



## Welcome to Taan ChaaGan K'aadii Kung<sup>1</sup> (Bear Hibernate Month) | Skusáang.u Kungás<sup>2</sup> (Root Month)

It is hard to believe that we have already arrived at November. Teachers are busy preparing first-term report cards, and parents will see British Columbia's [new provincial proficiency scale](#) in grades K-9 for the first time. Parents are

encouraged to contact teachers and principals with questions about the scale and their child's progress.

### The Provincial Proficiency Scale

If your child is in Grades K-9, you won't see letter grades on their report card. Instead, you will see information on where your child is on the Provincial Proficiency Scale. The scale uses the terms "Emerging," "Developing," "Proficient," and "Extending" to describe student learning. The scale maintains high standards for student learning.

Emerging	Developing	Proficient	Extending
Emerging means your child is beginning to understand something in an area of learning. They are still learning but may need more support to move ahead. Emerging doesn't mean your child is unsuccessful in this area.	Developing means your child understands some things in an area of learning but still has other areas to work on. Like Emerging, it doesn't mean your child is unsuccessful in this area.	<b>Proficient is the goal for your child.</b> It's also the goal for all students. When your child is Proficient, it means they fully understand the required learning. But it doesn't mean their learning stops.	Extending is when students show a deeper understanding. It's when your child is able to apply their learning in new and different ways. Extending is not the goal for all students in every area of learning.

I want to acknowledge our partnership with Haida Gwaii Child Care Resource and Referral (Island Wellness Society), SD50 District Parent Advisory Council, and the SD50 HGTA Professional Development Committee for their support and contributions in helping us host Kerri Isham from [PowerUP](#). Kerri worked with students, staff and parents across Haida Gwaii from Oct. 28<sup>th</sup> – Nov. 2<sup>nd</sup>.

At our October Board meeting, the difficult decision to delay moving our K-7 students from Tahayghen to the new K-12 school was made by our Board. We will continue to work on forming and supporting a 'Naming Committee' to select a name for the new school in the coming months. As the Tsunami Tower is essentially complete (just some lighting and supplies are pending), we look forward to foundation work for the new Masset Daycare, located right next to the school, to

begin in December.

This past week, we have collected reading data on all our grade 2 students across the district. Our teachers worked alongside Literacy Helping Teacher Christine Fraser from the Campbell River School District. Data collected will assist teachers with classroom reading strategies and provide the School District with a quick snapshot of reading results for our primary learners. Teachers will repeat this assessment in the spring to better inform students' reading progress over the school year. Thank you to the following SD50 grade two teachers for their hard work last week in working with Christine to assess grade 2 reading levels:

- Debbie Brown
- Marcie Watkins
- Klare Yakabuski
- Emmy O'Gorman
- Nadine Whittle
- Sophie Peerless

Enjoy the stories from across the school district!

Respectfully,

**Manu Madhok**  
Interim Superintendent



<sup>1</sup> Xaayda kil

<sup>2</sup> Xaad kil

# EMBRACING UNIQUE CULTURE AND TERRITORY

## 2023 – 24 STRATEGIC OBJECTIVES

- *Strengthen community connections as per Equity Scan.*
- *Support place-based learning in schools.*
- *Principals working with Dr. Sara Davidson*
- *Annual report to the Haida Education Council on all SD 50 Haida Language and Culture initiatives.*
- *Extension of Human Rights Special Hiring program to increase number of Indigenous leaders and role models in our system.*

### NATURAL RESOURCE LEARNING AT SK'AADGAA NAAY (Shared By Vanessa Wahl)

The grade 5/6 class is working on completing a Social Studies unit on Natural Resources. Students have learned about the Line at Lyell Island and have been inspired to research about local Haida Gwaii resources. Students are learning traditional Haida names and traditional uses of local resources. Students are working on creating a project about their favourite Haida Gwaii resource and considering ways to protect it to ensure it is available for future generations.

### OUTDOOR EDUCATION AT GIDGALANG KUUYAS NAAY (Shared By Joe Hallé)

We have been taking part in many excursions on the land, using our vibrant forests to gather berries and mushrooms, hiking, and appreciating the vast green spaces at our disposal.

We have also been building our skills on the water with sea kayaking. We have been learning to respect the ocean, to get out when appropriate, and to paddle within our limits. This is the greatest privilege to have world class kayaking opportunities at our front door.

## NOV. 14<sup>TH</sup> STRATEGIC OBJECTIVE UPDATE

### ANNUAL HAIDA LANGUAGE AND CULTURE REPORT UPDATE

One of our goals for this year is to produce a summary report of the language and culture initiatives occurring at our schools for the Haida Education Committee. We look forward to discussing the rationale and proposed format of this report at the next Haida Education Committee meeting. Our goal is to present this report at the final HEC meeting of the year.

# WORKING TOGETHER

## 2023 – 24 STRATEGIC OBJECTIVES

- *Strengthening Relationships*
- *Supporting Parent Learning with SD 50 DPAC*
- *Strengthen SD 50 Crisis Response Processes*
- *Support Student Voice*
- *Support a PAC at Each of Our Schools*
- *Adhere to Accessible BC Act*
- *Focus on Recruitment & Retention*

### YOGA AT LUNCH ANYONE? (Shared By [Vanessa Wahl](#))

Sk'aadgaa Naay's Indigenous Resource worker, **Kelsey Pelton** and grade 5/6 teacher, **Vanessa Wahl** have been collaborating to create a lunchtime yoga club. Students learn about breathing and movement while using Xaayda Kil during this time. This technique is called Total Physical Response (TPR). It teaches language or vocabulary concepts by using physical movement to react to verbal input.

### CHANGING POSSIBILITIES FOR YOUNG LEARNERS? (Shared By [Leighann Rodger](#))

Changing Results for Young Learners ([CR4YC](#)) is a partnership between The Ministry of Education (MOE) and the United Way of the Lower Mainland (UWLM) and was initiated in the fall of 2017.

CR4YC is based on the successful Changing Results for Young Readers framework that was implemented in 57 BC School Districts from 2012 – 2015. CR4YC is a collaborative inquiry project that brings together Community-based Early Childhood Educators, Strong Start Facilitators, and Kindergarten Teachers who are released to work collaboratively in six joint professional learning sessions with release time provided by the CR4YC Project.

CR4YC focuses on social and emotional well-being to improve outcomes for young children. One of the CR4YC goals is to identify and apply a strengthened understanding of quality practices associated with improving young children's social and emotional well-being. Another goal is to increase the coherence in pedagogy between Early Childhood Educators and Primary Educators.

The SD50 CP4YL group meets on six Friday evenings during the school year to share knowledge, ask questions, collaborate, and focus on children's social and emotional well-being. This year's participants include **Sian Nalleweg**, **Leighann Rodger**, **Jacqui Ferraby**, **Lia Hetherington**, **Cora Camire**, **Marcie Watkins**, **Emmy O'Gorman**, **Klare Yakabuski**, **Janet Gray**, **Janine Wilson**, **Josina Davis**, **Michelle Jones**, as well as community partners **Mike Brown** and **Alicia Embree** from Danu Daycare and **Sandi Morgan** from the Skidegate Daycare.

## NOV. 14<sup>TH</sup> STRATEGIC OBJECTIVE UPDATE

### RECRUITMENT AND RETENTION

- The School District, Haida Gwaii Teachers' Association and the District Parent Advisory Council wrote letters of support for UNBC's proposal for an online BEd program.
- Continue to work with and advocate for provincial strategies related to recruitment and retention.

# STUDENT WELL-BEING

## 2023 – 24 STRATEGIC OBJECTIVES

- *Development of SD 50 Literacy Framework*
- *Use Fountas & Pinnell Assessment to gather district literacy data for all grade 2 students*
- *Support Student Mental Health*
- *Support Numeracy Staff Development*
- *Sustain & Expand Early Learning / Childcare*
- *Ensure Safe, Welcoming and Inclusive Schools*
- *Technology supported learning*
- *Focus on Successful K-12 Project in Masset*

### DISTRICT SPORTS DAYS (Shared By Joe Hallé)

Having been coaching for the past three years, I have found that the dedication and determination of our young athletes has been increasing and improving. Young students approach me at the beginning of the year and are excited to play on one of our sports teams. They work hard and create a sense of community through sport. Recently, the boys soccer team competed at provincials and clinched 13th place, an improvement from last year. This comes from the ability of the players to play non-selfish soccer and to play as a team.

This year, we also performed very well at the X-country championships, growing our team to its biggest yet (8 runners went to zones). Our senior boys team finished 3rd in the province, a record placement for any of our teams in any sport, unless I am mistaken. An excellent individual performance from Greg Putterill (6th place) and great races from River Michealoff (29th), Levi Burton (30th), Bryn Price (37th), Riley Duke (43rd).

These achievements make for a positive school athletic environment that inspires our young people to engage in various teams and sports.

### ELEMENTARY BASKETBALL PLAY DAY (Shared By Vanessa Wahl)

Basketball has a deep history in Haida Gwaii, and the elementary play day showcased the great interest in the sport. Approximately 86 students participated in the play day organized with support from Skidagate's long-time basketball player Desi Collinson. The event was held in the George Brown gym, and due to the number of students, each school taught their students how to play four-on-four half-court basketball. This allowed more playing time for all students. With support from teacher/coach Dave Wahl, schools mixed their players, creating an overall sense of collaboration and allowing for fair play. Families and supporters of local basketball showed up to cheer on athletes. This event showed the great dedication of athletes, teachers and coaches in creating a safe and welcoming sporting event.

## Nov. 14<sup>th</sup> STRATEGIC OBJECTIVES UPDATE

### LITERACY FRAMEWORK

Although the creation of a SD50 Literacy Framework remains a goal, the work on this has not started as of November.

### NUMERACY STAFF DEVELOPMENT

We have eight educators working on the Thinking Classrooms project with Numeracy Helping Teacher, Roberta Toth.

### TECHNOLOGY SUPPORTED LEARNING

\*See update on following page.

## TECHNOLOGY SUPPORTED LEARNING UPDATE

Haida Gwaii School District is one of the very few school districts in the province that has been able to roll out a one-to-one device program. Since 2021 every SD 50 student has access to an IPAD to support their learning.

Although our summer break is used to maintain and refresh our IPADS, educators were offered the opportunity to keep their IPAD if they had plans to use the devices to deepen their learning on how the IPADS could support student learning. Below are a few of the quotes received from teachers about their summer learning on the devices"

*"Over the summer, I researched different apps that would be helpful for high school students who have reading disabilities. I have also begun a course through UVIC to satisfy requirements for a micro-credential in English Language Learner (ELL) teaching. The current course is on Culturally Responsive Education."*

*"I was able to use my devices to further my understanding of the Learning Resource Teacher position and to develop planning and steps regarding the new school year."*

*"I looked at accessibility apps. Rewordify helps students take complicated texts and rewords them into a simpler form which can help with comprehension and vocabulary. I hope to apply this app in my Science 9 class this year."*

Our Information Technology (IT) staff also attended the [Accessible Resource Centre - BC](#) training with the learning assistance staff in order to help staff implement desired technology solutions to better serve students.

### Notable IPAD Software:

- Quizlet
- Playground (coding software)
- BookCreator One
- Kanopy
- CBC Gem
- GOtoWebinar

### Port Clements Elementary in October

