed the following top 4 budget priorities:

- *Supporting student success*
- *Mental Health & Well Being*
- *Equitable access to learning opportunities*
- *Early Years*

The attached document outlines several objectives, strategies, timelines, and responsibilities associated with the broad goals specific to the 2023 – 24 school year. Although our Strategic Plan and our three overarching goals will take us to 2026, specific strategic objectives will be published annually, with new objectives and strategies being reviewed, completed, edited and added annually. School communities will also notice alignment to the strategic plan within 2023 – 24 Enhancing Student Learning plans from our schools¹.



This document is intended to provide a road map of the various activities and strategies that have emerged within each of the three strategic goal areas. Many of these objectives align with feedback gathered from Strategic Plan and Budget consultation processes.

The public will notice that there are identified Board of Education Public Meeting dates specific to communicating key strategic objectives. These dates are specified to ensure continuous reporting on progress toward annual strategic objectives.

¹ Gudangaay Tlaats'gaa Naay and Tahayghen Plans to Enhance Student Learning will be published in the 2023 – 24 school given the current Masset schools K – 12 project.

**2023 – 24 Year 1 of 4 Operation Plan
SD 50 Strategic Priorities**

GOAL: STUDENT WELL-BEING

OBJECTIVE	SUCCESS INDICATOR(s)	STRATEGIES	REVIEW DATE	PROGRESS	STATUS RESPONSIBILITY BUDGET
Literacy	Publication of SD 50 Literacy Framework	<ul style="list-style-type: none"> • Bi-monthly meetings specific to the development of an SD 50 literacy framework. • Establish SD 50 Literacy Team consisting of representatives from PVP and teachers. • Support literacy staff development 	November 2023 May 2024	✓ Confirmation of partnership with Christine Fraser for 23 – 24.	In Progress
					Superintendent / District Principals
					\$
Supporting Fountas & Pinnell (F&P) Literacy Assessment	Collection and analysis of grade 1 & 3 literacy data from both the Fall and Spring of the 2023 – 24 school year.	<ul style="list-style-type: none"> • Continued support for teachers practicing and using the F&P assessment. • Assisting teachers with analysis of F&P data to support literacy interventions. • Support for Christine Fraser to continue mentoring/coaching teachers using the F&P • Supporting an SD 50 teacher lead expert in administering the F&P assessment. 	October 2023 June 2024	✓ Confirmation of partnership with Christine Fraser for 23 – 24. ✓ Purchase of F&P assessments for every school ✓ Initial training provided to interested teachers	In Progress
					Elementary Principals, District Principals, Superintendent
					\$
Student Mental Health: PreVenture Program	Successful Year 1 roll out of PreVenture Program to all SD 50 grade 8 students	<ul style="list-style-type: none"> • Introduction to PreVenture for PVP, SD 50 potential facilitators. • Support training of PreVenture facilitators over 2023 summer. • PreVenture communication to parents / guardians – Fall '23 • Introduce PreVenture to SD 50 Board of Education 	September 2023 April 2024	✓ PVP Presentation completed April '23	In Progress
					Principals, District Principals, Superintendent, SD 50 PreVenture Facilitators, BC Foundry
					\$
Numeracy	Focus on district-wide numeracy results using a district assessment. Establish a professional learning group specific to numeracy.	<ul style="list-style-type: none"> • Scan, select and pilot district numeracy assessment tool. • Provide interested teachers with support in learning, implementing and analyzing the results of district numeracy assessment. 	November 2023 April 2024		Not Yet Started
					Principals, District Principals, Superintendent
					\$
Early Learning	Sustain and expand early learning / child care opportunities across all our communities. Develop SD 50 Early Learning priorities. Early Learning Child Care Scan presented to Board of Education	<ul style="list-style-type: none"> • Strengthen existing programs: PALs, Welcome to Kindergarten, Seamless Day, Strongstart • Explore opportunities to add programs like <i>JustB4</i> • Explore creative opportunities to provide ECE certification. • Begin planning for new Masset Daycare 	December 2023 June 2024	✓ District Principal of Early Learning & Childcare position implemented.	In Progress
					District Principal Early Learning & Child Care
					\$

OBJECTIVE	SUCCESS INDICATOR(s)	STRATEGIES	REVIEW DATE	PROGRESS	STATUS RESPONSIBILITY BUDGET
Safe, Welcoming and Inclusive Schools	Sexual Orientation and Gender Identity representatives in each of our schools. Scan of accessibility obstacles in each of our schools.	<ul style="list-style-type: none"> All school libraries will be provided with a consistent set of age-appropriate inclusion student resources. Schools will be supported and encouraged to plan and implement school-based inclusion activities. Staff development opportunities related to SOGI and inclusion. Collaborate with inclusion community representatives 	October 2023 May 2024	<ul style="list-style-type: none"> ✓ SD 50 Website meets provincial accessibility requirements. ✓ Accessibility policy work underway. ✓ SOGI Presentation to PVP group in April '23 ✓ SD 50 participating in Northern BC School Districts Accessibility Committee. 	In Progress
					District Principal of Early Learning & Child Care - Superintendent
					\$
Technology Supported Learning	Enhancing SD 50's one to one IPAD project.	<ul style="list-style-type: none"> Staff development opportunities related to using the IPAD in education. Highlight staff and students that are using the IPAD in creative ways to support learning. Continue to demonstrate how the IPAD can increase accessibility for students. 	November 2023 May 2024	<ul style="list-style-type: none"> ✓ IPADs purchased 2020 - 21. We are in year 3 of a 6 year cycle. 	In Progress
					IT Manager, Principals, Superintendent
					\$
Masset Schools K – 12 Project	Successfully transition K – 7 staff and students to new school. Support K – 12 staff in navigating new school.	<ul style="list-style-type: none"> Celebrate and host Tahayghen Elementary farewell ceremony. Provide orientation and open house events to introduce the new school to students, families and staff. Work with the naming committee, as per policy, for suggestions for the naming of the new school. Review year 1 of the new school to adjust practices moving to 2024 - 25 	October 2023 May 2024	<ul style="list-style-type: none"> ✓ Naming Policy approved in Draft pending public feedback – April 2023 ✓ Vice Principal for new school hired. 	In Progress
					Superintendent, Secretary Treasurer, Facilities Manager, Principals
					\$

**2023 – 23 Year 1 of 4 Operation Plan
SD 50 Strategic Priorities**

GOAL: EMBRACE UNIQUE CULTURE & TERRITORY

OBJECTIVE	SUCCESS INDICATOR(s)	STRATEGIES	REVIEW DATE	PROGRESS	STATUS RESPONSIBILITY BUDGET
Equity Scan: Community Connections	Increased community connections as shared in monthly Superintendent reports.	<ul style="list-style-type: none"> Leverage community connections of our Indigenous Resource Workers. Support schools in developing protocols to welcome local elders and knowledge holders. Utilize Haida Education Committee (HEC) to explore and implement ideas specific to increasing community engagement. SD 50 Role Model Program. 	January 2024	✓ Equity scan regional review and planning session completed: April 2023	In Progress
					<i>Principals, District Principal Indigenous Education</i>
					\$
Place-Based Learning	Increase the capacity of SD 50 educators to participate in outdoor / place-based learning.	<ul style="list-style-type: none"> Staff development support specific to place-based learning. Assist schools with identifying and addressing barriers related to outdoor education. Increase staff fluency and understanding related to 'decolonizing' and 'Indigenizing' our schools and classrooms. Support high schools in developing local Board Authorized and Approved courses that recognize cultural learning. Continued partnership with Mount Moresby Adventure Camp. 	October 2023 May 2024		Not Yet Started
					<i>Elementary Principals, District Principals, Superintendent</i>
					\$
Haida Language and Culture	<p>Publish an annual report for the Haida Education Council (HEC) related to all Haida Language and Culture initiatives within SD 50.</p> <p>Expand on this baseline of activities year over year.</p>	<ul style="list-style-type: none"> Work with local communities to develop Haida Language and Culture postings that are appealing to potential applicants. Support each of our schools in developing a portion of their school plan related to encouraging Haida language and culture activities. Collaborate and seek feedback from both Skidegate and Old Massett specific to Haida Language and Culture programs. Support and strengthen Language Nest Programs Utilizing resources provided by the Skidegate Haida Immersion Program (SHIP) and the Council of the Haida Nation (CHN). Increase awareness and use of Ministry Approved Curriculum for Xaayda Kil/Xaad Kil K-12 	November 2023 May 2024		Not Yet Started
					<i>District Principal of Indigenous Education, Superintendent</i>
					\$

OBJECTIVE	SUCCESS INDICATOR(s)	STRATEGIES	REVIEW DATE	PROGRESS	STATUS RESPONSIBILITY BUDGET
Extension of Human Rights Special Hiring Program	Increase the number of Indigenous leaders and role models as a vital part of connecting Indigenous learners to their educational experience and to strengthening ties to Indigenous communities.	<ul style="list-style-type: none"> System wide knowledge and use of program when posting positions. 	June 2024		In Progress
					Human Resources Manager, District Principal of Indigenous Education, Superintendent
					\$



**2023 – 23 Year 1 of 4 Operation Plan
SD 50 Strategic Priorities**

GOAL: WORKING TOGETHER

OBJECTIVE	SUCCESS INDICATOR(s)	STRATEGIES	REVIEW DATE	PROGRESS	STATUS RESPONSIBILITY BUDGET
Strengthening Relationships	Scheduled check-in dates with various external partners including but not limited to: independent schools, municipal government, DPAC, Education Directors, RCMP, MCFD, Northwest Community Services, Haida Gwaii Recreation	<ul style="list-style-type: none"> Create and communicate calendar of external partner 'check in' dates. Provide municipalities / regional district with a fall overview of any capital projects completed at schools in their communities. Create opportunities for in-person visits by Superintendent and Board Chair to share school district priorities. Host an annual meeting with RCMP, MCFD and Haida Gwaii Child and Family Services Society. 	December 2023 May 2024	✓ Met with Masset Village Council – April '23 ✓ Visited Chief Matthews School – May '23	In Progress
					<i>Superintendent - Facilities Manager - Secretary</i> <i>Treasurer – Trustees – District & School Principals</i>
					\$
Support Annual District Parent Advisory Council Learning Event	Annual parent / family learning event hosted by SD 50 & SD 50 DPAC	<ul style="list-style-type: none"> Superintendent and Trustee representative regularly attend DPAC meetings. Work with DPAC to establish theme and format for an annual parent learning event. 	September 2023 June 2023	✓ Trustee and Superintendent regularly attend DPAC meetings. ✓ Planning to co-host Power Up learning in Fall 2023	In Progress
					<i>DPAC Trustee Representative, Superintendent, DPAC Chair</i>
					\$
Crisis Response Processes	Articulated crisis response processes shared with schools and Board of Education.	<ul style="list-style-type: none"> Create small team to examine and formulate a SD 50 crisis response plan. 	October 2023		Not Started
					<i>Safe Schools Coordinator (DB) – District Counsellor – District Learner Services Coordinator - Superintendent</i>
Student Voice	Define process for Board to annually hear from students on their experiences in our schools.	<ul style="list-style-type: none"> Work with McCreary Society to create an action project to capture SD 50 student voice. Assign a district contact to begin gathering student voice over the 23 – 24 school year. Gather a small group of representative students 4 – 6 times during the school year to assist with capturing student voice. 	September 2023 February 2024		Not Started
					<i>Superintendent – District Responsibility To be determined</i>
					\$
Parent Advisory Councils	Support a functioning PAC at each of our schools	<ul style="list-style-type: none"> Identify schools that currently do not have a PAC. Work with school to create communication and an invitation to parents / guardians specific to PAC. Partner with DPAC to support parent presentations on importance of a school PAC. 	October 2023 May 2024	✓ Conversation with DPAC and Board of Education in the 22 – 23 school year.	In Progress
					<i>Superintendent – School Principals</i>
					\$

OBJECTIVE	SUCCESS INDICATOR(s)	STRATEGIES	REVIEW DATE	PROGRESS	STATUS RESPONSIBILITY BUDGET
Adhere to Accessible BC Act	Creation of: i) Accessibility Committee ii) SD 50 Accessibility Plan iii) Accessibility Feedback Plan and Publicized Process	<ul style="list-style-type: none"> Join working group of Northern BC school districts working to create a plan specific to accessibility. Create local SD 50 accessibility committee. Publish, communicate and seek feedback on SD 50 Accessibility Plan 	September 2023 April 2024	<ul style="list-style-type: none"> ✓ SD 50 website edited to meet Web Content Accessibility Guidelines 2.1 (WCAG 2.1) ✓ SD 50 Accessibility Committee selected. 	In Progress
					<i>District Principal – Learner Services, IT Manager, Facilities Manager, Superintendent, Principals, Secretary Treasurer</i>
					S
Recruitment & Retention	Recruit and retain qualified staff that reflect the communities in which we live.	<ul style="list-style-type: none"> Work within BCPSEA guidelines specific to considering incentives for relocation and retention. Reassess housing possibilities for staff Ensure robust onboarding and orientation process for new employees. Work with HGTA and CUPE to support engaging professional development. Work with post-secondary institutions to support on-line programs leading to teacher certification. 	November 2023 May 2024	<ul style="list-style-type: none"> ✓ Monthly progress reports to Board of Education 	In Progress
					<i>District Principal – Learner Services, IT Manager, Facilities Manager, Superintendent, Principals, Secretary Treasurer</i>
					S

