

# ***Haida Gwaii***

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

**Location:** District Administration Office, Daajing Giids  
**Date:** June 18, 2024  
**Time:** 6:00PM  
**Use TEAMS link:** Link in email – Also available on the Haida Gwaii School District website

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

<b><u>MEETING AGENDA ITEM # 8.1</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	June 18, 2024
<b>Topic:</b>	Superintendent's Update		
<b>Background/Discussion:</b>			
June 2024 Superintendent's Update			
<b>Recommended Action:</b>			
Information			
Presented by: Interim Superintendent			

**Sing.Gaay 'laa / Singaay 'láa**

**Welcome to SGaahlan K'al Kun<sup>1</sup> (Yellow Cedar Month) | SGáa.n Kungáas<sup>2</sup> (Killer Whale Month)**

As we collectively congratulate and take pride in the graduating class at both our high schools, we are reminded that just as these students complete their K-12 journey, we conclude another school year. Many of you are familiar with the African proverb, *"it takes a village to raise a child,"* which conveys the message that it takes many people to provide a healthy, safe environment for children. In such an environment, children are given the security they need to develop, flourish, and realize their hopes and dreams. We also recognize that in many communities today, the concept of *"the village"* is changing, becoming more fragmented, and increasingly isolated. The idea of helping others is facing new challenges.



*GidGalang Kuuyas Naay June 15th Graduation*

While I am certain that elders and knowledge holders on Haida Gwaii will speak to these community changes, as an external observer, I have been touched by the sense of *"village"* that exists on these islands and its impact on children and youth. Yes, there is work to be done in our schools and communities, but please know that you have chosen to live in a unique ecosystem. I am not referring solely to

the stunning beauty of Haida Gwaii, but rather to the sense of *'village'* that continues to exist and is felt by young people, as recently highlighted by local students in their Haida Gwaii Adolescent Health Survey.

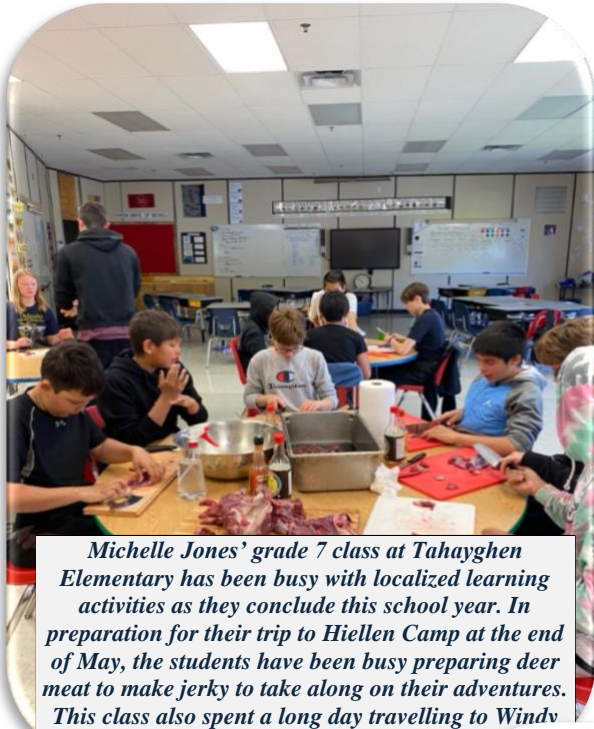
In my December report, I expressed gratitude for several of our external *'village'* partners. As we conclude this school year, I would like to specifically recognize two partners who are making a significant difference in the health and aspirations of our students:

- **K'aayxada Adventure Camp:** This camp provides our students with the opportunity to embark on multi-day trips at least three times during their K-12 journey. I frequently receive messages from staff and parents about the positive impact of this experience on students. These types of opportunities do not happen in isolation and so I want to extend my sincere thanks to **Etchi, Cal and their Board and staff** for the vision and hard work in creating this uniquely local and enriching experience.
- **Gwaii Trust:** Gwaii Trust continues to be a catalyst for change on Haida Gwaii, and our school district greatly benefits from their support. Their contributions to our food programs and substantial subsidies for student travel are invaluable. A glance at any of our school's weekly menus shows that we have moved beyond the days of pizza and hot dogs. Thank you to **Carla and the entire Gwaii Trust team** for their dedication and support.

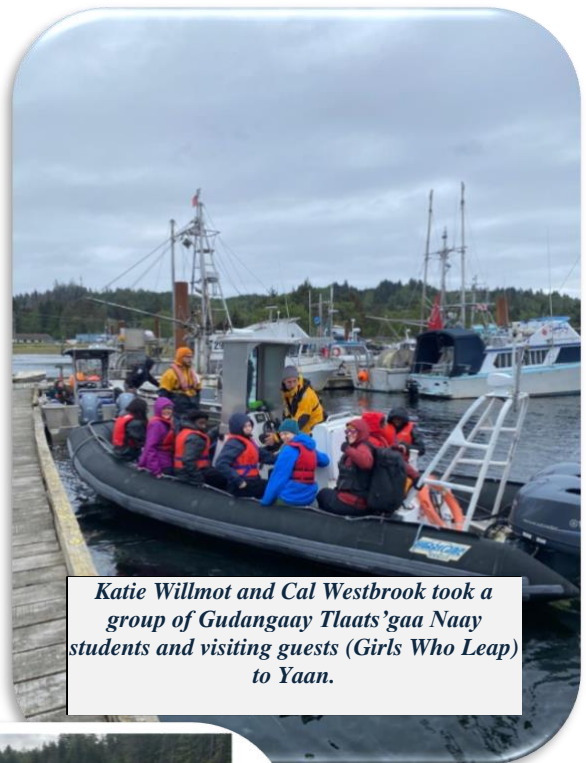
As you may recall from previous reports to the Board and the public, I enjoy sharing stories and photographs from our schools that align with our strategic priorities. Given the busy end-of-year activities at each of our schools, I've chosen to focus on highlighting some of the remarkable field trips that are taking place or have recently occurred that so meaningfully represent our strategic goal of *'Embracing Unique Culture and Territory.'*

<sup>1</sup> Xaayda kil

<sup>2</sup> Xaad kil Haida Gwaii SD Regular Board Meeting -June 18, 2024



*Michelle Jones' grade 7 class at Tahayghen Elementary has been busy with localized learning activities as they conclude this school year. In preparation for their trip to Hiellen Camp at the end of May, the students have been busy preparing deer meat to make jerky to take along on their adventures. This class also spent a long day travelling to Windv Bay/Hotsprings.*



*Katie Willmot and Cal Westbrook took a group of Gudangaay Tlaats'gaa Naay students and visiting guests (Girls Who Leap) to Yaan.*

*Port Clements Students and Staff spent a day at Mayer Lake practicing canoeing and paddleboarding. Look at the smiles!*

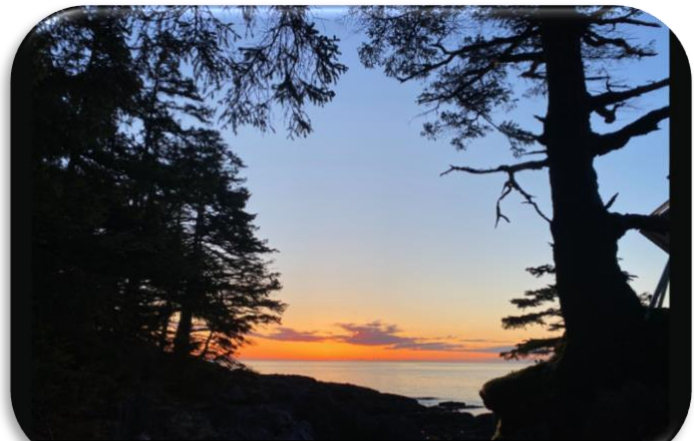


**Mayer Lake**



*Dave Wahl's class from Sk'aadgaa Naay Elem. have worked incredibly hard this school year to travel to T'aalan Stl'ang from June 16 - 19. Enjoy!*





*Joe Hallé and 9 GidGalang Kuuyas Naay students will travel to East Limestone Island for a few days to assist Laskeek Bay researchers with data collection. Amazing citizen science in action!*

As we conclude another school year, we turn our attention to the upcoming changes and preparations for the year ahead. In this final report of the year, I would like to recognize and highlight several significant announcements and transitions:

- Tahayghen Elementary:** On Thursday, June 20th, Tahayghen Elementary will host a school closing ceremony. I extend my heartfelt thanks to Claudette and the Tahayghen staff for their thoughtful planning of this event which will recognize and celebrate the 54 years of service to the children of northern Haida Gwaii that this elementary school has provided.



- Daaxiigan Sk'adáa Née:** Opening ceremonies for Daaxiigan Sk'adáa Née will take place on Wednesday, Sept. 4th. Cal Westbrook and Ian Keir will provide further details at tonight's Board meeting.

*Behn Cochrane, Dennis and Cathy Baran took the Agnes L. Mathers Intermediate class to Smugglers Cove and other locations on four separate trips to practice kayaking and water safety.*





• **Sk'ad'a Principles:** I am pleased to confirm that Dr. Sara Davidson will continue her work with the Haida Gwaii School District by joining interested educators in exploring the Sk'ad'a Principles for schools and classrooms.

• **Trauma-Informed Practice:** In the coming year, our educators will also have the opportunity to enhance their trauma-informed teaching skills with Dr. Erika Cheng, Director of Beyond the Cycle of Trauma Institute.

• **Maureen Benoit:** The Haida Gwaii School District bids farewell to Maureen Benoit, our HR Manager, and her husband, Peter, as they relocate to

Powell River. Maureen has been a dedicated member of Haida Gwaii for 37 years, serving the school district for nearly 25 of those years. Her contributions have been invaluable, and she will be greatly missed. We wish her the best in her move closer to her family.

- **Congratulations to Ken Evans:** We welcome Ken Evans as our new HR Manager. Ken has been with the Haida Gwaii school district for many years and has held various roles, including President of our CUPE local and, most recently, Financial Services Manager.
- **Congratulations to Lisa Waring:** Lisa has recently been hired as our new Financial Services Manager. Port Clements Elementary School has expressed their sadness at losing Lisa but congratulate her on her new role.
- **Farewell to Jaskwaan Bedard:** It is with mixed feelings that we see Jaskwaan Bedard leave us to join Simon Fraser University. For 9 years, Jaskwaan has been a key member of our Haida Language and Culture department as our Haida Curriculum Implementation teacher, and was instrumental in the recent initiative, 'Ten Ways to Honour the Haida Language.' We wish her continued success in her new work.
- **Best Wishes on Your Retirement:** We wish the very best to Marcie Watkins and Yvonne Hughes on their well-deserved retirements.
- **Welcome Lisa Bernoties-McCullough:** Finally, I am delighted to welcome Lisa as Haida Gwaii's new Superintendent of Schools. Having worked with Lisa over the years, I know she is a passionate advocate and champion for education that makes a difference, ensuring equity and inclusiveness in each of our schools and classrooms.

Thank you, Hawaa, for allowing me to serve in this role for the past two years. I look forward to remaining connected to the continued excellent work ahead, albeit in a smaller capacity. Wishing all our students and staff a safe, healthy, and enjoyable summer break!

Manu  
Interim Superintendent





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

<b><u>MEETING AGENDA ITEM # 8.2</u></b>			
<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	June 18, 2024
<b>Topic:</b>	Strategic Objectives		
<b>Background/Discussion:</b>			
June 2024 Strategic Objectives			
<b>Recommended Action:</b>			
THAT the Board of Education of School District no. 50 (Haida Gwaii) approve the Strategic Objectives as presented			
Presented by: Interim Superintendent			

# Strategic Priorities In Action

2024 – 2025

## 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.

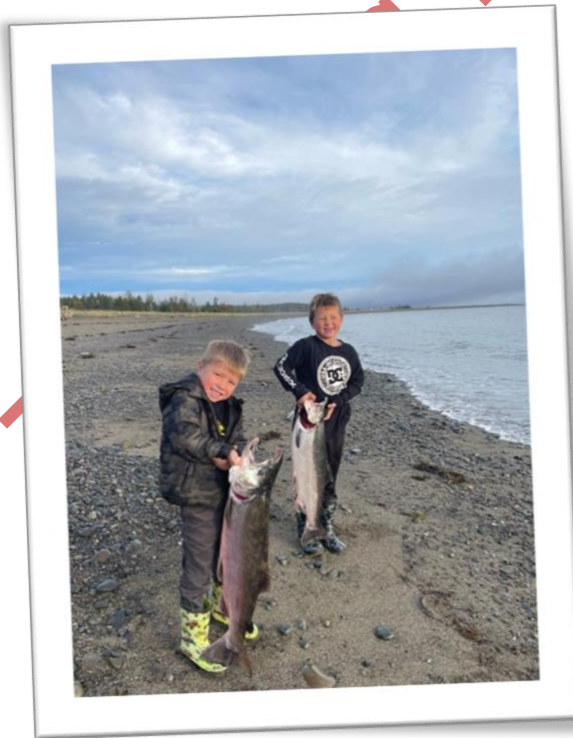


## Our Strategic Direction

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*. Our strategic objectives for the 2023-24 school year were recently updated at the May 2024 Board of Education meeting and can be found on the district website.

The Strategic Plan has been instrumental in guiding initiatives and programming over the last year, and this document outlines key strategic objectives for the 2024-25 school year.

The Board and public were updated regularly on objectives, and this will continue into the coming school year.



**2024 – 25 Year 2 of 4 Operational Plan  
Haida Gwaii School District Strategic Priorities**



**GOAL: Student Well-Being**

OBJECTIVE	GOAL: Student Well-Being STRATEGIES	REVIEW DATE
<b>FOCUS ON LITERACY</b>	<ul style="list-style-type: none"> <li>Continued opportunities for schools and teachers to work with Literacy Helping coach.</li> <li>Share opportunity to continue with Surrey School District Literacy book study in 2024-25.</li> <li>Sharing, review and editing of DRAFT Haida Gwaii School District Literacy Framework document with interested teachers (Fall 2024).</li> <li>Partnership with POPEY (Provincial Outreach Program for Early Years) and SD50 interested primary teachers to strengthen and support instructional strategies focussed on writing.</li> <li>Support K-1 teachers with purchase of decodable materials and PM levelled readers for classrooms.</li> <li>Continued support for use of UFLI resources for primary teachers.</li> </ul>	<p>Nov. '24</p> <p>May '25</p>
<b>DISTRICT LITERACY ASSESSMENTS</b>	<ul style="list-style-type: none"> <li>Continued Fountas &amp; Pinnell Assessment support for teachers including assistance with analysis and literacy intervention supports.</li> <li>Expand district collection of literacy data from grade 2 in 2023-24 to grades 2-4 in 2024-25. Teachers in multi-grade classrooms will be asked to include all students. Collection will occur in the Fall and Spring of the school year.</li> <li>Increasing capacity for a Haida Gwaii educator to gain expertise in literacy coaching.</li> </ul>	<p>Nov. '24</p> <p>May '25</p>
<b>HAIDA GWAI SD MENTAL HEALTH PLAN</b>	<ul style="list-style-type: none"> <li>All grade 8 students will participate in the PreVenture program.</li> <li>District staff to review 'lessons learned' from 2023-24 PreVenture programming in schools through conversations with PreVenture facilitators, principals and students.</li> <li>Participate in the Early Years Development Index (EDI), Middle Years Development Index (MDI), and Youth Development Index (YDI) in 2024 – 25.</li> <li>Continued partnership with McCreary Center and local high school students to examine adolescent Health issues specific to Haida Gwaii as per 2024 Haida Gwaii Adolescent Health Survey.</li> <li>Continued partnership with Kelty Mental Health to begin implementation of Haida Gwaii School District Mental Health Plan priorities and goal areas (<i>please refer to Feb. 2024 Superintendent Report – p. 5</i>)</li> <li>Continued use of Tiny Eye Counselling Services</li> <li>Monthly check-ins for district counselling staff with Northern Health Early Psychosis Intervention staff.</li> </ul>	<p>Jan '25</p> <p>June '25</p>
<b>FOCUS ON NUMERACY</b>	<ul style="list-style-type: none"> <li>Continued opportunity for teachers to participate in 'Thinking Classrooms' with a numeracy helping teacher.</li> <li>Pilot a district-wide numeracy assessment with interested teachers at various grade levels. Gather feedback from this assessment pilot to inform a district numeracy assessment plan for the 2025-26 school year.</li> <li>Establish a professional learning group to work through <u>Tluuwaay 'Waadluxan – Mathematical Adventures</u> resource with Joanne Yovanovich.</li> </ul>	<p>Feb '25</p>

**2024 – 25 Year 2 of 4 Operational Plan  
Haida Gwaii School District Strategic Priorities**

**GOAL: Student Well-Being**

OBJECTIVE	GOAL: Student Well-Being STRATEGIES	REVIEW DATE
<b>EARLY LEARNING</b>	<ul style="list-style-type: none"> <li>○ Update 'Early Learning' section of district website to highlight programs (<i>Language Nest, Welcome to Kindergarten, Ready-Set-Learn,</i>)</li> <li>✓ Continued partnership with early year Haida Gwaii organizations to support the Early Learning Forum in February.</li> <li>✓ Continued participation in the Changing Possibilities for Young Children project.</li> <li>○ Explore opportunities to add programs like JustB4</li> <li>○ Explore pathways to increase ECE certification opportunities, including 'dual credit'</li> <li>○ Plan for operation of new Masset Daycare</li> <li>○ Analyze and communicate 'Early Learning' priorities in the Fall of 2024</li> <li>○ Support a grade 12 PALS event for all graduates</li> </ul>	Oct '24 April '25
<b>SAFE, WELCOMING AND INCLUSIVE SCHOOLS</b>	<ul style="list-style-type: none"> <li>○ Scan of accessibility obstacles in each of our schools. – provincial tool from BCCAISE</li> <li>○ Implementation of goals articulated in Accessibility Framework as developed by Northern Districts in 2023.</li> <li>✓ Continue to utilize the Human Rights Special Hiring Program to increase the number of Indigenous Educators and Employees in our system.</li> <li>✓ Continue supporting school SOGI representatives with activities, resources and initiatives.</li> <li>✓ CONTINUE - SD 50 participating in Northern BC School Districts Accessibility Committee.</li> <li>✓ All school libraries will continue to be provided with resources related to inclusion.</li> <li>✓ Schools will be supported and encouraged to plan and implement school-based inclusion activities.</li> <li>✓ Staff development opportunities related to SOGI and inclusion.</li> <li>✓ Collaborate with inclusion community representatives</li> </ul>	Jan '25
<b>TECHNOLOGY SUPPORTED LEARNING</b>	<ul style="list-style-type: none"> <li>✓ IPADs for Haida Gwaii's 1 to 1 project were purchased in 2020 - 21. We are heading into year 5 of a 6 year cycle. (Ongoing)</li> <li>✓ Staff development opportunities related to using the IPAD in education. (Ongoing)</li> <li>✓ Highlight staff and students that are using the IPAD in creative ways to support learning. (Ongoing)</li> <li>✓ Continue to demonstrate how the IPAD can increase accessibility for students. (Ongoing)</li> </ul>	May '25
<b>DAAXIIGAN SK'ADÁA NÉE</b>	<ul style="list-style-type: none"> <li>○ Support closing and opening ceremonies and feasts for both Tahayghen Elementary and Daaxiigan Sk'adáa Née</li> <li>○ Host opening ceremonies and feast for the opening of Daaxiigan Sk'adáa Née</li> <li>○ Monitor and review year 1 of Daaxiigan Sk'adáa Née to plan for supports / adjustments possibly needed for 2025-26 school year.</li> </ul>	Oct '24 May '25

**2024 – 25 Year 2 of 4 Operational Plan**  
**Haida Gwaii School District Strategic Priorities**  
**GOAL: Embrace Unique Culture & Territory**



OBJECTIVE	<b>GOAL: Embrace Unique Culture &amp; Territory</b> STRATEGIES	REVIEW DATE
<b>INDIGENOUS EDUCATION</b>	<ul style="list-style-type: none"> <li>○ Review Haida Education Committee Terms of Reference using guiding document for Indigenous Education Councils (expected from MECC in summer of '24)</li> <li>○ Consult with Skidegate and Old Massett to increase frequency of HEC (IEC) meetings.</li> <li>○ Continue with SD50 Role Model Program</li> <li>○ Conclude, sign and communicate Learning Education Agreements (LEAs) with both Old Massett and Skidegate in the 2024-25 school year.</li> <li>○ Create and highlight Haida cultural activities/events through the use of video</li> <li>○ Use the 2024 Spring Haida Gwaii Adolescent Survey to examine and reimagine possibilities.</li> </ul> <p style="text-align: center;">✓ Continued annual review of How Are We Doing Report as provided by MECC</p>	Dec '24
<b>LOCALIZING OUR PRACTICE</b>	<ul style="list-style-type: none"> <li>○ Increase staff fluency and understanding related to the Sk'ad'a Principles through learning opportunity with Dr. Sara Davidson in 2024-25</li> </ul> <p style="text-align: center;">✓ Continue Staff development supports specific to knowledge of Haida Language and Culture as well as unique place-based learning opportunities.</p> <p style="text-align: center;">✓ Continue to support schools with identifying and addressing barriers related to outdoor education.</p> <p style="text-align: center;">✓ Support high schools in developing local Board Authorized and Approved courses that recognize cultural learning.</p> <p style="text-align: center;">✓ Continue partnership with K'aayxada Adventure Camp</p>	April '25
<b>HAIDA LANGUAGE &amp; CULTURE</b>	<ul style="list-style-type: none"> <li>○ Work with local communities to develop Haida Language and Culture postings that appeal to potential applicants.</li> <li>○ Support and strengthen Language Nest Programs</li> <li>○ Increase awareness and use of Ministry Approved Curriculum for Xaayda Kil/Xaad Kil K-12 (on-going)</li> <li>○ Review 2024 Haida Gwaii Adolescent health survey data specific to Haida Language and Culture in our schools.</li> </ul> <p style="text-align: center;">✓ Publish an annual report for the Haida Education Council (HEC) related to all Haida Language and Culture initiatives within SD 50</p> <p style="text-align: center;">✓ Continue to utilize locally developed community resources (ex. SHIP, CHN)</p> <p style="text-align: center;">✓ Continue to collaborate and seek feedback from both Skidegate and Old Massett specific to Haida Language and Culture programs.</p> <p style="text-align: center;">✓ Continue to monitor the use and availability of Haida Knowledge keepers and language holders</p>	June '25

**2024 – 25 Year 2 of 4 Operational Plan  
Haida Gwaii School District Strategic Priorities**



**GOAL: Working Together**

OBJECTIVE	GOAL: Working Together STRATEGIES	REVIEW DATE
<b>STRENGTHENING RELATIONSHIPS</b>	<ul style="list-style-type: none"> <li>○ Create and communicate a calendar of external partner 'check-in' dates.</li> <li>○ Provide municipalities / regional district with a fall overview of any capital projects completed at schools in their communities.</li> <li>○ Create opportunities for in-person visits by the Superintendent and Board Chair to share school district priorities.</li> <li>○ Host an annual meeting with RCMP, MCFD and Haida Gwaii Child and Family Services Society early in the 24 - 25 school year.</li> <li>○ Meet with Gwaii Trust Board to share positive impacts their funding is having on variety of student opportunities.</li> </ul> <p>✓ Senior district staff and Trustee representatives continue to regularly attend DPAC meetings.</p> <p>✓ Work with DPAC to establish a theme and format for an annual parent learning event.</p> <p>✓ Build upon successful DPAC partnered events from 2023 – 24.</p> <p>✓ Work with DPAC and schools to create communications inviting parents/guardians to PAC participation.</p>	Feb '25
<b>STUDENT VOICE / REPRESENTATION</b>	<ul style="list-style-type: none"> <li>○ Work with high schools in August/September to find student representatives to attend Board of Education meetings.</li> <li>○ Continue partnership with McCreary Society to help create opportunities to gather Haida Gwaii student voice specific to variety of themes important to students.</li> <li>○ Continue to explore opportunities to strengthen student voice and representation across the school district.</li> <li>○ Utilize Spring 2024 Haida Gwaii Adolescent Health Survey to examine possible actions.</li> </ul>	Sept '24 June '25
<b>STUDENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>○ Support initiatives to reduce the North – South perceived obstacles related to student/staff opportunities.</li> <li>○ Support elementary sports days to be hosted in each of our schools.</li> </ul> <p>✓ Continue supporting and expanding on annual student learning activities: Alder Reading Festival. District Science Fair, District Arts Celebration, etc.</p>	June '25
<b>TRUSTEE PRESENTATIONS</b>	<ul style="list-style-type: none"> <li>○ Create opportunities for trustees to publicly present/report on school district activities and strategic priorities beyond public board meetings.</li> </ul>	Oct '25
<b>RECRUITMENT &amp; RETENTION</b>	<ul style="list-style-type: none"> <li>○ Work with post-secondary institutions to support on-line, localized programs leading to teacher certification.</li> <li>○ Reassess housing possibilities for staff</li> <li>○ Ensure robust onboarding and orientation process for new employees.</li> <li>○ Continue participating in Ministry initiative to have certifying practicum teacher candidates in Haida Gwaii. Continue to encourage teacher education programs to place teacher candidates in practicums on Haida Gwaii.</li> </ul> <p>✓ Continue participating in British Columbia Public School Employers Association (BCPSEA) and Ministry of Education and Child Care (MECC) initiatives specific to incentives for relocation and retention.</p>	



DRAFT - Awaiting Feedback