

# ***Haida Gwaii***

## **AGENDA of the REGULAR MEETING of the Board of Education School District No. 50 (Haida Gwaii)**

**Location:** Port Clements Elementary School and via TEAMS  
**Date:** February 18, 2025  
**Time:** 5:30 PM  
**Use TEAMS Link:** Link in email – Also available on the SD50 website

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

<b><u>MEETING AGENDA ITEM # 1</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Acknowledgement of Haida Territory		
<b>Background/Discussion:</b> <p style="text-align: center; margin-top: 20px;">Acknowledgement that the Haida Gwaii Board of Education School District No. 50 Regular Board Meeting is being held on the unceded and traditional territory of the Haida Nation.</p>			
<b>Recommended Action:</b> <p style="text-align: center; margin-top: 20px;">Information</p>			
Presented by: Chair			



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

<b><u>MEETING AGENDA ITEM # 2</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Call to Order		
<b>Background/Discussion:</b>			
Call to Order			
<b>Recommended Action:</b>			
Chair Moraes called the February 18, 2025 Regular Board Meeting to order at _____ hours			
Presented by: Chair			



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

<b><u>MEETING AGENDA ITEM # 3</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Public Question Period		
<b>Background/Discussion:</b>  <div style="margin-left: 40px;">Call out for questions pertaining to the agenda for the February 18, 2025 Regular Board Meeting.</div> <div style="margin-left: 40px;">(10 minutes total)</div>			
<b>Recommended Action:</b>  <div style="margin-left: 40px;">Information</div>			
Presented by: Chair			



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

<b><u>MEETING AGENDA ITEM # 4</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Review of Agenda		
<b>Background/Discussion:</b>			
February 18, 2025 Regular Board Meeting Agenda			
<b>Recommended Action:</b>			
Review agenda items and amend if necessary.			
Presented by: Chair			



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

<b><u>MEETING AGENDA ITEM # 5.1</u></b>			
<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Approval of minutes of prior meeting		
<b>Background/Discussion:</b>			
Regular Board Meeting Minutes, January 14, 2025.			
<b>Recommended Action:</b>			
THAT the Haida Gwaii Board of Education School District No. 50 approve the the January 14, 2025 Regular Board Meeting Minutes as presented.			
Presented by: Chair			



**MINUTES OF THE REGULAR BOARD MEETING HELD  
VIA TEAMS  
TUESDAY, January 14, 2025**

**PRESENT WERE:** Dana Moraes, Chair  
Roeland Denooij, Vice-Chair  
Ashley Currie, Trustee  
Miranda Post, Trustee

**ALSO PRESENT:** Lisa Bernoties, Superintendent  
Manu Madhok, Deputy Superintendent  
Kevin Black, Secretary-Treasurer  
Misty Surtees, Executive Assistant  
Anneke Rigg-Denooij, Student Representative  
Max Bull, Student Representative

**MEMBERS OF THE PUBLIC (Via Teams):**

Tammy Gates  
Steve Goffic

## 1. ACKNOWLEDGEMENT OF HAIDA TERRITORY

Chair Moraes respectfully acknowledged that the meeting was held on the unceded and traditional territory of the Haida Nation.

## 2. CALL TO ORDER

Chair Moraes called the meeting to order at 1806 hours.

### 3. PUBLIC QUESTION PERIOD

The Board of Education of School District No. 50 (Haida Gwaii) invited members of the public to address agenda items during the Public Question Period.

- No questions brought forward

#### 4. REVIEW OF AGENDA

The January 2025 Regular Board Meeting Agenda Package was reviewed and approved by Trustees.

**5. APPROVAL OF MINUTES OF THE PRIOR MEETING AND RECEIPT OF RECORDS OF CLOSED MEETINGS**

## 5.1 December 17, 2024 Regular Board Meeting Minutes

R25011401                  MOTION BY: Vice-Chair Denooij  
SECONDDED BY: Trustee Currie

THAT the Haida Gwaii Board of Education of School District No. 50 approve the December 17, 2024 Regular Board Meeting minutes as presented.

MOTION CARRIED

## 5.2 January 14, 2025 In-Camera Rise and Report

R25011402                  MOTION BY: Trustee Post  
SECONDDED BY: Trustee Currie

THAT the Haida Gwaii Board of Education of School District No. 50 report that property, personnel, and pupil matters were discussed at the January 14, 2025 In-Camera Meeting.

**MOTION CARRIED**

**6. DELEGATIONS/PRESENTATIONS**

No delegations or presentations.

**7. CHAIR REPORT**

Chair Moraes reported on the upcoming BCSTA meeting on March 6th, and Partner Liaison meeting on March 7th. Recently, Chair Moraes has been collaborating with the Canadian School Board Association as part of the BCSTA's Indigenous Education Committee to secure keynote speakers for the upcoming event in Whistler in 2026.

**8. SUPERINTENDENT REPORT**

**8.1 Superintendent's Update**

**COMMUNITY WIDE Updates**

**Truth and Reconciliation**

This year marks the 10th anniversary of the Truth and Reconciliation Commission of Canada's Final Report, a significant milestone for our country. We will, and we encourage our community, to use this opportunity to reflect on the progress made and recommit to the ongoing journey of healing and reconciliation.

**Port Clements Elementary School Community Input Meetings**

A reminder to everyone that we will begin our community input process this month to inform the Port Clements Elementary School Configuration Review. I will meet with the staff of PCE after school on January 21, 2025 and then with the PAC at 6pm that day. We will also be hosting a Community Input Meeting at PCE on February 4, 2025 from 6pm to 7:30pm. If you're a Tlell or Port Clements community member, we encourage you to join us. We have a couple of older students who will be providing childcare at the school that evening so that you may be able to attend more easily. We hope to see everyone there.

**STRATEGIC PLAN Updates**

**Staff Wellness (Kelty Mental Health Team)**

Leighann Rodger and I have been attending each school's staff meeting to begin the process of co-creating a Staff Wellness Plan. As I've described before, we are grateful to the Kelty Mental Health team and author Gail Markin (Beyond Self Care: Leading a Systemic Approach to Well-Being for Educators) for sharing her synopsis of the data and research.

**Student Learning Surveys (Ministry of Education and Child Care)**

The 2024/25 Student Learning Survey (SLS) for students in grades 4, 7, 10, 11, and 12 is now open for students, parents, and staff. The survey takes about 30 minutes to complete. Student and staff surveys are available in English and French. Parent surveys are available in 18 additional languages. The survey remains open until May 2, 2025. Thank you for everyone who takes the time to complete this important survey. Our district uses these results to guide our strategic planning.

### **Middle Years Development Instrument (UBC HELP)**

Students in grades 5 and 8 are currently completing the MDI survey. As we all know, middle childhood and early adolescence – ages 6 to 13 – is an important phase of life that includes physical, emotional and cognitive changes as well as shifts in peer and adult relationships. It is a window of opportunity in which positive development can be supported to set the stage for successful development in adolescence and adulthood. Learning from our students directly—in their own voices—provides actionable data to support the design and implementation of programs, practices and policies that promote children's social and emotional health and well-being. Middle Years Development Instrument (MDI) data are used by school systems and broader community partners, along with families and the children themselves, to work collectively toward positive change. Thank you to our students for completing the MDI this year. We also use the MDI data generated from the students' answers to guide our strategic planning.

### **8.2. Student Representative Update**

Student Representative Rigg-Denooij presented an overview of several athletic achievements at the high school level, including a wrestling and basketball tournaments held off island. Concerns were raised regarding the muddy walkway leading to the school. Student Representative Max highlighted the successful implementation of the Emergency Medical Responder (EMR) course for grades 11 and 12. Acknowledgment of sewing club starting at school as well as a photography club.

## **9. INDIGENOUS EDUCATION**

Superintendent Bernoties reported that there have been two Indigenous Education Council meetings thus far. At the upcoming meeting on January 28th, the working group members will present the Draft Terms of Reference. Discussion on the secretariat's role in the new policy is ongoing.

## **10. STRATEGIC AND POLICY ISSUES**

### **10.1 Calls to Action of the Truth and Reconciliation**

Trustee Post read Bill 41 Article 40.

### **10.2 BCSTA Update**

Trustee Currie reported on planning on attending the Provincial Council meeting in February via Zoom.

### **10.3 BCPSEA Update**

The BCPSEA Annual General Meeting will be held in Vancouver in at the end of the month. Vice-Chair Denooij will be in attendance.

### **10.4 BCPSEA Alternate**

The Trustee Post will be the BCPSEA alternate, as Chair Moraes is stepping down. Vice-Chair Denooij will be the representative.

## **10.5 School Act Appeal Bylaw First Reading**

R25011403

MOTION BY: Vice-Chair Denooij

SECONDED BY: Trustee Currie

THAT the School Act Appeals Bylaw No.2-2025 for School District No.50 (Haida Gwaii) be given first reading.

MOTION CARRIED

## **11. OPERATIONS**

### **11.1 Operations Update**

Secretary-Treasurer Black reported that the basketball court at Daaxiigan Sk'adáa Née has been opened, despite encountering challenges due to strong winds during the winter break. The Daaxiigan Sk'adáa Née kitchen remains under construction. The childcare centre is progressing well. Other district projects are in progress, awaiting the receipt of necessary parts, supplies, or contractors. The annual facility grant wish list has been distributed.

### **11.2 2<sup>nd</sup> Quarter Operating Financial Update**

Secretary-Treasurer Black presented the 2nd Quarter financial update, highlighting that budget usage currently stands at 42% with six months remaining. The conclusion suggests being on track to meet the annual budget targets.

### **11.3 December 2024 Finance Vouchers and Trustee Expenditures**

R25011404

MOTION BY: Trustee Post

SECONDED BY: Vice-Chair Denooij

THAT the Haida Gwaii Board of Education of School District No. 50 receive and file the December 2024 Financial Vouchers and Trustee Expenditures as presented.

MOTION CARRIED

### **11.4 Budget Plan Process 2025-2026**

Secretary-Treasurer Black presented the Draft budget plan for the fiscal years 2025-2026. The TEAMS budget presentation is scheduled for March 13th. Data collection from schools is currently underway, with enrollment projections due by February 15th to drive revenue projections.

## **12. CORRESPONDENCE**

Letters Received and Filed

Outgoing:

- Port Clements Elementary School Meeting Flyer

Incoming:

- Board Chair Letter from the Ministry of Education and Childcare and Minister of Infrastructure
- Letter from Ombudsperson of British Columbia

## **13. PUBLIC QUESTION PERIOD**

A public question included an inquiry into the potential involvement of unions with the Indigenous Education Council. Superintendent Bernoties clarified that the Indigenous Education Council has no obligation to invite other members, although the council may invite guests for input. The Indigenous Education Council is currently in the process of finalizing the Terms of Reference.

#### **14. ADJOURNMENT**

Chair Moraes adjourned the January 14, 2025 Regular Board Meeting at 1852 hours.

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Chair

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Secretary-Treasurer



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

<b><u>MEETING AGENDA ITEM # 5.2</u></b>			
<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	In-Camera Rise and Report		
<b>Background/Discussion:</b>  <div style="text-align: center; padding: 10px;">February 18, 2025 In-Camera Rise and Report</div>			
<b>Recommended Action:</b>  <div style="text-align: center; padding: 10px;"> <p>THAT the Haida Gwaii Board of Education School District No. 50 reported that property, personnel, and pupil matters were discussed at the February 18, 2025 In-Camera meeting.</p> </div>			
Presented by: Chair			



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

<b><u>MEETING AGENDA ITEM # 6.2</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Delegations/Presentations		
<b>Background/Discussion:</b>			
Emma Lore/PAC - Port Clements Elementary School Reconfiguration			
<b>Recommended Action:</b>			
Information			
Presented by: Emma Lore – Port Clements Elementary School PAC			



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

<b><u>MEETING AGENDA ITEM # 6.2</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Delegations/Presentations		
<b>Background/Discussion:</b>			
Presentation on T'aalan Stl'ang Trips.			
<b>Recommended Action:</b>			
Information			
Presented by: Dave Wahl and Janine Wilson			





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

<b><u>MEETING AGENDA ITEM # 7</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Chair Report		
<b>Background/Discussion:</b>  <ul style="list-style-type: none"><li>- O'Briens Bridge and Maintenance Thank You Letter</li><li>- Premier's Mandate Letter to Lisa Beare</li><li>- Ombudsperson Letter February 10, 2025</li></ul>			
<b>Recommended Action:</b>  Information			
Presented by: Chair			



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

<b><u>MEETING AGENDA ITEM # 8</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Superintendent's Update		
<b>Background/Discussion:</b>			
February 2025 Superintendent's Update			
<b>Recommended Action:</b>			
Information			
Presented by: Superintendent			



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

<b><u>MEETING AGENDA ITEM # 8.2</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Student Representative Update		
<b>Background/Discussion:</b>			
Student representative verbal report.			
<b>Recommended Action:</b>			
Information			
Presented by: Chair			



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

<b><u>MEETING AGENDA ITEM # 8.3</u></b>			
<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Board Authorized Course Application		
<b>Background/Discussion:</b>  <p style="text-align: center;">Garden and Gather 10 - 12</p>			
<b>Recommended Action:</b>  <p>THAT the Haida Gwaii Board of Education of School District No. 50 approve the Board Authorized Course: <i>Garden and Gather 10-12 at Daaxiigan Sk'adáa Née and Gidgalang Kuuyas Naay</i> as presented</p>			
Presented by: Superintendent /Deputy Superintendent			



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Haida Gwaii	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD 50
<b>Developed by:</b> Daniel Schulbeck	<b>Date Developed:</b> Nov. 2024
<b>School Name:</b> Daaxiigan Sk'adaa Nee	<b>Principal's Name:</b>
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Garden and Gather 10A, 10B, 11A, 11B, 12A, 12B	<b>Grade Level of Course:</b> 10 - 12
<b>Number of Course Credits:</b> 2 per course	<b>Number of Hours of Instruction:</b> 60 per course

### Board/Authority Prerequisite(s):

None

### Special Training, Facilities or Equipment Required:

#### Special Training:

- *Experience with gardening both outdoors and in a greenhouse.*
- *Experience working with hydroponic systems.*
- *Experience working with local foods (ex. berries, mushrooms, deer, salmon, halibut, crab, clams, tuna).*

#### Facilities:

- *School Greenhouse*

#### Equipment:

- *vacuum packer, meat grinder, knives, pressure canner, meat slicer, dehydrator, freeze drier.*

## Course Synopsis:

The courses have been designed to help students learn and develop their basic skills in understanding and engaging in local seasonal food procurement, processing, preserving and preparation.

## Goals and Rationale:

### Rationale:

Garden and Gather 10A & B, 11A & B, and 12A & B are designed to develop and deepen students' skills and literacy in the area of local Haida Gwaii food harvesting and processing. We are focused on the foods available from the surrounding lands and waters.

The concepts and skills involved in foraging, wildcrafting, and rewilding have existed on these beautiful islands since time immemorial. These courses aim to share and expand students' understanding of these traditional practices.

As shared by Gandaawngaay (Herb Jones) in recalling his grandmother's words: *"Only take enough for what you need. You don't need to take any more than that. Never get too greedy. If you look after it, it will always be there."*

Locally, food literacy includes understanding the importance and value of local foods, traditional methods of growing and harvesting, and preserving food for later use. It also encompasses preparing, enjoying, and sharing food in an affordable and healthy way.

These courses are offered as two-credit options in both semesters of Grades 10–12, allowing our small school to align them with other two-credit courses, such as Career Studies 10 and 11, as well as other locally developed courses like Leadership 10–12. While it is possible for a student to take all six course offerings, the learning and skill development in each will increase in complexity and depth—just as mastering a basketball layup requires repeated practice and benefits from coaching beyond the initial instruction.

A student taking the course more than once will experience a greater variety of food-related activities throughout the yearly food cycle. Even if they enroll at the same time of year, they will have opportunities to refine skills, deepen their understanding, and take on leadership roles in guiding younger or first-time students.

Each season presents unique learning experiences as local food availability changes. Fall may focus on berry harvesting, fish preservation, and root vegetables, while spring might include wild plant identification, seaweed gathering, and early garden planting. Returning students gain deeper insight into these seasonal cycles, strengthening their connection to the land and waters of Haida Gwaii.

Beyond basic skill-building, experienced students can refine advanced techniques, mentor peers, and explore the cultural significance of local foods. They may lead harvest outings, conduct hands-on workshops, or assist in preparing school-community meals. This leadership component fosters collaboration and intergenerational knowledge transfer, ensuring that traditional food practices continue.

By engaging in the course multiple times, students develop a holistic understanding of food systems, sustainability, and self-sufficiency, while also building skills that support future careers in agriculture, environmental conservation, and food security initiatives.

## Goals:

- **Connect students to local foods** by increasing their skills and understanding of foraging, growing, storing, and serving local foods. Through repeated engagement with these activities, students will deepen their knowledge of seasonal food cycles and develop stronger connections to the land and waters of Haida Gwaii.
- **Increase students' understanding of concepts related to food security and sovereignty.** By participating in hands-on harvesting and preservation activities, students will gain insight into the importance of sustainable food practices and how they contribute to long-term food security within the community.
- **Deepen students' understanding of ecology, reinforce concepts of sustainability, and introduce potential agricultural career pathways.** As students progress through the courses, they will have the opportunity to refine advanced food processing techniques, experiment with different preservation methods, and explore the broader environmental impact of local food systems. This learning provides a foundation for future careers related to course content.
- **Explore how local foods provide connections to cultural identity.** Students will gain a deeper appreciation of the traditional knowledge and practices tied to food gathering, preparation, and sharing. Returning students will have the opportunity to take on leadership roles by mentoring younger peers and contributing to the preservation and continuation of local food traditions.
- **Promote healthy eating habits.** By engaging in a diverse range of food-related activities, students will develop skills to prepare and preserve local foods in ways that are nutritious, sustainable, and accessible.
- **Expand opportunities for hands-on skill development related to local foods.** Each progressive course taken by a student will refine their abilities, moving beyond basic skill acquisition to mastering advanced techniques. They will also take on greater responsibilities, such as organizing harvest outings, leading workshops, and assisting in planning and preparing community meals. These leadership opportunities foster collaboration and reinforce the value of intergenerational knowledge transfer.
- **Provide leadership opportunities** for students to mentor younger peers or those new to specific skills, reinforcing their own learning while fostering confidence, communication, and responsibility, within the context of a collaborative, community-based approach to food literacy.

## Aboriginal Worldviews and Perspectives:

Traditional foods are central to every culture.

Haida Gwaii is fortunate to enjoy many local and traditional food sources still available to residents. Young people respond well to learning about locally relevant content.

'Potlatch as Pedagogy' by Haida scholar, Dr. Sara Davidson, outlines the basic principles of working with traditional practices and how this benefits all learners but has special meaning for the Haida:

- Learning emerges from Strong Relationships
- Learning emerges from Authentic Experiences
- Learning emerges from Curiosity
- Learning occurs through observation
- Learning occurs through contribution
- Learning occurs through recognizing and encouraging strengths
- Learning honours the power of the mind
- Learning honours history and story
- Learning honours aspects of spirituality and protocol

I feel working on local foods with young people genuinely engages them in learning in the ways outlined by Sara in her book.



## BIG IDEAS

Working with Local Foods honours Place and Haida culture

Working with Local Foods empowers learners, especially hands-on learners

Working with Local Foods promotes a healthy lifestyle and diet

Preparing and preserving large amounts of Local Food for use in the School promotes a sense of contribution to a larger community

Working with Local foods is a springboard for learning practical, tacit skills that are relevant to life on Haida Gwaii

## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• Be safe, successful and sustainable in harvesting local foods</li> <li>• Be respectful of local food offerings</li> <li>• Be a member of a team in our ventures</li> <li>• Be a member of the larger school community when sharing foods</li> <li>• Be willing to engage in all aspects of food growing and gathering and learn the processes involved</li> <li>• Be willing to share knowledge they have with the group towards building a rich body of knowledge in the area of food growing and gathering</li> <li>• Try out the foods we work with unless compelling reasons to the contrary</li> </ul>	<p><i>Students are expected to <u>know</u> the following:</i></p> <ul style="list-style-type: none"> <li>• Protocols for harvesting and working with local foods</li> <li>• Understand Seasonality</li> <li>• Identify wild foods</li> <li>• Identify foraging equipment and know when and how it is used</li> <li>• What makes soil suitable for growing different foods</li> <li>• Garden planning</li> <li>• Preparing garden beds for planting</li> <li>• Seed starting</li> <li>• General pest and disease management</li> <li>• General weed management</li> <li>• Companion planting</li> <li>• Composting</li> <li>• Seed saving</li> <li>• Equipment</li> <li>• Processing and storing the harvest</li> <li>• Growing food with community</li> </ul>

## Big Ideas – Elaborations

Working with Local Foods empowers learners, especially hands-on learners – the act of breaking down a fish placed before you offers a tangible opportunity to demonstrate learning and to receive immediate feedback.

Working with Local Foods promotes a healthy lifestyle and diet – by normalizing local, healthy food, learners are exposed to affordable and healthy habits which may be carried on into everyday life.

Preparing and preserving large amounts of Local Food for use in the school promotes a sense of contribution to a larger community – making a contribution to the school and/or larger community is a motivating factor for many young people. Working with local foods provides many-faceted opportunities for contributing.

Working with Local foods is a springboard for learning practical, tacit skills that are relevant to life on Haida Gwaii - by learning about things in school that are applicable to their lives outside of school, the school experience becomes more relevant for learners and this may be leveraged into learning about, say, Pythagoras.

Working with Local Foods honours Place and Haida culture – Place based education on Haida Gwaii involves experiencing things like a fish camp on the Yakoun River. “It allows the pages of a Social Studies textbook to come alive not with pictures depicting how it was once done, but with immersion in the culture of today, a culture that owes much to the past but also one that is living, one that continues today and will continue tomorrow. When we work on fish in the school we build a bridge to that lived culture, we live it ourselves as we work on fish, cutting, canning, smoking, and sharing fission.” *(Seifert and Schulbeck)*<sup>2</sup>

## Curricular Competencies – Elaborations

### Be safe, successful and sustainable in harvesting local foods

- How to be on the land safely and in comfort
- Where and when to go for different foods
- How much to take to allow for resource to renew itself

### Be respectful of local food offerings

- Practice local and personal ceremony when harvesting foods

### Be a member of a team in our ventures

- Be able to appreciate the value and power of working together towards a common goal. To be a proud part of something larger than oneself.

### Be a member of the larger school community when sharing foods

- Be willing to engage in all aspects of food growing and gathering and learn the processes involved
- Once rationale and instructions are given, pick up the shovel/saw/knife/basket and get going on the task at hand

### Be willing to engage in all aspects of food growing and gathering and learn the processes involved

- Be willing to share knowledge they have with the group towards building a rich body of knowledge in the area of food growing and gathering

### Be willing to share knowledge they have with the group towards building a rich body of knowledge in the area of food growing and gathering

- Recognizing that there are many ways to skin a deer, young people are encouraged to share their existing knowledge in an area so that we can all add details/possibilities into our own adventures

### Try out the foods we work with unless compelling reasons to the contrary

- Many amazing foods are the product of our work. Trying new things broadens our horizons and introduces new items to our palate

## Content – Elaborations

### Protocols for harvesting and working with local foods

- What are traditional Haida ways of honoring the land and the foods it offers?

### Understand Seasonality

- What foods are available to us as the year unfolds?

### Identify wild foods

- A spring salmon has looks, cooks and tastes different than a coho which affect how and when we use them. How can you tell this is a coho? A sockeye?
- Mushrooms, berries, potatoes and deer also come in varieties...

### Identify foraging equipment and know when and how it is used

- Paper wrapping, vacuum packing and canning; are all done well if certain principles are observed. They also have circumstances where their use is most appropriate. How are each piece of equipment used best and when should they be used?

### What makes soil suitable for growing different foods

- Soil is a living thing that has elements and compounds in it that help plants grow. How do we encourage soil to help us grow good crops?

### Garden planning

- Growing food is a multi-layered affair. Fall crops are a real possibility. Starting strong in the spring needs planning and foresight. What do we need to do today in order to have crops growing all summer and ready for us in the fall?

### Preparing garden beds for planting and Equipment

- Learning how to wield a shovel and balance a wheelbarrow are tacit skills that build strength and coordination?

### Seed starting

- Using indoor grow lights and foresight help balance our low heat units and relatively short growing season.

### General pest and disease management

- Ugh... aphids...

### Companion planting

- Like people, plants can benefit from growing in the company of others. Who plays well with whom and how do we maximize what comes of our efforts?

### Composting

- Organic materials are a resource not waste to be thrown in the landfill. How do we effectively and safely use community organic waste to nourish our plant friends?

### Seed saving

- Not everything needs to be barged over to our place. Tomatoes, squash and more have seeds that can easily be saved and stored. What conditions are best for this and how do we go about it?

## Content – Elaborations

### Processing and storing the harvest

- How do we process 40 lbs of carrots effectively and how do we keep access to this amazing food source all winter? Potatoes? Leeks?

### Growing food with community

- 2000 square feet of indoor and outdoor growing beds, hydroponic systems and a micro green operation don't run themselves... how can we work as a team to grow quality food in quantity?

### Recommended Instructional Components:

- Engaging in Gardening practices interspersed with processing local foods as governed by the seasons

### Formative Assessments may include:

- ongoing self-assessment for and as learning
- teacher feedback for learning
- setting goals for learning (what is a food source you would like to learn more about, how is it going, where to next? loop)

### Summative Assessments may include:

- tasks related to food processing as checks for understanding (knowing, understanding)
- application of skills in authentic settings and with authentic tasks (doing, understanding, knowing)

### Learning Resources:

- Local Food Gathering Knowledge Holders
- GMD Cookbook

### Note:

- A lot of the rational and elaborations draw heavily from the knowledge contained in:
  - Dr. Sara Florence Davidson and her Father Robert Davidson's book: "Potlatch as Pedagogy – Learning through Ceremony".
  - "Foods Work – Doing what comes naturally on Haida Gwaii" – Derek Seifert and Daniel Schulbeck



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

<b><u>MEETING AGENDA ITEM # 8.4</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Field Trip Applications		
<b>Background/Discussion:</b>  The following field trips have been approved by the Deputy Superintendent in the last month:  <div style="display: flex; justify-content: space-between; margin-top: 10px;"><div>• Agnes L. Mathers</div><div>Swimming in Prince Rupert</div><div>April 10 – 14, 2025</div></div>			
<b>Recommended Action:</b>  Information			
Presented by: Deputy Superintendent			



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

<b><u>MEETING AGENDA ITEM # 9</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Indigenous Education		
<b>Background/Discussion:</b>			
Verbal Report			
<b>Recommended Action:</b>			
Information			
Presented by: Superintendent			



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

<u>MEETING AGENDA ITEM # 10.1</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	February 18, 2025
Topic:	Calls to Action of the Truth and Reconciliation Commission		
<div><b>Background/Discussion:</b> Bill 41 – Declaration of Indigenous Rights: <b>United Nations Declaration on the Rights of Indigenous Peoples</b>  <i>Article 41</i> 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.</div>			
Information			
Presented by: Chair			



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

<b><u>MEETING AGENDA ITEM # 10.2</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Port Clements Elementary School Configuration Review		
<b>Background/Discussion:</b>			
Verbal Report			
<b>Recommended Action:</b>			
Information			
Presented by: Superintendent			





## HAIDA GWAII SCHOOL DISTRICT PROGRAM REVIEW

<b>Name of Review:</b>	PORT CLEMENTS ELEMENTARY CONFIGURATION REVIEW 2025
<b>Date:</b>	December, 2024 to March, 2025
<b>Prepared by:</b>	Lisa Bernoties, Superintendent of Schools and Manu Madhok, Deputy Superintendent of Schools
<b>Prepared for:</b>	The Haida Gwaii Board of Education

### OVERVIEW

All school district programs are subject to ongoing review by the Superintendent of Schools. According to the *School Act*, “Boards appoint a superintendent of schools for their district. The superintendent is responsible for the general administration, supervision, and evaluation of educational programs.” The primary filters for a program review of this nature are **education, economics** and **equity**.

Additionally, Section 113 of the School Act requires Boards of Education to establish local policies for the effective and efficient operation of schools and to ensure an annual balanced budget. This means budget decisions must support a culture of excellence in education, equitable student outcomes, and long-term financial sustainability. Currently, the Haida Gwaii School District is operating with an approximate \$600,000 deficit, which is being balanced using a restricted surplus—an unsustainable approach.

This program review was initiated during the 2023-24 school year in response to a significant decline in student enrollment in the intermediate division at Port Clements Elementary (PCE). The review aims to assess the long-term sustainability of operating PCE under its current configuration.

### SCOPE OF THE PROGRAM REVIEW

- **Declining Enrolment:** The very small number of intermediate students and the resulting disproportionate resource allocation raise concerns about the long-term sustainability of the current grade configuration of Kindergarten to grade seven.
- **Funding Support:** The Unique Geographic Factor Grant from the Ministry of Education and Child Care remains available for PCE. As a result, the review will explore possible school reconfiguration options; however, school closure is not being considered.

### ENROLMENT TRENDS

A historical enrolment analysis has been conducted (*see Figure 2*), comparing PCE with:

- The overall school district
- Sk'aadgaa Naay Elementary
- Tahayghen Elementary

Enrolment at PCE has been steadily declining (*see Figure 1*) due to various factors affecting the area. As of September 2024, PCE's total enrolment was 19 students, spanning grades K-5.

In 2017, the Board of Education conducted a transportation review, which led to the discontinuation of the school bus route from Tlell to Port Clements.

Following this decision, PCE experienced a decrease of 12 students between the 2017/2018 and 2018/2019 school years. While this change contributed to the enrolment decline, the exact number of students directly impacted remains uncertain.

During the same period (see Figure 2):

- Sk'aadga Naay Elementary saw a decline of 15 students.
- Tahayghen Elementary increased by 5 students.
- The overall school district recorded a total enrolment decline of 43 students.

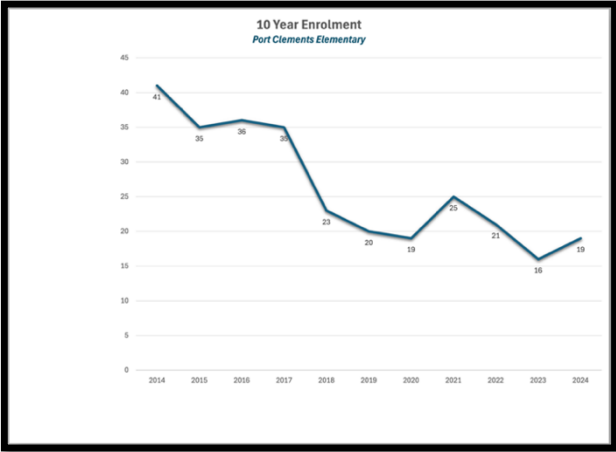


Figure 1

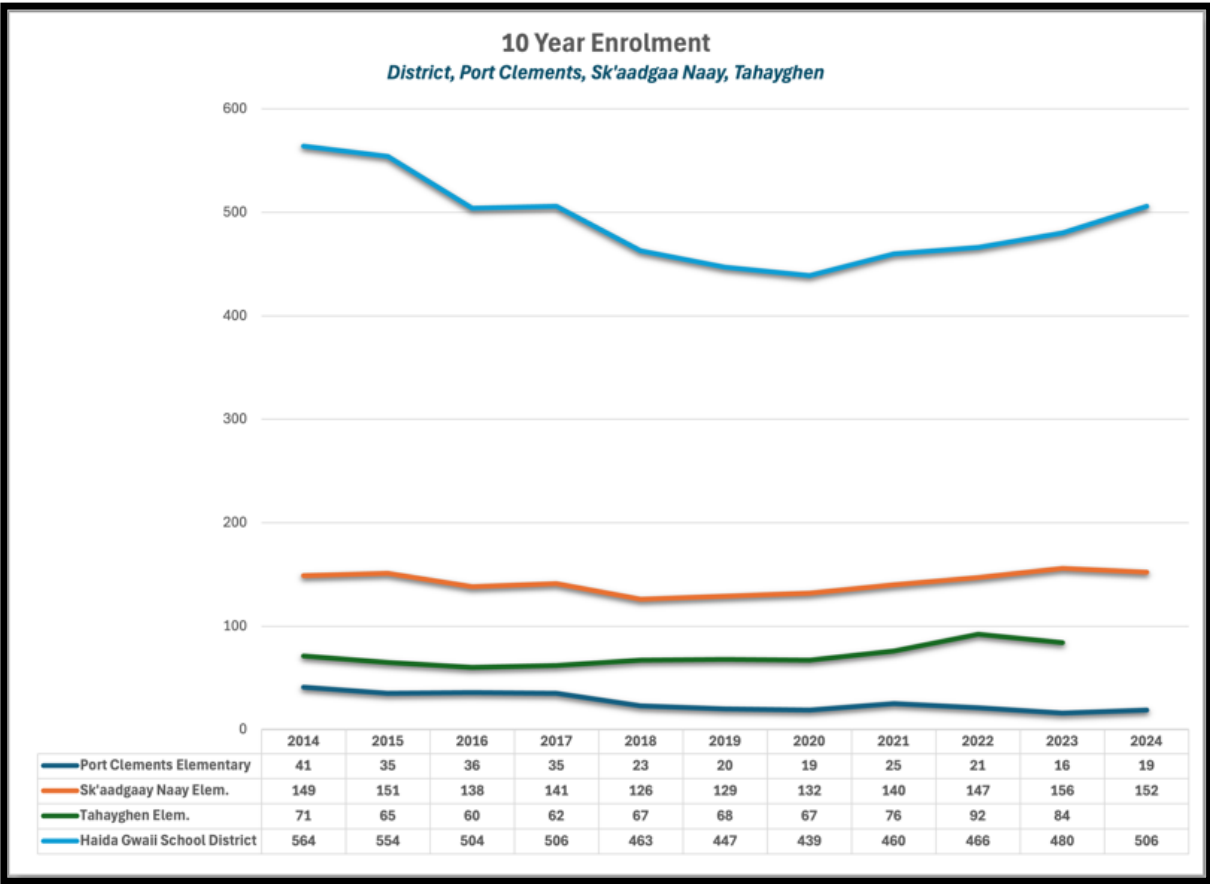


Figure 2

## RELATED FINANCIAL INFORMATION

- The district receives funding in the range of \$254,000 to \$285,000 for unique geographic factors associated with operating a small school in Port Clements.
- Additional funding is generated at a rate of approximately \$9,000 per student enrolled in the school district. *This funding supports all operational costs across the district.*
- The average cost of a teacher, including total compensation and prep time, is approximately \$140,000.
- School costs can also be assessed based on student-to-staff ratios, which provide insight into financial sustainability and resource allocation.

	K to 7 Student FTE	Enrolling Teacher FTE	Learning Support Teacher FTE	Student: Enrolling Teacher Ratio	Student: Learning Support Teacher Ratio
Port Clements	19	2	0.4	10:1	48:1
Agnes L. Mathers	20	2	0.4	10:1	50:1
Sk'aadgaa Naay	152	7	1.2	22:1	127:1
Daaxiigan Sk'adaa Née	104	5	1.1	21:1	95:1

## PROGRAM REVIEW PROCESS

### December 20, 2024

- Superintendent and Trustee consultation with Mayor of Port Clements
- Verification of data summary for economics and equity compiled

### January 2025

- Invitational emails to SD50 parents from Tlell & Port Clements regarding February 4th Community Input Meeting
- Conversations with various staff and individual community members

### January 21, 2025

- Staff Input Meeting
- PAC Input Meeting

### February 4, 2025

- Community Input Meeting
- Invitation to email or call Superintendent with any other input
- Ongoing conversations with various staff and individual community members

### February 18, 2025

- PCE Configuration Review Report Presentation at Public Board Meeting (5:30 pm)

### March 4, 2025

- PCE Configuration Review Decision at Special Meeting of the Board (5:30 pm)

### March 5, 2025

- Emails out and website updated to reflect decision of the board

## COMMUNITY INPUT SUMMARY

During the consultation process, several concerns and ideas were raised regarding the potential reconfiguration of Port Clements Elementary (PCE).

### Discontinued Bus Route

The discontinuation of the Tlell to PCE bus route remains the most significant concern for the community. There is strong support for reinstating this service, as it is seen as a key factor in increasing PCE's enrolment and maintaining the viability of the current K-7 configuration. There was also a question as to whether or not we could change the start location of our current routes to Tlell.

### Long Bus Rides

Community members express concerns about extended bus rides to Sk'aadgaa Naay or Daaxiigan Sk'adāa Née, particularly for younger students in grades four to seven. They emphasize the importance of social playtime before and after school for child development and believe that long commutes reduce these valuable opportunities. Some emphasized valuing this over a more socially robust school environment.

### Enough Seats at Other Schools

Concerns were raised about whether moving students from PCE to other schools might overcrowd classrooms.

### Families Choosing Homeschooling or Other Programs

The issue of the affected families possibly choosing to homeschool or choose another program was raised. It was also noted that some families in the area already do choose to homeschool their children.

### Adverse Impacts to the Community of Port Clements

There is concern that reducing grades at PCE may deter families from living in Port Clements. Long bus rides for younger students and a reduction in local services may cause families to relocate elsewhere, potentially impacting the town's vitality.

### One Room Schoolhouse with Same Configuration

Some parents preferred a one-room schoolhouse model (K-7 with one teacher) over reducing grade levels at PCE.

### What About the Staff?

Concerns were raised about the impact of staffing reductions and the possibility of staff having to work in a different location in the future.

### What About ALM Elementary?

Questions were raised regarding whether there would also be a program review of Agnes L. Mathers (ALM) Elementary.

### Other Cost Savings

Questions were raised about alternative cost-saving measures, including potential reductions at ALM Elementary and within board office staff. The district's ownership of housing was discussed, with some suggesting selling these properties to generate funds and address economic constraints.

### Older Students as Role Models

The presence of older students as role models and supporters of younger children and siblings is valued.

### Building a Centralized School

A few community members suggested establishing a centralized elementary school in Haida Gwaii and said this idea had emerged many years ago in the district.

### Existing Investments

Questions were raised about how we would plan to repurpose so much extra space at PCE if a class was reduced. We were also asked to think about the potential waste of time and money already invested in the current infrastructure before further reducing the number of students.

### Ideas

We asked for any new or innovative suggestions and ideas as possible solutions to the problem. The community shared a few of these.

- It was suggested that the board wait a few years to see if enrolment increases as there are families wanting to move into the area. It was also suggested that the current intermediate students remain at PCE to complete Grade 7.
- Transportation enhancements to bring in additional students without the district having to resume the previous Tlell to PCE bus route included:
  - the possibility of a car being purchased by the PAC to bring more kids to school; and,
  - the PAC creating a partnership with the Village of Port Clements to co-own a vehicle for elderly citizens in the community during the day and the PAC before and after school for student pick up and drop off.
- The PAC and some community members suggested that the school become a program of choice by creating something unique for Haida Gwaii. There was a significant amount of interest in this approach. The PAC scheduled a special meeting before the Board's February 18th meeting to build consensus on this idea.

## SUMMARY OF KEY FINDINGS

### Restoring a Bus Run from Tlell to Port Clements

We would like to acknowledge that current bus routes are long and create a long school day for students.

- Port Clements to Sk'aadgaa Naay Elem:
  - 7:25 am – 8:58 am (93 minutes)
  - 3:05 pm – 4:44 pm (99 minutes)
- Port Clements to Daaxiigan Sk'adaa Née:
  - 7:11 am – 8:13 am (62 minutes)
  - 3:15 pm – 4:49 pm (94 minutes)

While restoring a Tlell-to-PCE bus route could help increase enrolment at PCE, several challenges make this unfeasible at this time:

1. **Unclear Demand** – Initial assessments suggest very few students would use this service.
2. **Financial Constraints** – The district must reduce spending, and adding a new bus route would create additional financial strain.
3. **Driver Shortage** – Despite recruitment efforts, the district currently lacks replacement bus drivers.
4. **BCTEA Obligations** – Under the BC Tripartite Education Agreement (BCTEA), the district must also develop a transportation plan for Skidegate and Old Massett. Existing commitments are not yet fully met.

Despite these challenges, the transportation department is actively:

- Recruiting and training new drivers.
- Reviewing current bus routes to explore possible ways to reduce long ride times.
- Assessing financially viable options to enhance transportation services for families, including the Tlell-to-PCE route.

### Establishing Catchment Areas

Before the community consultations, the possibility of establishing catchment areas was raised as a potential strategy to increase enrolment at PCE.

Key considerations:

- The Board of Education has the authority to establish catchment areas for each school.
- Currently, the district operates with an open boundary policy, allowing families to choose their preferred school.
- While a catchment policy could redirect students to PCE, it would not guarantee an increase in enrolment.
- The BC School Act permits students to attend any school with available seats, meaning that students assigned to PCE through a new catchment could still transfer to another school after the school registration period closes.
- If families opt for other schools, this could lead to capacity concerns at Daaxiigan Sk'adaa Née Elementary and Sk'aadgaa Naay Elementary, reducing available seats for new families moving into the district.

### What About ALM Elementary?

As mentioned, there were questions raised regarding Agnes L. Mathers (ALM) Elementary. ALM's low enrolment does present similar challenges, and we will be reviewing ALM's enrolment as part of our annual budget development process. However, several key factors make reconfiguration less urgent:

1. **Balanced Enrolment:** A higher number of intermediate students contributes to a more balanced enrolment.
2. **Transportation Barriers:** Ferry access raises safety concerns, and would require additional supervision, making transportation a more complex issue.
3. **Projected Enrolment Decline:** If ALM's enrolment falls below 20 students next year, it may naturally transition into a single-classroom school, making a configuration review unnecessary.

### One Room Schoolhouse with Same Configuration

Some parents preferred a one-room schoolhouse model (K-7 with one teacher) over reducing grade levels at PCE. This is possible and the district will continue to consider this option. However, the class size limits may continue to prevent this model from functioning as PCE student numbers slightly exceed the threshold.

### New School Learning Plan

At the January 21, 2025 PCE PAC input meeting, questions were raised with respect to opportunities for PCE PAC to be involved in unique ways to increase the enrolment at the school. As noted in the 'ideas' section of this document, the PAC had already been giving thought to some unique transportation options. As well, they inquired about becoming a school of choice which may attract some new families. Following this discussion, the PAC responded by calling another PAC meeting to further discuss these options and get them to the Superintendent prior to the February 18, 2025 Board Meeting. The PAC meeting was held on Thursday, February 12, 2025 and the following motions were passed at that meeting.

Moved and seconded to keep two divisions at PCES for 2025/2026 and 2026/2027 school years.

CARRIED

Moved and seconded to have 2025/2026 and 2026/2027 to research becoming a choice school by working with the Principal and Superintendent to renew the school learning plan, develop a registration program, and a plan for implementing the initiatives.

CARRIED

Moved and seconded to explore alternative transportation options for attending PCE.

CARRIED

The PAC is asking for time and is committed to creating a new school plan to inspire more families to attend PCE.

## CONCLUSION

This program review assessed the viability and sustainability of the current grade configuration at Port Clements Elementary (PCE) using three key criteria: Education, Economics, and Equity.

This review highlights the significant challenges facing PCE in terms of education quality, financial sustainability, and equitable resource distribution. While solutions such as bus route restoration and catchment areas have been explored, they do not present viable long-term solutions at this time.

### Education

The BC Curriculum aims to develop students' core competencies from Kindergarten to Grade 12. Achieving higher-level learning requires a socially robust environment that fosters skills such as sharing, debating, cooperating, collaborating, and perspective-taking. The very small number of students in the intermediate grades at PCE is not ideal for establishing an optimal social learning environment for these essential skills.

### Economics

As previously shared, the school district is required to submit a balanced budget to the Ministry of Education and Child Care annually. At present, the district faces an operating deficit, which is being temporarily offset by restricted surplus funds—a situation that is not sustainable.

Key economic concerns include:

- The need to reduce operational costs or generate additional revenue to address the district's operating deficit.
- The overall higher cost per student at PCE, compared to other schools, necessitates the reduction of some services and resources at PCE.

### Equity

The district has a legal and ethical obligation to remove barriers and enhance resources for students who have been historically marginalized within the public education system. *"Boards of education will set, create and maintain a strategic plan, annually report on student outcomes and put systems in place to continuously improve the educational outcomes for all students and improve equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities," (BC Ministry of Education and Child Care: Framework for Enhancing Student Learning Policy).*

Key equity concerns include:

- The need to allocate resources to support equity.
- The overall higher allocation of resourcing at PCE, compared to other schools, necessitates reductions and the redistribution of some services and resources.



## SUMMARY OF OPTIONS FOR ACTION

To support a robust educational program, maintain fiscal responsibility, and ensure equitable access to education, adjustments in resource allocation and school programming will be necessary. There are any number of possible options for the Board to consider with respect to the PCE Reconfiguration Review. Three options for action are being recommended for the Board's consideration.

### OPTION 1: Maintain Current Grade Configuration

The Board may choose to retain the existing Kindergarten to Grade 7 configuration at PCE.

#### Pros:

- Maintains the existing structure without immediate disruption to students and families.

#### Cons:

- Does not address ongoing concerns related to education, economics, and equity.

### OPTION 2: PAC School Learning Plan

The Parent Advisory Council (PAC) has asked for time to create a new School Learning Plan with the hope of increasing enrolment by attracting families to join PCE. They have passed a motion to spend time working together to create a plan, communicate it out to other communities, and then create a registration list. The list of interested students would be compiled and shared with the Board in February 2026, at which point the reconfiguration decision could be reconsidered.

#### Pros:

- Provides time for potential enrolment growth, helping to address educational, economic, and equity concerns.
- Encourages community involvement in shaping the school's future.

#### Cons:

- Delays addressing education, economic, and equity issues, with no guarantee of increased enrolment.

### OPTION 3: Reconfiguration of PCE

The Board may choose to reconfigure PCE as a primary school, reducing the grades offered. Implementation could occur immediately for September 2025 or be delayed until September 2026 to allow for greater preparation.

#### Pros:

- Directly addresses the education, economic, and equity concerns.
- Creates a more sustainable school structure.

#### Cons:

- Is not aligned with community input.
- Requires adjustments for affected students, families and staff.

## OPTIONS FOR ACTION

The Board of Education has been presented with three options for consideration regarding Port Clements Elementary (PCE):

1. THAT the Board of Education maintain Port Clements Elementary with the current grade configuration of kindergarten to grade seven.
2. THAT the Board of Education delay the reconfiguration decision to provide the Parent Advisory Council twelve (12) months to create a new School Learning Plan, with district guidance. The 'reconfiguration' decision to be debated again in March, 2026.
3. THAT the Board of Education direct the Superintendent to reconfigure PCE to a Primary Program or Kindergarten to grade four program, if suitable.



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

<b><u>MEETING AGENDA ITEM # 10.3</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	BCSTA Update		
<b>Background/Discussion:</b>			
BCSTA February 2025 Update			
<b>Recommended Action:</b>			
Information			
Presented by: Trustee Currie			



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

<b><u>MEETING AGENDA ITEM # 10.4</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	BCPSEA Update		
<b>Background/Discussion:</b>			
BCPSEA February 2025 Update			
<b>Recommended Action:</b>			
Information			
Presented by: Vice-Chair Denooij			



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

<b><u>MEETING AGENDA ITEM # 10.5</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Approved School Calendars 2025-2026, 2026-27 & DRAFT 2027-28		
<b>Background/Discussion:</b>			
DRAFT School Calendar 2027-2028 for circulation and feedback.			
<b>Recommended Action:</b>			
Information			
Presented by: Superintendent /Deputy Superintendent			



School District No. 50  
**Haida Gwaii**

# 2025 - 26 School Calendar

Sept	1	Labour Day
Sept	2	First ½ day of school
Sept	26	Ministry Day
Sept	30	National Day for Truth & Reconciliation
Oct	13	Thanksgiving Day
Oct	24	Pro-D Day
Nov	11	Remembrance Day
Nov	17	Pro- D Day
Dec 22 – Jan 2		Winter Break
Jan	28	Pro-D Day
Feb	16	Family Day
Feb	25	Pro-D Day
March 16 – 27		Spring Break
April	3	Good Friday
April	6	Easter Monday
May	1	Pro-D Day
May	18	Victoria Day
June	25	Last Day of School
June	26	Administrative Day

179.5 Instructional Days  
187 Days in Session  
878 Instructional Hours Required - Elementary  
952 Instructional Hours Required – High School

AUGUST 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
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APRIL 2026						
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MAY 2026						
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JUNE 2026						
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JULY 2026						
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Please send calendar feedback to 'SD50CalendarFeedback@sd50.bc.ca'

## 2026 - 27 School Calendar

Sept 7	Labour Day
Sept 8	First ½ day of school
Sept 25	Ministry Day
Sept 30	National Day for Truth & Reconciliation
Oct 12	Thanksgiving Day
Oct 23	Pro-D Day
Nov 11	Remembrance Day
Nov 20	Pro- D Day
Dec 21 – Jan 1	Winter Break
Jan 15	Pro-D Day
Feb 15	Family Day
Feb 26	Pro-D Day
March 15-25	Spring Break
March 26	Good Friday
March 29	Easter Monday
May 10	Pro-D Day
May 24	Victoria Day
June 29	Last Full Day of School
June 25	Administrative Day

**880 Elementary Instructional Hours** based on 295 daily instructional minutes

**954 High School Instructional Hours** based on 320 daily instructional minutes

AUGUST 2026						
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SEPTEMBER 2026						
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OCTOBER 2026						
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NOVEMBER 2026						
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JANUARY 2027						
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FEBRUARY 2027						
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JUNE 2027						
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## 2027 - 28 School Calendar

Sept	6	Labour Day
Sept	7	First ½ day of school
Sept	24	Ministry Day
Sept	30	National Day for Truth & Reconciliation
Oct	11	Thanksgiving Day
Oct	22	Pro-D Day
Nov	1	Pro-D Day
Nov	11	Remembrance Day
Dec 20 – Jan 3		Winter Break
Jan	21	Pro-D Day
Feb	14	Family Day
Feb	25	Pro-D Day
March 20-31		Spring Break
April	14	Good Friday
April	17	Easter Monday
May	5	Pro-D Day
May	22	Victoria Day
June	29	Last <b>Full</b> Day of School
June	30	Administrative Day

**878 Elementary Instructional Hours** based on 295 daily instructional minutes

**952 High School Instructional Hours** based on 320 daily instructional minutes

### AUGUST 2027

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### SEPTEMBER 2027

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### OCTOBER 2027

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### NOVEMBER 2027

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### MARCH 2028

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### APRIL 2028

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### MAY 2028

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### JUNE 2028

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### JULY 2028

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

<b><u>MEETING AGENDA ITEM # 10.6</u></b>			
<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	School Act Appeals Bylaw Second Reading		
<b>Background/Discussion:</b>  <div style="text-align: center; margin-top: 20px;">School Act Bylaw Second Reading</div>			
<b>Recommended Action:</b>  <div style="text-align: center; margin-top: 20px;"> <p>THAT the School Act Appeals Bylaw No.2-2025 for School District No.50 (Haida Gwaii) be given second reading.</p> </div>			
Presented by: Superintendent			



## **BYLAW No. 2–2025**

### **SCHOOL ACT APPEALS**

This Bylaw is to establish procedures governing *School Act* Section 11 appeals to the Board.

#### **PREAMBLE**

Section 11 of the *School Act* provides that a parent/guardian and/or student in the School District may appeal a decision of an employee or employees of the Board if that decision significantly affects the education, health or safety of the student.

The Board believes that the resolution of concerns is best addressed at the point the concern occurred and encourages students or parents/guardians to bring concerns forward with the staff member who made the decision prior to accessing the appeal process.

The Board recognizes that decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent.

The Board of Education of School District No.50 (Haida Gwaii) in an open meeting, hereby enacts as follows:

#### **1. DEFINITIONS**

- 1.1. The terms used in this Bylaw have the meanings assigned by *the School Act* and Regulations made thereunder, except as when the context indicates otherwise.
  - 1.1.1. For greater clarity, a parent is defined as one who usually has the care and control of the student or child.
- 1.2. For purposes of this Bylaw, the student or parent/guardian filing the appeal can be referred to as the “Appellant”.

#### **2. FAIRNESS PRINCIPLES**

- 2.1. Students/parents/guardians can expect fairness in the appeals process, including:
  - 2.1.1. the right to be heard,
  - 2.1.2. the right to adequate notice and timely receipt of relevant information,
  - 2.1.3. being provided with reasons for decisions,
  - 2.1.4. an impartial decision maker, and
  - 2.1.5. a respectful process, free from retaliation.

#### **3. DECISIONS WHICH MAY BE APPEALED**

- 3.1. The Board of Education recognizes the right of a student and/or parent/guardian of a student under Section 11 of the *School Act* to appeal a decision of an employee of the



Board where such decision significantly affects the education, health or safety of the student.

- 3.2. A decision for the purposes of this Bylaw includes the failure of an employee to make a decision.
- 3.3. Examples of grounds for appeal include, but are not limited to:
- 3.3.1. disciplinary suspension from school;
  - 3.3.2. suspension from an educational program, if no other educational program is provided by the Board;
  - 3.3.3. expulsion from an educational program;
  - 3.3.4. refusal to offer an educational program to a student who is sixteen (16) years of age or older;
  - 3.3.5. requirement to complete all or part of an educational program by distributed learning, or in an alternate program, as a disciplinary measure, where space and facilities are available in a school;
  - 3.3.6. exclusion from school for a health condition;
  - 3.3.7. failure to provide an Individual Education Plan to a student with special needs;
  - 3.3.8. failure to offer to consult with a parent/guardian regarding the placement or Individual Education Plan of a student with special needs;
  - 3.3.9. denial of an educational program by failure to take action in respect of a complaint of bullying, intimidation, harassment, racism or threat or use of weapons or violence by one or more students against another student; and
  - 3.3.10. any other decision that, in the opinion of the Board, significantly affects the education, health or safety of a student.

#### **4. BEFORE FILING AN APPEAL**

Before an appeal is filed, the Board expects the Appellant to discuss (present the concern verbally or in writing) the matter in dispute in a constructive manner with those responsible at the school or district level.

- 4.1. [Board Policy 2.5 Addressing Concerns and Complaints](#) provides guidance regarding how to proceed.

#### **5. REFUSAL TO HEAR APPEALS**

- 5.1. The Board may refuse to hear an appeal where:
- 5.1.1. the appeal has not been filed within the time limits set out in paragraph 7.1 below;
  - 5.1.2. the Appellant has not first discussed the decision being appealed with any persons identified by the Board; and/or
  - 5.1.3. the Board determines that the decision does not significantly affect the student's education, health or safety.



## **6. FILING AN APPEAL**

- 6.1. If the steps taken in section 4 above are unsuccessful, the Appellant may file a formal appeal by preparing a Notice of Appeal and submitting it to the Secretary Treasurer, or designate, within thirty (30) calendar days of the date the Appellant was informed of the final decision.
  - 6.1.1. If the Appellant can demonstrate that there are reasonable grounds to extend this time limit, the Board will consider whether to extend the time limit.
- 6.2. An appeal to the Board commences with submission of a written Notice of Appeal to the Secretary Treasurer.
- 6.3. The Notice of Appeal must include the following information:
  - 6.3.1. the name, address, email address (if applicable), and phone number of the Appellant, including the student's name, school, grade level
  - 6.3.2. a description of the decision that is being appealed and its effect on the education, health or safety of the student;
  - 6.3.3. the name of the employee who made the decision;
  - 6.3.4. the date the Appellant was informed of the decision being appealed;
  - 6.3.5. the grounds of the appeal and the action requested;
  - 6.3.6. the steps that the Appellant has taken to discuss the matter directly with the person who made the decision or with other school or district employees; and
  - 6.3.7. if the Notice of Appeal is filed outside the 30-day time limit, the reasons the Notice of Appeal were not filed within the time limit.
- 6.4. The District will offer assistance in preparing an appeal.
  - 6.4.1. An Appeal form is available, but not mandatory, provided the information in 6.3 is provided.
  - 6.4.2. The services of an uninvolved staff member as a navigator.
  - 6.4.3. Accommodations, such as interpretive services, translation services or visual aids, when needed.
- 6.5. During any element of the appeal process, the Appellant may be supported by an advocate of their choosing. If requested, the district will help find suitable support.
- 6.6. The District also encourages Appellants to receive the support of other local, regional, or provincial organizations during an appeal.
  - 6.6.1. Indigenous students and/or parents/guardians are encouraged to access supports that may be available to them from the Haida Nation, Métis Association or other local, regional, or provincial supports.
- 6.7. The Secretary Treasurer, or designate, will, upon receiving the Notice of Appeal:
  - 6.7.1. promptly provide a copy of the Notice of Appeal and any other information the Appellant submits in support of their appeal to: the Board, the Superintendent or



designate, and, the employee whose decision is being appealed.

6.7.2. An employee's supervisor will be advised of the appeal.

6.7.3. confirm with the Appellant, in writing, receipt of the Notice of Appeal. In accordance with section 9.3, the Board shall make a decision within 45 days from the date the Notice of Appeal was received.

6.8. An Employee shall have the opportunity to provide a written reply to any allegations contained in the Notice of Appeal. Additionally, all related articles within a collective agreement will be upheld.

6.9. The Appellant may withdraw their appeal at any time.

## **7. PRE-HEARING**

7.1. The Secretary Treasurer or their designate is responsible for reviewing the Notice of Appeal and for communicating with the Appellant and others on matters related to the appeal.

7.2. Where, in the opinion of the Secretary Treasurer, the appeal does not comply with the requirements for an appeal established under this Bylaw or Section 11 of the *School Act*, the Secretary Treasurer shall refer the preliminary matter to the Board for a determination.

7.3. The Board shall make a preliminary decision, if required, within 10 working days of receipt of the appeal.

7.3.1. The Board shall inform the Appellant and the Superintendent or designate in writing, of the preliminary decision and provide reasons for the decision, including a refusal to hear the appeal.

7.4. Where there is no preliminary matter to be determined, arrangements will be made for hearing of the appeal by the Board.

7.5. The Board may make any interim or procedural decision it considers necessary pending the disposition of the appeal.

## **8. BOARD HEARING**

8.1. The Board shall provide directions to the Appellant and the Superintendent or designate, concerning:

8.1.1. whether it requires written submissions and if so, the deadlines and any other directions concerning the written submissions; and/or

8.1.1.1. Where a written submission is provided by the Superintendent or designate, the Appellants and the employee whose decision is being appealed shall receive a copy of the submission.

8.1.1.2. Where a written submission is provided by the Appellant, the Superintendent or designate and the employee whose decision is being appealed shall receive a copy of the submission.



8.1.2. whether it will hold a meeting for the purpose of hearing oral submissions and if so, the date, place, time and location of the meeting and any time limits or other directions concerning oral submissions to be made at the meeting.

8.1.2.1. Consideration will be given regarding the location of the hearing.

8.2. The purpose of the submissions is to:

8.2.1. allow the Superintendent or designate an opportunity to explain the decision giving rise to the Appeal, the reasons for the decision and to respond to information presented by the Appellant; and

8.2.2. allow the Appellant to explain their appeal and respond to the information presented by the Superintendent or designate.

8.3. The Board may ask questions of clarification of the parties before deciding the appeal.

8.4. The Board may recess a meeting to consider the appeal for the purpose of obtaining further information.

## **9. DECISION**

9.1. The Board shall make any decision that it considers appropriate in respect of the matter that is being appealed and any preliminary matters.

9.2. The Board shall decide the appeal based only on the submissions presented to it in accordance with this Bylaw.

9.2.1. As a fairness principle, decision maker(s) for an appeal must be impartial to the parties to the appeal and the issue to be decided. Therefore, those involved making a decision will have had no prior involvement with the original decision. Any staff involved in the original decision shall not attend or participate in appeal deliberations.

9.3. The Board shall make a decision within 45 days from the date the Notice of Appeal was received in an acceptable form.

9.3.1. Whenever possible appeal decisions will be made as expediently as the circumstances of the appeal dictate.

9.4. The Board shall promptly notify the Appellant, the Superintendent or designate and the employee whose decision was appealed of the decision of the Board and shall provide written reasons for the decision.





- 9.5. An Appellant may have a right to appeal a decision of the Board made under this Bylaw to the Student Appeals Branch of the Ministry of Education and Child Care.

Postal Address: Registrar, Student Appeals  
Ministry of Education and Child Care, Student Appeals Branch  
620 Superior St  
PO Box 9146 Stn Prov Govt Victoria BC V8W 9H1

Email EDUC.studentappeals@gov.bc.ca

Telephone 1-877-387-8037 or 250-387-8037

Website <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-disputes-and-appeals#appeals>

- 9.6. If an Appellant believes the Board's response is unfair, unreasonable or inconsistent with this Bylaw or legislation, an Appellant may raise their concerns with the Office of the Ombudsperson. The Ombudsperson is an independent Officer of the B.C. Legislature who impartially investigates complaints from the public to ensure people are treated fairly in the delivery of government services. For more information, visit their website [www.bcombudsperson.ca](http://www.bcombudsperson.ca) or call 1-800-567-3247.

## 10. MISCELLANEOUS PROVISIONS

- 10.1. If any part of this Bylaw is held to be invalid by the decision of a court of competent jurisdiction, such decision shall not affect the validity of the remaining portions of this Bylaw.

## 11. REPEAL

- 11.1. School District No. 50 (Haida Gwaii) Policy G.1 Appeal Procedure dated December 1992, and amended in November 2007 and May 2015 is hereby repealed.

Read a First Time	this	14th	day of	January 2025
Read a Second Time	this	18th	day of	February 2025
Read a Third Time	this	15th	day of	April 2025
ADOPTED	this	15th	day of	April 2025

Chair

Secretary Treasurer



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

<u><b>MEETING AGENDA ITEM # 10.7</b></u>			
<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Section 2: Haida Culture, Expectations, Communications & Engagement		
<b>Background/Discussion:</b>  The Policy Renovation Committee brings the attached policies forward for review:  Haida Culture, Expectations, Communications & Engagement: 2.3 <i>District Code of Conduct</i> 2.3.2 <i>Sexual Orientation, Gender identity and Gender Expression.</i>			
<b>Recommended Action:</b>  THAT the Haida Gwaii Board of Education of School District No. 50 circulate the Draft Policy Section 2 2.3 <i>District Code of Conduct</i> and 2.3. <i>Sexual Orientation, Gender identity and Gender Expression</i> as presented for public feedback.			
Presented by: Superintendent			



## POLICY 2.3 DISTRICT CODE OF CONDUCT

Guided by the Board of Education vision “A compassionate, inclusive education community that promotes, respects and nurtures Haida culture, dignity, respect, reciprocity, resilience, and personal success for all students.”

The Board is committed to work toward the success of every student in the District.

The Board acknowledges that Haida law is integral to the district code of conduct:

<u>K</u> ’uláagang <b>Laa guu ga <u>K</u>anhllns</b>	=	Responsibility
Yahgudang <b>Yahguudang</b>	=	Respect for All Beings
Isda ‘isgyaan dīi ga ‘isdii <b>Isda ad diigii isda</b>	=	Giving and Receiving
Giid Tll’juus <b>Giid Tll’juus</b>	=	Balance
Gin ‘Wáadluwaan gud áhl kwáagiid <b>Gina ‘Waadluxan gud ad kwaagid</b>	=	Interconnectedness
Tll yahda <b>Tll yahda</b>	=	Making Things Right
Iitl’ Táawee Úu Ítl’ Xíilaang/ <b>Id L’aa Ga Taagaay Id Gan Xila Ga</b>	=	Our Food is our Medicine
Gin K’adangáa <u>G</u> íi uu t’l’a Kyáanaanangaa <b>Gina K’aadang.nga gii uu TllK’anguudang</b>	=	Seeking wise counsel

All members of the school community are expected to comply with the purpose and spirit of the BC Human Rights Code, including respectful practices towards all people regardless of Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.



It is a shared responsibility to model appropriate conduct while attending any school or District related activity, at any location. Specifically:

- Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth.
- Staff are responsible for establishing a supportive, safe and respectful school climate
- Principals have the responsibility to manage student conduct in order to preserve student and staff safety, to avoid disruption of, or interference with, the rights of other students in order to maintain a positive school climate and proper administration and operation of the school. This includes taking all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of the code of conduct.
- Parents/guardians and visitors are responsible for supporting a positive learning atmosphere, knowing, supporting and abiding by school policies and procedures, and encouraging children to respect this code of conduct.

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**POLICY 2.3.2 SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION**

The Board is committed to establishing and maintaining safe, inclusive, and welcoming learning and working environments for all members of the school community regardless of sexual orientation, gender identity, and gender expression.

Lesbian, gay, bisexual, transgender, two-spirit, queer, intersex, asexual, those questioning their sexual orientation or gender identity or expression and more (LGBT2SQIA+) students, employees and families are welcomed and included in all aspects of education and school life and treated with respect and dignity.

Guidelines

1. Any language or behaviour that degrades, denigrates, labels, stereotypes, incites hatred, prejudice, discrimination, harassment towards students or employees on the basis of their real or perceived sexual orientation or gender identification is not acceptable. Accordingly, inappropriate behaviour will be addressed in a rational, educational, and progressive disciplinary manner by each school's administration.
2. Schools are expected to communicate, through their Codes of Conduct, the appropriate expectations regarding acceptable and unacceptable behaviour.
3. The District will support the inclusion of (LGBT2SQIA+) issues in professional development.
4. Schools are encouraged to support age-appropriate activities that promote an understanding of the (LGBT2SQIA+) community and the impact of discrimination.
5. Schools will ensure resources are allocated to materials that positively reflect the diversity of our community.

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Legislative References: Canadian Human Rights Act; Canadian Charter of Rights and Freedoms; 1  
British Columbia Human Rights Code

Collective Agreement References: Nil

Date of Adoption: March 2010 ;

Date of Revision: April 2013

HGSD Regular Board Meeting February 18, 2025



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

<u>MEETING AGENDA ITEM # 10.8</u>			
Action:	X	Information:	
Meeting:	Regular	Meeting Date:	February 18, 2025
Topic:	Section 3: Students, Instruction & School Operations		
<b>Background/Discussion:</b>  The Policy Renovation Committee brings the attached policies forward for review:  Students, Instruction & School Operations: 3.1 Graduation 3.2 Allergic Reaction – Anaphylaxis 3.3 Physical Restraint and Seclusion of Students			
<b>Recommended Action:</b>  THAT the Haida Gwaii Board of Education of School District No. 50 circulate the Draft Policy Section 3: 3.1 Graduation, 3.2 Allergic Reaction Anaphylaxis, and 3.2 Physical Restraint and Seclusion of Students as presented for public feedback.			
Presented by: Superintendent			



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## POLICY 3.1 GRADUATION

It is the view of the Board of Education that graduation marks a significant transition in a young person's life, and that it also represents the culmination of over a decade of work and effort to achieve prescribed goals and outcomes of a formal academic educational programme. In an effort to recognise this achievement and maintain reasonable and consistent expectations, the Board has established the following guidelines:

### Guidelines

#### 1. Definitions

- 1.1. 'Graduation' shall exclusively describe the process of completing and leaving grade twelve; other terms such as 'celebration', 'completion', or 'transition' may be used to mark other significant milestones such as Kindergarten, Grade Seven, or middle years.
- 1.2. The terms 'Graduation Ceremony' or 'Graduation Exercise' describes the event in which students are recognised for completing their grade twelve year. This is separate from other events such as dinners, dances, or socials, which are generally not part of the school's formal programme.

#### 2. Eligibility

- 2.1. All students will be passing all subjects effective June 1st to be considered for participation in their graduation ceremony.
- 2.2. All students on a 'Dogwood' diploma programme are expected to have all coursework at least 90% completed by June 1st of their graduation year. A student with a course or courses with less than this amount completed will not participate in graduation ceremonies with their peers.
- 2.3. The Principal will make a determination as to whether or not this has been accomplished.
- 2.4. Parents of students with significant graduation complications or deficits will be notified in writing by November of their graduating school year.
- 2.5. Students on an 'Evergreen' school completion programme will be expected to complete their programming in a similar fashion to dogwood students.
- 2.6. No student shall be excluded from graduation exercises because of the inability to pay fees.
- 2.7. No student shall participate in more than one graduation ceremony.

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Legislative References: School Act [RSBC 1996 Section 168.6]

Collective Agreement References: Nil

Date of Adoption: August 2012

Date of Revision:

1



3. Ceremony

- 3.1. Graduation Ceremonies shall generally take place in the last two weeks of June.
- 3.2. While students and parents will have considerable input into the scope and nature of the ceremony, the ceremony itself is a school function and as such is under the auspices of the Principal and their designate.
- 3.3. Graduation Exercise Ceremonies will occur at school district facilities.
- 3.4. Graduation Exercises, and any other ceremony or celebration that occurs with the sanction of the school or District shall follow all policies and expectations of the Board and the school.

4. Appeals

- 4.1. Appeals may be made to the Superintendent of Schools.

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Legislative References: School Act [RSBC 1996 Section 168.6]

Collective Agreement References: Nil

Date of Adoption: August 2012

Date of Revision:

2

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### POLICY 3.2 ALLERGIC REACTION – ANAPHYLAXIS

The Board of Education recognizes the right of children and staff to learn and to work in a safe environment. As a result, the Board will take steps to alter the environment to accommodate children and staff who are susceptible to anaphylaxis in the school setting. While it is impossible for the Board to ensure an allergen-free environment, the Board is committed to making schools as safe as possible for children and staff.

Ensuring the safety of the anaphylactic children in a school setting depends on the cooperation of the entire school community. All schools and school district buildings will be scent-considerate workplaces as part of this process. Employees or students that wear strong perfumes or scents will be asked to reduce or eliminate the use of these products.

"Anaphylaxis – sometimes called "allergic shock" or "generalized allergic reaction" – is a severe allergic reaction that can be fatal since a reaction can develop within seconds of exposure. Common causes are food, latex, insect stings, medication and exercise.

#### Guidelines

1. While the Board cannot guarantee an allergen-free environment, the Board will take reasonable steps to provide an allergy-safe and allergy-aware environment for students with life-threatening allergies.
  - 1.1. The district will ensure a general awareness plan regarding allergies and anaphylaxis is provided to staff.
2. All schools must implement the steps outlined in Administrative Procedures on anaphylaxis, which include:
  - 2.1. A process for identifying anaphylactic students.
  - 2.2. A process for keeping a record with information relating to the specific allergies for each identified anaphylactic student to form part of the student's Permanent Student Record.
  - 2.3. A process for establishing an emergency procedure plan, to be reviewed annually, for each identified anaphylactic student to form part of the student's student record.
  - 2.4. An education for anaphylactic students and their parents to encourage the use by anaphylactic students of Medic-Alert identification.
  - 2.5. Procedures for storage and administering medications, including procedures for obtaining preauthorization from both the student's physician and the student's parents, for employees to administer medication to an anaphylactic student; and,

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Legislative References: Anaphylaxis Protection Order 232/07

Collective Agreement References: Nil

Date of Adoption: November, 2001; April, 2009

Date of Revision:

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- 2.5.1. For students who have not been identified as anaphylactic, the standard emergency procedure is to call emergency; school staff should not administer medication to unidentified students.
- 2.6. A process for principals to monitor and report information about anaphylactic incidents to the board in aggregate form.



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### POLICY 3.3 PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees.

The Board believes that behaviour interventions for all students emphasize prevention and positive behaviour supports, and every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

The Board further believes that respect for student rights, maintaining student dignity and the safety of all involved is paramount.

The Board recognizes that the use of emergency physical restraint or seclusion procedures will be used in exceptional circumstances where a learner poses an immediate danger of serious harm to self or others. Physical restraint and/or seclusion will be used with only the amount of force necessary to protect both the restrainer and the restrained and only by staff who have been trained in the safe use of physical restraint and guidelines for seclusion.

The Board authorizes the Superintendent of Schools to establish administrative procedures that will guide the implementation of this policy pursuant to the Ministry of Education and Child Care Provincial Guidelines related to Physical Restraint and Seclusion in School Settings.

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Legislative References: School Act [RSBC 1996 Sections 6, 17, 20, 85]

Collective Agreement References: Nil

Date of Adoption: June, 2023

Date of Revision:

1



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

<u>MEETING AGENDA ITEM # 10.9</u>			
Action:		Information:	X
Meeting:	Regular	Meeting Date:	February 18, 2025
Topic:	Section 4: Finance, Human Resources, Information Technology, Facilities, Transportation		
<b>Background/Discussion:</b>  The Policy Renovation Committee has completed the work on Section 4 and brings forward the following in the Section 4 updated policy outline:  -10.9.2 DRAFT Section 4 Policies for Feedback  -10.9.3 Section 4 Policies Recommended for Repeal-Administrative Procedures  -10.9.4 Section 4 Policies Recommended or Outright Repeal  -10.9.5 Section 4 Policy Recommended as a Terms of Reference Format			
<b>Recommended Action:</b>  Information			
Presented by: Superintendent			

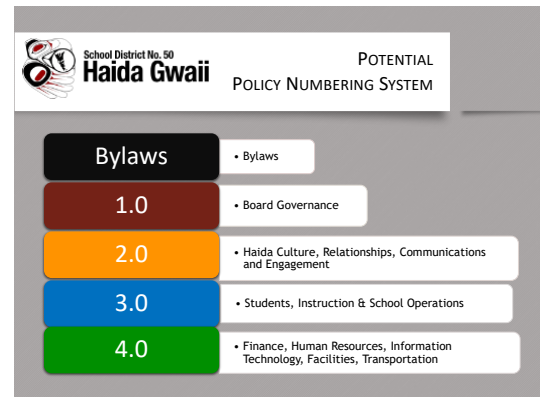
## 4.0 Finance, Human Resources, Information Technology, Facilities, Transportation

### A. Section 4.0 Analysis and Initial Organization

The Board will recall our tentative organization for the overall policy manual, as summarized below. Section 4.00 content is to be considered at this meeting.

All outstanding policies in Section A, B, C, D, E, G and H have been reviewed. Those that would be suitable to retain within Section 4.00 Finance, Human Resources, Information Technology, Facilities, Transportation have been identified — many are being recommended to be repealed or published as Administrative Procedures.

Other than updating the Board's Bylaws, this section completes the policy manual. The two blue highlighted policies will be presented at a later date.



### B. Section 4.0 Finance, Human Resources, Information Technology, Facilities, Transportation

These policies would constitute Section 4.0

- 4.1 Financial Planning and Reporting *formerly B.1 Financial Planning and Reporting (FPAR)*
  - 4.11 Accumulated Operating Surplus *formerly B.13 Accumulated Operating Surplus*
- 4.2 Purchasing *formerly B.2 Purchasing*
  - 4.21 Expense Reimbursement *formerly B.9 Travel Expense Reimbursement*
- 4.3 Student Fees *formerly B.12 Student Fees*
- 4.4 Donations and Partnerships *formerly B15.External Funding Through Donations or Partnerships*
  - 4.41 Fund Raising in Schools *formerly B.14 Fund Raising in Schools*
- 4.5 School Naming *formerly C.10 – School Naming Policy*
  - 4.51 School Closure *formerly C.8 School Closure*
- 4.52 Disposal of Land and Improvements
  - 4.53 Disposal of Assets *formerly B.11 Disposal of Assets*
- 4.6 Standards for Employee Conduct *formerly E.3 Standards of Employee Conduct*
  - 4.61 Support Staff Performance Reviews *formerly E.10 Personnel Evaluations*
- 4.7 Employment Equity *formerly E.1 Employment Equity*
- 4.8 Student Transportation *formerly G.6 Transportation of Students & formerly G.6.1 Transportation Assistance*

### C. Policies recommended for repeal – content established as an Administrative Procedure

The policies and related procedures and forms below are recommended to be updated and published as Administrative Procedures. In each case, rather than offering a large, overarching direction, as other Board policies have accomplished, these current documents have a narrow focus; describing, processes and actions to take in specific instances. The documents are hyperlinked for convenience.



## A.6 Records Management

### A.6.1 Records Retention Schedule

### B.2.1 Purchase Orders

### B.2.2 Petty Cash

### B.2.3 Petty Cash Voucher Form

### B.3 School District Credit Cards

### B.6 School Funds

## D.2 Travelling on School Buses

### D.2.1 School Bus Report Form

### E.3.1 Progressive Discipline

### E.4 Coaches and Sponsors of Extra Curricular and Co-curricular Activities

### E.5 Non certified Teacher Replacements

### E.8 Retirement

### E.9 Exit Survey for Employees

### E.9.1 Exit Survey For Employees Form

### E.10.1 Employee Evaluation Form

### E.11.1 Declaration of Personal Property In District Use

### E.12 Electronic Technology Systems Use

### G.4.1 Application for Rental Use of School Facilities

### G.6.1 Transportation Assistance

### G.6.2 Transportation Assistance

### G.6.3-Transportation Assistance Form

### H.6 Access and Security

### H.8 Reporting Employee Accidents

### H.9 Emergency Response Plan

### H.10 Employees Working Alone or in Insolation

## D. Policies that offer little guidance and are recommended to be repealed outright:

These are informed by legislation and current collective agreements as noted.

Current Policy	MECC Policy, or other resource	Comment
<i>E.7 Emergency Community Service Leave</i>	<a href="#">HGTA Collective Agreement Article G.22.7.b.</a> <a href="#">CUPE Collective Agreement Article 20</a>	Use collective agreements for guidance in granting these leaves
<i>H.7 District Health and Safety Program</i>	<a href="#">HGTA Collective Agreement Article D.28</a> <a href="#">Workers Compensation Act</a>	Use collective agreements for guidance and Workers Compensation Act requirements.

## E. Policies that are no longer current and are recommended to be repealed outright:

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### *A.5 Recruitment and Selection of Staff*

Recruitment processes for positions to be determined specific to the position and district circumstances.

### *B.4 Banking General Operating Account*

The district does not have a line of credit and if one is necessary approval and terms would be addressed at the time.

### *B.8 Board Signature Plate*

Offers no real guidance.

### *B.10 Moving Assistance for Staff*

To be revised at a future with current recruitment considerations

### *E.2 Background Checks on Applicants*

Reference checking specific for each position and circumstance.

### *G.2 Community Resource People and G.2.1 Application for Access to School Programs*

Offers no real guidance.

## F. Policies that can be published in an alternate format:

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### *B16. Finance and Audit Committee Policy,*

To be established as a Terms of Reference, and approved by a board motion, along with the repeal of policy B.16 Finance and Audit Committee Policy



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

<u><b>MEETING AGENDA ITEM # 10.9.1</b></u>			
<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Section 4: Finance, Human Resources, Information Technology, Facilities, Transportation		
<b>Background/Discussion:</b>  The Policy Renovation Committee brings the attached DRAFT policies forward for review:  <i>4.1 Financial Planning and Reporting</i> <i>4.11 Accumulated Operating Surplus</i> <i>4.2 Purchasing</i> <i>4.21 Expense Reimbursement</i> <i>4.3 Student Fees</i> <i>4.4 Donations and Partnerships</i> <i>4.41 Fund Raising in Schools</i> <i>4.5 School Naming</i> <i>4.51 School Closure</i> <i>4.52 Disposal of Land and Improvements</i> <i>4.53 Disposal of Assets</i> <i>4.6 Standards for Employee Conduct</i> <i>4.61 Support Staff Performance Reviews</i>			
<b>Recommended Action:</b>  THAT the Haida Gwaii Board of Education of School District No. 50 circulate the Section 4 DRAFT Policies as presented above for public feedback.			
Presented by: Superintendent			

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## POLICY 4.1 FINANCIAL PLANNING AND REPORTING (FPAR)

The Board of Education believes that establishing strategic priorities and associated operational plans will enhance student educational outcomes. The Board also believes that aligning funding and resources to those strategic priorities, and engaging in multiyear financial planning, are crucial for the effective operation of the district and provision of quality educational programs and learning environments for students and staff. This policy responds to the requirement for financial planning, as stipulated within Ministry policies.

The Board will develop, implement and provide to the Ministry a Financial Plan spanning three years. This Financial Plan will outline financial strategies to address long-term financial goals, including how funding and resources will be used to support the strategic plans and operational needs of the district. Prominent among these strategic plans and operational needs will be enhancing student educational outcomes.

The Board represents the community and will be open and transparent on the resource allocations, along with seeking community input on those allocations.

To support meaningful engagement and promote transparency, materials and reports will be developed in a manner that will enhance readers' understanding of the district's financial position and changes to its financial position.

Management is responsible to the Board for outlining performance measures to evaluate achievement of the objectives and the risks inherent in the Financial Plan. Management is also responsible for establishing internal controls over spending and providing regular financial reporting.

### Financial Plan Principles

1. The Board commits to develop the *Financial Plan* in a consultative and open manner with appropriate engagement of schools, staff and education partners. In addition, the engagement of local First Nations and Métis Nation BC will be sought.
2. The Board will establish an engagement process to receive input from staff, education partner groups, local First Nations and Métis Nation BC, and the community on the strategic objectives, resource priorities and allocation options.
3. When developing the *Financial Plan*, the Board will ensure that information and engagement opportunities are provided throughout the process. Specific dates and times will be published about key opportunities for staff, education partner groups, local First



Nations and Métis Nation BC, and the community to receive information, provide input and raise questions.

4. Throughout the fiscal year, management will provide regular financial reporting. This reporting will compare actual and forecasted expenditures to the budget plan and progress to the achievement of the operational plans.
5. Management will produce a Financial Statement Discussion and Analysis report to assist readers in understanding the financial position, financial performance and cash flows presented in the financial statements. This report is one element of the robust annual district financial reporting framework established by the Ministry of Education to address the reporting requirements, as specified in the *School Act* and to align with the *Budget Transparency and Accountability Act*.
6. The Board will amend the budget plan as conditions change and will formally approve an annual budget plan by June 30 and amended budget plan by February 28.
7. Twice annually, the management will report on the alignment of resources with strategic goals.
8. The Board will report annually to education partner groups, local First Nations and Métis Nation BC, and the community on the progress towards meeting Board objectives as outlined in the Financial Plan.
9. The Board will evaluate the financial and budget planning processes on an annual basis, identifying lessons learned and revisions for future consideration.

#### Authority

The Board authorizes the Secretary-Treasurer to develop and implement all procedures required for the development and monitoring of budgets for approval by the Board.

#### Responsibilities for Managing the Budget

The Superintendent is delegated responsibility for the overall management of the educational and operational programs that are supported by the annual budgets. The Secretary-Treasurer is specifically responsible for the financial management of the budget, and all financial reports for approval by the Board.



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## POLICY 4.2 PURCHASING

The Board of Education has, as its over-arching purchasing objective, to satisfy the operational needs of the District while realizing overall best value for goods and services using best practice and professional judgement. The Board assigns to the Secretary-Treasurer responsibility for those judgements.

The district's procurement activities must be conducted with integrity and the highest standard of ethical conduct. All individuals involved with the district's procurement activities must act in a manner that is consistent with this policy,

### Guidelines

1. The Secretary-Treasurer will be responsible for ensuring that purchasing procedures are established so that all supplies, services and equipment required for the operation of the District's schools and educational programs are obtained at the best price available with free opportunity, whenever practicable, for all interested vendors to make proposals for supply.
  - 1.1. The District will purchase locally, whenever and wherever possible; local suppliers and contractors will be given preference.
  - 1.2. The Board will, whenever practical, join in cooperative purchasing with agencies to take advantage of lower prices for bulk purchasing and to reduce the administrative costs in tendering.
  - 1.3. The Secretary-Treasurer will provide to the Board a monthly printout of all expenditures.
2. The Secretary-Treasurer will be responsible for ensuring that tendering procedures are established for the District.
  - 2.1. Tender calls will be made in accordance with the B.C. Government Public Sector purchasing requirements.
  - 2.2. The following purchases shall also only be made only following a public tender:
    - 2.2.1. audit services;
    - 2.2.2. custodial contracts; and
    - 2.2.3. all major capital construction projects.
  - 2.3. All responsible bidders will be given equal consideration and assurance of unbiased judgments in determining whether their product or service meets specifications and the needs of the District.



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### POLICY 4.3 STUDENT FEES

The Board of Education will provide, free of charge, educational resource materials necessary to participate in an educational program sufficient to meet the general requirements for graduation.

Students shall not be charged fees for goods and services for which the student cannot meet the learning outcomes or assessment requirements of an educational program, subject to exceptions authorized by the *School Act* and the School Board Fees Ministerial Order.

The Board authorizes fees for optional co-curricular and extra-curricular activities, or other goods and services provided by the district to enrich curricula and school life for students. In these circumstances student and parents must be informed of the process whereby fees may be waived.

Principals are to submit schedules for fees and deposits to the Superintendent for approval.

To ensure that fees do not become a barrier to student participation in educational programs, the Superintendent will establish fair, sensitive and confidential procedures which will allow participation by students who would otherwise be excluded due to financial hardship.



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## POLICY 4.4 DONATIONS AND PARTNERSHIPS

The Board of Education believes that public education should be funded from Provincial Government grants. However, in order to provide enhanced or enriched educational opportunities for students and/or develop positive relationships with the community the Board may seek or accept external funding through donations or partnerships.

The District is a recognized charitable organization under the Income Tax Act, and as such is prepared to accept donations from donors or foundations.

The Board is also willing to consider partnerships with private or public sector enterprises within the provisions of the policy.

### 1. Definitions

#### 1.1. Donations/Donors

- 1.1.1. Individuals, groups or foundations that make donations of goods, services, or cash to the district.
- 1.1.2. A donation may qualify for a tax receipt. Donations may be made for specific purposes.

#### 1.2. Partnerships -Partners

- 1.2.1. A partnership is formed through an agreement between the Board and an individual, group, or business intended to generate revenue for, or provide goods and services to the District.

#### 1.3. Business

- 1.3.1. A person, partnership, or corporation engaged in commerce, HImanufacturing, or a service; a profit-seeking enterprise.

### 2. Guiding Principles

#### 2.1. The following guiding principles will govern the acceptance of donations or entering into partnerships:

- 2.1.1. must align with the Board's Mission, Vision and Values.
- 2.1.2. must not impair the rights of the Board and educational professionals in the district to determine the nature of the educational program to be offered to students, or the way in which it is delivered.
- 2.1.3. must not result in an opportunity for the Province to reduce operating or special purpose grants.
- 2.1.4. must not involve the district in anything that would, in the opinion of the Board, appear to be taking an inappropriate stand on a contentious political, moral, or social issue.



2.1.5. must not require students to observe, listen to, or read commercial advertising.

3. Agreements:

- 3.1. to provide educational resources must not limit or require teachers to use these resources in their classes.
- 3.2. that provide external funding through donations or partnerships will include a specific expiry date.

4. Recognition of the donor, partner or business

- 4.1. may be published on a website, in program information or in a newsletter.
- 4.2. Any request for ongoing recognition or advertising must be approved by the Board.
- 4.3. will take into account students' ages and their vulnerability to commercial values and messages, in accordance with district standards
- 4.4. Businesses may only have a visible presence in a school upon approval of the Board according to the provisions of this policy.
- 4.5. Business donors t may have their donation is recognized in accordance with this policy.

5. Individuals or businesses must satisfy all equity considerations, and safety, health and environmental regulations related to their form of business.

6. Trustees will not participate in lobbying, acceptance of gifts or individual meetings with potential donors, businesses or partners.

- 6.1. Any attempt to lobby, gift or meet with any individual board member is a breach of the Trustee Code of Conduct.

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## **POLICY 4.5 SCHOOL NAMING**

The Board recognizes that naming a school is an important process critical to creating a sense of community, a sense of belonging and creating an opportunity to honour the land on which it is located.

A school name also fosters a unique identity for families, students, and staff, and the process of finding a name must be a respectful and inclusive process.

The Board is honoured to take responsibility for the naming and renaming of schools, facilities, or parts of schools and facilities (library, gymnasium, band room, etc.).

The Board will follow the procedure outlined herein to name or rename school facilities. To ensure a facility name stands the test of time, it must reflect the spirit and intent of the Board's commitment to high standards and the wellness of the community.

Names may honour persons or places of historical or geographical prominence, represent the intent of the school, or reflect an educational value or interest. However, school facilities will not normally be named after living persons.

Although school facility names are the board's responsibility, it is important that the board follow a naming procedure that considers suggestions by a committee as per the procedures below.

### **GUIDELINES**

1. The Board will approve a school naming committee.
2. A scope of work will be developed for the committee, including the committee acting as a liaison between the school community and the Board in the naming process.
3. The committee will be comprised of appropriate individuals as determined by the Superintendent of Schools and/or Secretary-Treasurer and may include the following
  - 3.1. A Haida representative(s) from the community undergoing the school naming.
  - 3.2. Parent Advisory Council representative(s)
  - 3.3. An administrator, teacher, and CUPE representative of the school community impacted.
  - 3.4. Student representative(s)
  - 3.5. Other as deemed appropriate to ensure an inclusive and respectful process.



4. The committee shall present a maximum of three potential names with rationales to the board, with at least two possible names reflecting Haida culture.
5. When the facility is to be named after a person, the Committee, wherever possible, should seek the consent of family members or the closest surviving relative of the person for whom the facility is to be named.
6. When a Haida name is being considered, the local nation must be consulted, and local naming customs and protocols must be followed.
7. Name selection must occur at a public meeting of the Board of Education. The Board may seek further public feedback depending on the level of community consultation undertaken by the naming committee.
8. In addition to the above process, the following will also apply when considering the renaming of school facilities:
  - 8.1. The Board will consider the renaming of a facility or part of a facility in limited circumstances that may include:
    - 8.1.1. Where a local municipality or regional district renames a geographic reference associated with the school; or
    - 8.1.2. Where the facility's name or part of the facility does not align with Board policies; or
    - 8.1.3. Where the Board receives a request from the community that aligns with the Board's naming policy.
  - 8.2. Where the Board considers renaming a school or facility, they will receive a report regarding any potential cost implications for consideration in their decision-making process.

## POLICY 4.6 STANDARDS OF EMPLOYEE CONDUCT

The Board of Education believes all district employees follow the highest standards of conduct in all aspects of the performance of their duties. Maintaining high standards of conduct is essential in meeting the expectations of students, parents and the community and in building confidence in the public school system.

Guided by the Board of Education vision "A compassionate, inclusive education community that promotes, respects and nurtures Haida culture, dignity, respect, reciprocity, resilience, and personal success for all students."

The Board acknowledges that Haida law is integral to employee conduct:

<u>K</u> 'uláagang <b>Laa guu ga Kanhlins</b>	=	Responsibility
Yahgudang <b>Yahguudang</b>	=	Respect for All Beings
Isda 'isgyaan díi ga 'isdii <b>Isda ad diigii isda</b>	=	Giving and Receiving
Giid TII'juus <b>Giid TII'juus</b>	=	Balance
Gin 'Wáadluwaan gud áhl kwáagiid <b>Gina 'Waadluxan gud ad kwaagid</b>	=	Interconnectedness
TII yahda <b>TII yahda</b>	=	Making Things Right
Iitl' Táawee Úu Ítl' Xíilaang/ <b>Id L'aa Ga Taagaay Id Gan Xila Ga</b>	=	Our Food is our Medicine
Gin K'adangáa Gíi uu tl'a Kyáanaanangaa <b>Gina K'aadang.nga gii uu TIIK'anguudang</b>	=	Seeking wise counsel

In keeping with the District Code of Conduct and subject to the *School Act* and regulations, Labour Relations Code and other relevant government legislation, district bylaws and policies and collective agreements, all employees have certain rights and responsibilities, which provide the framework for carrying out job requirements and work duties.



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## STANDARDS OF EMPLOYEE CONDUCT

All employees must follow the Standards of Employee Conduct:

1. Assist as much as reasonably possible in providing a positive working environment that will help students and co-workers feel they work in a non-toxic environment conducive to productivity and accomplishment.
2. Speak and act toward students and co-workers with respect, honesty and dignity, and use language free from obscenity and profanity while at work.
3. As per WorkSafe BC Regulations, ensure that their work is not impaired by alcohol, an illegal drug, or a medication. Any employee that is reasonably aware of a contravention of this obligation that has the potential to create a hazard to the employee, or any other person, should assist the individual and then report this information to a supervisor.
4. Present an example of personal appearance, cleanliness, and dress that does not interfere with job duties, safety and responsibilities.
5. If required and if authorized to do so, deal with students as a kind and judicious parent and in a fair and consistent manner.
6. Respect the ethnic, cultural, religious and linguistic heritages and individual differences of others.
7. Exercise caution and discretion in handling confidential information.
8. Have a duty of fidelity to the District.
9. Not unreasonably use work time or the resources of the district to participate in personal activities that are not related to employment.
10. Disclose any situation in which one's private or financial interests are in conflict, or could result in a perception of conflict, with the employee's duties and responsibilities. Examples of conflicts of interest include, but are not limited to, the following:
  - 10.1. an employee uses district property or the employee's position, office or district affiliation to pursue personal interests;
  - 10.2. an employee is in a situation where the employee is under obligation to a person who might benefit from or seek to gain special consideration or favour;

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Legislative References: School Act [RSBC 1996 Section 15], BC Human Rights Code, Canadian Charter of Rights and Freedoms 2

Collective Agreement References: HGTA Article A.20; CUPE 2020 Article 4.01

Date of Adoption: January 2010

Date of Revision: xxx, 2025

HGSD Regular Board Meeting February 18, 2025





- 10.3. an employee, in the performance of official duties, gives preferential treatment to an individual, corporation or organization, including a non-profit organization, in which the employee, or a relative or friend of the employee, has an interest, financial or otherwise;
- 10.4. an employee benefits from, or is reasonably perceived by the public to have benefited from, the use of information acquired solely by reason of the employee's employment;
- 10.5. an employee benefits from, or is reasonably perceived by the public to have benefited from, a district transaction over which the employee can influence decisions (for example, investments, sales, purchases, borrowing, grants, contracts, discretionary approvals, appointments);
- 10.6. an employee requests or accepts from an individual, corporation or organization, directly or indirectly, a personal gift or benefit that arises out of their employment in the school system, other than:
  - 10.6.1. the exchange of hospitality between persons doing business together,
  - 10.6.2. tokens exchanged as part of protocol,
  - 10.6.3. the normal presentation of gifts to persons participating in public functions, or
  - 10.6.4. the normal exchange of gifts between friends.
- 10.7. an employee solicits or accepts gifts, donations or free services for work-related leisure activities other than in situations outlined above.

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**POLICY 4.11 ACCUMULATED OPERATING SURPLUS**

The Board of Education is required by legislation to prepare a balanced annual budget. As stipulated within the *School Act*, boards of education are not permitted to incur a deficit of any kind and therefore must plan appropriately. Estimated spending in the annual budget must not exceed estimated revenue plus any allocation of accumulated operating surplus.

The Board is responsible for ensuring the district is protected financially from extraordinary circumstances which could negatively impact district operations and education of students.

The purpose of the Policy is to provide guidance with respect to how the Board of Education will manage the Accumulated Operating Surplus. The policy outlines:

- Public participation;
- Eligible restrictions of Accumulated Operating Surplus by Category;
- Target balances;
- Local capital; and
- Approval process and public reporting

1. Definitions

- 1.1. Accumulated Operating Surplus means the accumulated excess of operating revenues over operating expenses less inter-fund transfers from current and prior years.
- 1.2. Inter-Fund Transfer means a transfer between the district's operating fund and capital fund.
- 1.3. Internally Restricted Operating Surplus means a portion of an accumulated operating surplus that has been set aside through a board motion for specified use in future years.
- 1.4. Local Capital is comprised of previous years' available operating surpluses, which are transferred to local capital with board approval; revenues from sale of capital assets; and investment income earned on these funds.
- 1.5. Unrestricted Operating Surplus (contingency): means the accumulated operating surplus built up in the district's operating fund that has not been designated for specific uses.



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## 2. Public Participation

- 2.1. Prior to approval of the Preliminary Annual Budget, the Board will engage with the local community, education partners and local First Nations and Métis Nation BC on the accumulation, and all proposed uses of Accumulated Operating Surplus.
- 2.2. Engagement with education partners can be addressed through the budget development consultation process and will be posted on the district's website with information on when, where and how the local community, local First Nations and Métis Nation BC can provide feedback on and be involved in the budget/surplus process including through the District's Haida Education Council.

## 3. Eligible Restrictions of Accumulated Operating Surplus By Category

- 3.1. The Accumulated Operating Surplus may be subject to internal restrictions for use in future years. Restrictions can be made for items that are identified by the Board of Education, have defined timelines, and must be directly related to the Board of Education strategic plan and priorities, or meet the specified needs of the district. Internal restriction will be approved by separate Board motion, and should be classified under the following categories:
  - 3.1.1. Restrict due to the nature of constraints on the funds; such as
  - 3.1.2. Contractual obligations (e.g., professional development)
  - 3.1.3. Unspent Targeted Grant funds; or
  - 3.1.4. School Generated funds
- 3.2. Restricted for anticipated unusual expenses identified by the Board of Education. This includes one-time expenses such as:
  - 3.2.1. Specified short-term, variable staffing needs;
  - 3.2.2. Equipment loss and breakage reserves;
  - 3.2.3. Implementation of specified new initiatives; or
  - 3.2.4. Impact of specified emerging events (e.g., COVID-19)
- 3.3. Restrictions for operations that span multiple school years, such as;
  - 3.3.1. Revenue are not received in the same school year in which expenses are incurred;
  - 3.3.2. Unspent school block funds;
  - 3.3.3. Unspent Holdback funding from Ministry of Education; or
  - 3.3.4. Designated funds to support future obligations, programs or services.



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- 3.4. Restricted for transfer to Local Capital through a Board motion to create a reserve fund for:
- 3.4.1. Significant investments in technology, furniture and equipment, and fleet, that align with the Board of Education strategic plan and priorities;
  - 3.4.2. District contributions to capital construction projects not funded by the Ministry of Education and Child Care; or
  - 3.4.3. Capital Assets funded by the district.
- 3.5. Restricted for future capital projects:
- 3.5.1. To satisfy Ministry requirements to contribute to major capital projects
4. Unrestricted Operating Surplus (Contingency)
- 4.1. Boards should consider maintaining reasonable unrestricted operating surplus to support effective planning that includes risk mitigation. From time to time, the Boards may require emergency funds, or contingency funds for unexpected increases in expenses and/or decreases in anticipated revenues. In these situations, the Board needs to have access to enough funds to continue to provide educational services and maintain regular operations without implementing one-time service cuts. Budgeted annual operating expenses should be reflective of actual estimated costs or, where applicable, contractual expenditure requirements. Unrestricted operating surplus includes funds that may be used for budgets beyond the next two fiscal years.
  - 4.2. The target balance for the Unrestricted Accumulated Operating Surplus is established in the range of 2-4 percent of operating expenses as approved in the Preliminary Annual Budget.
  - 4.3. Examples of the use of unrestricted operating surplus funds include the following situations.
    - 4.3.1. Major Emergent Operating Issues – a district may be faced with major non-recurring costs related to emergency events or situations (e.g., severe inclement weather, forest fires, etc.). These situations cannot be anticipated and budgeted for, and it may not be feasible to absorb the cost of such events in other budget areas in any given year.
    - 4.3.2. For One-Time and Intermittent Projects – a district may be required to undertake one-time and/or intermittent projects that are large (in terms of cost). If these projects are funded from annual per-pupil based Provincial Operating grants this may cause fluctuations or reductions in educational service levels; therefore, it is not prudent to fund these projects from current annual per-pupil based Operating grants from the ministry.



5. Local Capital

5.1. Local Capital includes the board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and interest earned on Local Capital funds restricted for the purchase of tangible capital assets. Transfers from operating funds to Local Capital must be made only for specific initiatives that have a clear linkage to boards' strategic goals, or that address capital assets investment, or that meet the specified needs of the district.

5.2. If these transferred funds are not linked to strategic goals, or they have not been used within the timelines identified for the relevant initiative, the Ministry may require boards to use these Local Capital funds for other capital project priorities.

6. Approval Process and Public Reporting

6.1. Prior to bringing forward the Preliminary Annual Budget, the Amended Annual Budget, or the Audited Year End Financial Statements for approval by the Board of Education, the Secretary-Treasurer will present a report to the Finance and Audit Committee that includes utilization of the Accumulated Operating Surplus and Local Capital.

6.2. The Board of Education will approve recommendations for utilization of Accumulated Operating Surplus or transfers to Local Capital by way of a motion. The motion will include the purpose, timeline, and amount to be restricted.

6.3. The district's Financial Statement Discussion and Analysis (FSD&A) will include the accumulated surplus schedule with the details related to the purpose, timeline, and reason for the surplus allocation.

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**POLICY 4.21 EXPENSE REIMBURSEMENT**

The Board shall reimburse Trustees and staff attending functions approved by the Board or its designated officers for all reasonable expenses incurred in the attendance at the function according to these procedures.

Guidelines

1. Expense reimbursement will be in accordance with British Columbia School Trustees Association (BCSTA) guidelines and rates, save for rates established within collective agreements. **1**

Acceptable travel costs will include expenses from home to site of activity and return. When a personal vehicle is used the lesser of mileage or return airfare will be paid. When there is a demonstrated reduction of cost by providing a rental vehicle, reimbursement will be provided for cost of vehicle rental plus fuel.

2. A completed travel claim (enclosing receipts) must be received as soon as possible after the conclusion of the trip.
3. No charging to the district is authorized without prior approval.
4. Any unforeseen expenses must be submitted in advance for consideration.
5. Trustees and senior officers may host individuals or associates to meals when it is deemed to be in the best interests of the District.
6. Personal Vehicles
  - 6.1. A trustee or an employee who receives compensation for use of their personal vehicle for District business shall carry insurance under one of the following rates:
    - 6.1.1. Rate Class 001 Pleasure, and driving to work, school or occasional business use cannot exceed six (6) times in any one (1) month period.
    - 6.1.2. Rate Class 002 Pleasure and driving to work or school or occasional business use. Business use cannot exceed six (6) times in any one (1) month period.
    - 6.1.3. Rate Class 007 Pleasure or driving to work or school or business use.
7. All expenses incurred shall be reimbursed using the district expense claim form.



- 7.1. Air travel shall not exceed 'flex class' fees and bookings are to be made in advance, wherever possible.
  - 7.2. For out of district trips, the maximum car travel reimbursement will equal 'flex class' airfare for the equivalent trip.
  - 7.3. Reimbursement of actual costs of ferries, buses or taxis will be based upon receipts submitted.
  - 7.4. If a meal or meals are included in a conference package or are pre-paid in some other manner, those meals shall be deducted from any per diem claim made.
  - 7.5. The cost of alcohol will not be reimbursed.
8. Expense claims for Trustees are to be submitted to the Secretary-Treasurer for payment
- 8.1. Any discrepancies regarding the claim will be brought to the Trustee's attention.
  - 8.2. A dispute regarding amounts authorized for reimbursement will be adjudicated by the Board.



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## POLICY 4.41 FUND RAISING IN SCHOOLS

The Board of Education recognizes that schools are involved in fund raising activities in order to provide additional goods and services to students, and that these activities are supported by the school communities in our district.

### Guidelines

1. Definition
  - 1.1. Fund raising is deemed to include activities designed to provide money, goods or services for use in the school through:
    - 1.1.1. sales to members of the community including parents, staff and students
    - 1.1.2. the solicitation or acceptance of donations from, or contracts with persons or
    - 1.1.3. businesses outside of the school. Fund raising includes contracts for the purchase of goods and services entered into by a school only if they involve a rebate of money, or the provision of free goods and services to the school.
2. Guiding Principles
  - 2.1. All fund-raising activities conducted in the school or outside the school, using the name of the school in any way, must have the approval of the Principal.
  - 2.2. A fund-raising activity must benefit the school and school community and be consistent with school policies and with the overall direction of the school as a positive learning community.
  - 2.3. A fund-raising activity may not interfere with the nature or delivery of the school's educational program.
  - 2.4. Any fund-raising that involves donations or partnerships, including those that are connected in any way to businesses or corporations, must be in accordance with Policy 4.4 Donations and Partnerships.





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## POLICY 4.51 SCHOOL CLOSURE

The Board of Education is responsible under the *School Act* for the effective and efficient operation of schools in the district. The Board may close schools for reasons including but not limited to:

- declining enrollment resulting in a school no longer being educationally, operationally, or economically viable;
- restructuring of educational programs, consolidation of operations, relocation of students to other schools, or similar, such that the school is deemed surplus to the district's educational needs; and
- replacement of a school with a newly constructed school.

The permanent closure of a school is a significant issue of public interest and therefore the Board will follow a process that provides for sufficient consultation with those who may be affected prior to any decision being made.

### Guidelines

#### 1. Considering School Closures

- 1.1. At a regular open meeting of the Board, and with no less than two weeks' notice to the public of the matter to be considered, the Board may pass a resolution determining that it will consider the closure of a school or schools in the district.
- 1.2. If such a resolution is passed by the Board, the Board will commence a consultation process, as set out herein, prior to making a decision with respect to the possible closure(s).

#### 2. Consultation Process

- 2.1. The consultation process will provide an opportunity for the community and relevant constituencies, and particularly those who will be affected by a proposed closure including parents, students, First Nations, employee groups and community members, to provide input, information and opinion to the Board. The Board will give fair consideration to such public input prior to making any final decision regarding closure of a school or schools.



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- 2.2. The consultation process will last at least sixty days measured from the date the Board passes a resolution providing for the consideration of a school closure or closures.
- 2.3. To enable the public to effectively participate in the consultation process, the Board will make available to the public, in advance of any consultation meetings described in this policy, disclosure of facts and information that will be considered by the Board in respect of the school closure(s) under consideration. Such disclosure may include:
- the specific school(s) for which closure is being considered;
  - the reasons for the potential closure of the school(s);
  - the general effect of the potential closure(s) on surrounding schools;
  - the number of students potentially affected at both the closed school(s) and surrounding schools;
  - the effect of the potential closure(s) on student transportation;
  - educational program implications for any affected students;
  - the proposed date of the closure(s);
  - financial considerations;
  - impact on the Board's capital plan;
  - proposed use of the closed school(s); and
  - any other relevant information which will be considered by the Board.
- 2.4. Members of the public may, at any time prior to the conclusion of the consultation process, provide written submissions to the Board in respect of a potential school closure. Information and directions regarding the provision of such submissions to the Board will be provided to the public within twenty days of the Board passing a resolution or bylaw providing for the consideration of school closure(s). The information and directions will advise potential correspondents that their written response may be referred to and made public as part of the consultation process, unless the correspondent specifically states in the written response that the correspondent wishes their name and address to remain confidential.
- 2.5. The Board will hold at least one public consultation meeting to hear representations concerning the potential school closure(s), and the Board may hold additional public meetings to hear further representations.
- 2.6. The time and location of such public consultation meeting(s) will be appropriately advertised to the public to ensure adequate advance notice to the community and relevant constituencies. This will include written notification to students and parents/guardians of students currently attending the school(s) considered for closure and public notice in local print or online newspapers and/or electronic postings on the

Board's website. Specific notice will also be provided to affected or potentially affected First Nations.

2.7. At such public meeting(s) the Board will welcome input on all matters relating to the potential closure decision, including the following:

- the implications or consequences of the potential school closure;
- implementation plans including the timing of the potential closure;
- options that the Board should consider as alternatives to the potential closure;
- the possibility of future enrolment growth in the area of the potential closure;
- possible future uses for the school building or property; and
- other relevant written submissions provided to the Board by members of the public.

2.8. Minutes will be kept of any such public consultation meeting(s). The Board will also maintain the following consultation records: advertising, agendas, dates of consultations, working group and public community consultation meeting submissions, names of trustees/district staff who attended these meetings, a record of individuals attending public community consultation meetings, a record of questions asked and responses given, and any other related correspondence to and from the Board.

### 3. Decision

3.1. The information gathered during the consultation process will be considered by the Board prior to making a final decision. The Board may vote to close the school, not to close the school, or make another decision, based on the results of the consultation process, which may include engaging in further consultation on options other than the school closure(s) under consideration.

3.2. A decision to effect a school closure must be effected by bylaw.

### 4. Notification of the Minister

4.1. If the Board decides to proceed with a school closure or closures pursuant to section 73 of the *School Act*, the Board will, without delay, provide the Minister with written notification of the decision containing the following information:

- the school's name,
- the school's facility number,
- the school's address, and
- the date on which the school will close



5. Opportunities for Students Displaced by School Closure(s):

- 5.1. The Board will ensure that any students displaced by a school closure will have opportunities to receive an appropriate educational experience in another school in the district or otherwise. The registration of displaced students will be subject to the guidelines contained in School Choice Policy and the School Act.

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**POLICY 4.52 DISPOSAL OF LAND AND IMPROVEMENTS**

The Board of Education recognizes that occasionally certain lands and improvements may become surplus to the educational needs of the District. In these circumstances, the Board may consider the disposal of such surplus land and buildings.

Prior to consideration of any possible disposal of lands or buildings, the Board will determine whether such lands or buildings are surplus to the educational needs of the District. In making such determination, the Board will:

- consider and comply with any guidance or direction from the Ministry responsible for K-12 public education in British Columbia;
- undertake with the Haida Nation, partners, local governments, community organizations and/or the public, such consultations as the Board may consider appropriate with respect to the lands or buildings involved.

A consultation process shall include:

- consideration of future enrolment growth in the District, including K-12, adult programs and early learning;
- consideration of alternative community use of surplus space in school buildings and other facilities;
- a fair consideration of the community's input and adequate opportunity for the community to respond the Board's possible plan for the lands or buildings.

Where District lands or buildings have been designated as surplus, every effort should be made to dispose of that asset in a manner consistent with Ministry direction, and where such land or buildings are to be disposed of, the Board will seek to accrue the maximum financial benefit to the District given the nature of the group which is acquiring the lands or buildings.

Where the Board has determined that any given land and/or facility is surplus to current needs and should be disposed of, the following will apply:

1. The Board shall obtain an appraisal of the property by an independent professional appraiser to obtain an estimate of the fair market value of the land and/or buildings;
2. Following consultation and subject to the approval of the Minister, and as an act of reconciliation, the Board will first offer to and attempt to negotiate an agreement with the Haida Nation for the purchase of the property.



3. If no agreement is made above, the Board shall, subject to the terms of this policy, then offer such surplus land and building assets for sale to the general public, unless such disposal is to another board or institution for educational purposes.
4. Authority to dispose of the surplus asset will then be delegated to the Secretary-Treasurer who will establish the public process for its disposal, which shall be consistent with the intent of this Policy.
5. Acceptance or rejection of any offer is subject to Board approval;
6. Once the Board has determined a successful purchaser, a Board bylaw authorizing the disposal will be made pursuant to Section 65(5) of the School Act; and
7. Notification to the Minister of Education will be made pursuant to the Disposal of Land or Improvements Order.

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### POLICY 4.53 DISPOSAL OF ASSETS

The Board of Education believes that assets that are surplus to the needs of the District or are at the end of their useful life are to be disposed of at fair market value.

#### Guidelines

1. Equipment and assets determined to be obsolete or surplus to the requirements of the District may be disposed only with the authorization of the Secretary-Treasurer.
2. The method of sale shall be by public auction.
3. When planning for the disposal of surplus assets the Secretary-Treasurer shall consider:
  - 3.1. In cases of replacement, surplus assets may be offered for trade-in purposes with proceeds used to reduce the cost of the replacement items.
  - 3.2. The disposal of a medium with information capacity must be done in a manner to protect the privacy and security of the stored information.
  - 3.3. If sale of the item has proven unsuccessful, the item may be donated, recycled or discarded.
4. It is expected that equipment utilization is regularly monitored and that equipment is not needlessly stored for extended periods of time, at a cost to the district.

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**POLICY 4.61 SUPPORT STAFF PERFORMANCE REVIEWS**

Performance reviews shall be conducted for all CUPE Local 2020 employees.

Guidelines

1. A supervisor shall conduct a performance review of an employee at the following times:
  - 1.1. prior to the end of the probationary period or during the first full year of employment;
  - 1.2. generally, at least once every three (3) years thereafter;
  - 1.3. at the initiative of a supervisor, and
  - 1.4. when possible, upon employee request.
2. Performance reviews will be based on direct observations as well as consultations with personnel providing immediate direction to the employee.
3. The employee will have an opportunity to discuss the review before the written report is finalized. There should be no surprises in the written report.
4. Employee strengths and areas for growth will be noted within the report.
5. Areas for growth, when identified, may be supported with a growth plan and timelines for improvement.
6. Unsatisfactory performance will be addressed on individual basis.
7. Copies of the report will be given to the employee, and a second copy will be placed on the employee's personnel file.





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

**MEETING AGENDA ITEM # 10.9.3**

<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Section 4: Finance, Human Resources, Information Technology, Facilities, Transportation		

**Background/Discussion:**

The Policy Renovation Committee brings the attached policies forward for review:

*A.6 Records Management*

*A.6.1 Records Retention Schedule*

*B.2.1 Purchase Orders*

*B.2.2 Petty Cash*

*B.2.3 Petty Cash Voucher Form*

*B.3 School District Credit Cards*

*B.6 School Funds*

*D.2 Travelling on School Buses*

*D.2.1 School Bus Report Form*

*E.3.1 Progressive Discipline*

*E.4 Coaches and Sponsors of Extra Curricular and Co-curricular Activities*

*E.5 Non certified Teacher Replacements*

*E.8 Retirement*

*E.9 Exit Survey for Employees*

*E.9.1 Exit Survey For Employees Form*

*E.10.1 Employee Evaluation Form*

*E.11.1 Declaration of Personal Property In District Use*

*E.12 Electronic Technology Systems Use*

*G.4.1 Application for Rental Use of School Facilities*

*G.6.1 Transportation Assistance*

*G.6.2 Transportation Assistance*

*G.6.3-Transportation Assistance Form*

*H.6 Access and Security*

*H.8 Reporting Employee Accidents*

*H.9 Emergency Response Plan*

*H.10 Employees Working Alone or in Isolation*

**Recommended Action:**

THAT the Haida Gwaii Board of Education of School District No. 50 circulate the Section 4 Policies recommended to be repealed and to be established as Administrative Procedures as above for public feedback.

Presented by: Superintendent



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

**MEETING AGENDA ITEM # 10.9.4**

<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Section 4: Finance, Human Resources, Information Technology, Facilities, Transportation		

**Background/Discussion:**

The Policy Renovation Committee brings the attached policies forward for review:

*E.7 Emergency Community Service Leave  
H.7 District Health and Safety Program  
A.5 Recruitment and Selection of Staff  
B.4 Banking General Operating Account  
B.8 Board Signature Plate  
B.10 Moving Assistance for Staff  
E.2 Background Checks on Applicants  
G.2 Community Resource People  
G.2.1 Application for Access to School Programs*

**Recommended Action:**

THAT the Haida Gwaii Board of Education of School District No. 50 circulate the above Section 4 Policies recommended for repeal.

Presented by: Superintendent



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

<b><u>MEETING AGENDA ITEM # 10.9.5</u></b>			
<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Section 4: Finance, Human Resources, Information Technology, Facilities, Transportation		
<b>Background/Discussion:</b>  The Policy Renovation Committee brings the attached policies forward for review: <i>B16. Finance and Audit Committee Policy</i>			
<b>Recommended Action:</b>  THAT the Haida Gwaii Board of Education of School District No. 50 circulate the Section 4 Policy <i>B16. Finance and Audit Committee Policy</i> as a Terms of Reference for public feedback.			
Presented by: Superintendent			

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## FINANCE AND AUDIT COMMITTEE TERMS OF REFERENCE

### PURPOSE

The Finance and Audit Committee's role is to assist the Board in fulfilling its financial oversight responsibilities.

### GOALS

The Finance and Audit Committee will:

- help oversee the budget,
- monitor financial management and reporting,
- provide a more focused and on-going discussion of District financial accountability, risk assessment and mitigation strategies,
- provide direction regarding the budget process, and
- review budget controls, monitoring and reporting.

<b>NATURE OF COMMITTEE</b>	Standing Committee of the Board
<b>MEMBERSHIP</b>	<ul style="list-style-type: none"> <li>• Trustees (2)</li> <li>• Superintendent</li> <li>• Secretary-Treasurer</li> </ul>
<b>CHAIR</b>	A Trustee will serve as Chair
<b>APPOINTMENT</b>	The Chair of the Board will assign trustees, in accordance with Policy 1.2.3 Board Committees
<b>SECRETARIAT</b>	Executive Assistant to the Superintendent
<b>MEETINGS</b>	Meetings will be scheduled three times per year. Additional meetings may be scheduled at the discretion of the chair. Agendas with supporting materials will be circulated to the committee in advance of each meeting.
<b>QUORUM</b>	One (1) Trustee and the Superintendent or Secretary-Treasurer (or their designates)
<b>REPORTING MECHANISM</b>	A high-level summary of all meetings will be provided to the Board. The Committee may make recommendations to the Board.



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

<b><u>MEETING AGENDA ITEM # 11.1</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Operating Grant Summary		
<b>Background/Discussion:</b>			
Summary of Operating Grant Comparisons			
<b>Recommended Action:</b>			
Information			
Presented by: Secretary-Treasurer			

SCHOOL DISTRICT NO. 50 (HAIDA GWAIL)											
SUMMARY OF OPERATING GRANT COMPARISONS For Estimated 2024/25 & Interim 2024/25											
Estimated Grant for 2024/25						Interim Grant for 2024/25					
SEPTEMBER 2024 ENROLMENT COUNT						SEPTEMBER 2024 ENROLMENT COUNT					
491.00	school age	\$ 8,915	\$ 4,377,265			503.31	school age	\$ 8,915	\$ 4,487,031		
5.00	homeschools	\$ 250	\$ 1,250			2.00	\$ -	\$ 250	\$ 500		
Total Enrolment-Based Funding (September)			\$ 4,378,515			Total Enrolment-Based Funding (September)			\$ 4,487,531		
SUPPLEMENTS						SUPPLEMENTS					
Level 1 Spec Needs	1	\$ 50,730	\$ 50,730			Level 1 Spec Needs	1	\$ 50,730	\$ 50,730		
Level 2 Spec Needs	26	\$ 24,070	\$ 625,820			Level 2 Spec Needs	29	\$ 24,070	\$ 698,030		
Level 3 Spec Needs	12	\$ 12,160	\$ 145,920			Level 3 Spec Needs	13	\$ 12,160	\$ 158,080		
Eng. Lang Learning	93	\$ 1,795	\$ 166,935			Eng. Lang Learning	99	\$ 1,795	\$ 177,705		
Indigenous Ed	287	\$ 1,770	\$ 507,990			Indigenous Ed	298	\$ 1,770	\$ 527,460		
Equity of Opportunity Supplement			\$ 41,350			Equity of Opportunity Supplement			\$ 42,351		
Supplement for Unique Student Needs			\$ 1,538,745			Supplement for Unique Student Needs			\$ 1,654,356		
SALARY DIFFERENTIAL			\$ 198,854			SALARY DIFFERENTIAL			\$ 187,790		
UNIQUE GEO FACTORS			\$ 5,958,590			UNIQUE GEO FACTORS			\$ 5,958,590		
FUNDING PROTECTION			\$ -			FUNDING PROTECTION			\$ -		
CURRICULUM & LEARNING SUPPORT FUND			\$ 10,000			CURRICULUM & LEARNING SUPPORT FUND			\$ 10,000		
INDIGENOUS EDUCATION COUNCIL			\$ 77,652			INDIGENOUS EDUCATION COUNCIL			\$ 77,652		
September Enrolment Count Total			\$ 12,162,356			September Enrolment Count Total			\$ 12,375,919		

#### Highlights of updated 24/25 Interim Operating Grant

- Interim operating grant 24/25 is \$213,563 higher than Estimated 24/25 grant.

#### SIX areas to NOTE:

1. September School Age Enrolment Estimate 491.00, Interim 503.3125. 12.3125 FTE increase and grant increase of \$109,766
2. Supplment for Unique student needs overall increase of \$84,370
3. ELL increase of \$10,770
4. Indigenous Ed \$19,470
5. Salary Differential decrease of \$11,064
6. Indigenous Education Council new fund - \$77,652

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

<u>MEETING AGENDA ITEM # 11.2</u>			
<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Amended Annual Budget		
<b>Background/Discussion:</b>  To be added as an addition to package			
<b>Recommended Action:</b>			
Presented by: Secretary-Treasurer			



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

<b><u>MEETING AGENDA ITEM # 11.3</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Operations Update		
<b>Background/Discussion:</b>			
Verbal Report			
<b>Recommended Action:</b>			
Information			
Presented by: Secretary-Treasurer			





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

<b><u>MEETING AGENDA ITEM # 11.4</u></b>			
<b>Action:</b>	X	<b>Information:</b>	
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	January 2025 Finance Vouchers & Trustee Expenditures		
<b>Background/Discussion:</b>			
January 2025 Financial Vouchers and Trustee Expenditures			
<b>Recommended Action:</b>			
THAT the Haida Gwaii Board of Education School District No. 50 receive and file the January 2025 Finance Vouchers and Trustee Expenditures as presented.			
Presented by: Secretary-Treasurer			

## FINANCE VOUCHER

## REGULAR BOARD MEETING

### BOARD MEETING:

### AGENDA ITEM:

#### Finance Voucher      January 31, 2025

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

A/P Cheques Computer Generated	January 31, 2025	\$307,521.19	
ePayments	January 31, 2025	\$684,941.19	
Quick Pays	January 31, 2025	\$283,201.08	
			<hr/>
<b>TOTAL Accounts Payable.....</b>	<b>January 31, 2025</b>		<b>\$1,275,663.46</b>
Teachers	15-Jan	\$102,725.00	
AO/Exempt	15-Jan	\$45,300.00	
Teachers	31-Jan	\$149,455.32	
AO/Exempt	31-Jan	\$150,894.49	\$448,374.81
CUPE	11-Jan	\$54,836.08	
Casuals	11-Jan	\$34,818.11	
TOC's	11-Jan	\$5,644.29	
CUPE	25-Jan	\$73,830.55	
Casuals	25-Jan	\$49,344.05	
TOC's	25-Jan	\$13,758.92	
			<hr/>
			\$232,232.00
<b>TOTAL Payroll.....</b>	<b>January 31, 2025</b>		<b>\$680,606.81</b>
			<hr/>
<b>TOTAL A/P and Payroll</b>			<b>\$1,956,270.27</b>

### RECOMMENDATION:

1. THAT the Board of School Trustees receive for information Accounts Payable and Payroll totaling **\$1,956,270.27** for the month of January

**SCHOOL DISTRICT NO. 50 HAIDA GWAI**  
**CHEQUE REGISTER AS OF JANUARY 31, 2025**

CHEQUE NUMBER	DATE	SUPPLIER	AMOUNT
60307	01/09/2025	Aaron Goetzinger Ltd.	\$ 14,175.00
60308	01/09/2025	Sophie A Delegeddie	\$ 200.00
60309	01/09/2025	Citywest Cable & Telephone Co.	\$ 121.62
60310	01/09/2025	Greenbarn Potters Supply LTD.	\$ 2,059.91
60311	01/09/2025	Pitney Bowes Leasing	\$ 43.78
60312	01/09/2025	Pitneyworks	\$ 58.34
60313	01/09/2025	Westpoint Automotive	\$ 464.03
60314	01/14/2025	All Pro Plumbing & Heating	\$ 12,314.67
60315	01/14/2025	Pitney Bowes Leasing	\$ 66.65
60316	01/14/2025	Catherine Van Der Mark	\$ 2,205.00
60317	01/14/2025	Westpoint Automotive	\$ 176.59
60318	01/14/2025	Zonar Systems	\$ 84.00
60319	01/20/2025	BC Hydro & Power Authority	\$ 16,175.70
60320	01/20/2025	Citywest Cable & Telephone Co.	\$ 89.55
60321	01/20/2025	Crisis Prevention Institute, I	\$ 252.00
60322	01/20/2025	Haida Gwaii Builders INC.	\$ 44,084.25
60323	01/20/2025	Cori Savard	\$ 300.00
60324	01/20/2025	Super Valu Store No. 43	\$ 1,929.86
60325	01/20/2025	Yellow Pages Digital & Media S	\$ 31.53
60326	01/21/2025	1498993 BC LTD	\$ 4,681.95
60327	01/21/2025	Emona Sales Ltd.	\$176,985.84
60328	01/21/2025	Haida Gwaii News	\$ 525.00
60329	01/21/2025	JAMF Software, LLC	\$ 1,234.50
60330	01/21/2025	LibraryThing	\$ 96.00
60331	01/21/2025	Sumas Environmental Services I	\$ 12,033.23
60332	01/21/2025	Yellow Pages Digital & Media S	\$ 38.56
60333	01/30/2025	BC Hydro & Power Authority	\$ 568.22
60334	01/30/2025	Greenbarn Potters Supply LTD.	\$ 622.50
60335	01/30/2025	NELSON ROOFING AND SHEET METAL	\$ 15,819.30
60336	01/30/2025	Yellow Pages Digital & Media S	\$ 83.61
<b>TOTALS</b>			<b>\$307,521.19</b>

**SCHOOL DISTRICT NO. 50 HAIDA GWAIH**  
**eREGISTER AS OF JANUARY 31, 2025**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
01/03/2025	Tristan Gravelle	20692	\$ 400.00	10074
01/03/2025	Melody Gravelle	20694	\$ 480.00	10074
01/09/2025	Aaron-Mark Services	20729	\$ 676.14	10083
01/09/2025	BCASBO	20730	\$ 735.00	10083
01/09/2025	Big Red Enterprises LTD.	20731	\$ 2,365.06	10083
01/09/2025	Charlotte Island Tires LTD.	20732	\$ 2,019.39	10083
01/09/2025	Early Learning Inc.	20733	\$ 5,250.00	10083
01/09/2025	EMCO Corporation	20734	\$ 273.87	10083
01/09/2025	Grand & Toy	20735	\$ 32.39	10083
01/09/2025	Haida Gwaii Consumers Co-operative	20736	\$ 3,218.97	10083
01/09/2025	Haida Gwaii Fuel Limited Partnersh	20737	\$ 496.37	10083
01/09/2025	Haida Gwaii Ties Contracting	20738	\$ 164.00	10083
01/09/2025	J & F Distributors	20739	\$ 2,295.95	10083
01/09/2025	Lwm Services Inc.	20740	\$ 4,772.78	10083
01/09/2025	Rocky Point Engineering Ltd.	20741	\$ 1,811.25	10083
01/09/2025	School District No. 23 (Okanagan)	20742	\$ 6,911.66	10083
01/09/2025	Swing Time Distributors Ltd.	20743	\$ 397.82	10083
01/09/2025	TinyEYE Therapy Services	20744	\$ 3,229.71	10083
01/09/2025	Tlc Automotive Services LTD.	20745	\$ 116.56	10083
01/09/2025	Village Of Port Clements	20746	\$ 2,371.20	10083
01/09/2025	Western Campus Resources	20747	\$ 286.65	10083
01/09/2025	Xerox Canada Ltd.	20748	\$ 2,571.96	10083
01/09/2025	Zep Sales & Services of Canada	20749	\$ 355.52	10083
01/09/2025	Fallon Crosby	20750	\$ 256.75	10083
01/09/2025	Irene Klein	20751	\$ 37.18	10083
01/09/2025	Claudette L Lavoie	20752	\$ 110.08	10083
01/14/2025	City Centre Stores LTD.	20753	\$ 691.89	10086
01/14/2025	Haida Gwaii Consumers Co-operative	20757	\$ 4,629.35	10086
01/14/2025	Xerox Canada Ltd.	20759	\$ 867.20	10086
01/14/2025	Duane Alsop	20760	\$ 289.28	10086
01/14/2025	William Bedard	20761	\$ 33.42	10086
01/14/2025	Maureen Benoit	20762	\$ 1,400.32	10086
01/14/2025	Daaxiigan Skaadaa Nee IN Trust	20763	\$ 6,935.00	10086
01/14/2025	GidGalang Kuuyas Naay PIT	20764	\$ 2,929.00	10086
01/14/2025	Bernadine Martiniuk	20765	\$ 89.20	10086
01/14/2025	Jennifer Parser	20766	\$ 2,592.87	10086
01/14/2025	Port Clements School Principal	20767	\$ 100.00	10086
01/14/2025	Erica Reid	20768	\$ 500.00	10086
01/14/2025	Nadine Whittle	20769	\$ 208.50	10086
01/14/2025	Janine Wilson	20770	\$ 168.00	10086
01/17/2025	Tristan Gravelle	20754	\$ 175.00	10086
01/17/2025	Melody Gravelle	20755	\$ 300.00	10086
01/20/2025	Aaron-Mark Services	20771	\$ 21.97	10091
01/20/2025	BCASBO	20772	\$ 735.00	10091
01/20/2025	Big Red Enterprises LTD.	20773	\$ 2,365.06	10091
01/20/2025	Carr McLean	20774	\$ 17,640.00	10091
01/20/2025	Driftech Mechanical Services	20775	\$ 830.64	10091
01/20/2025	Family Services Of Greater Vancouv	20776	\$ 1,097.47	10091
01/20/2025	Haida Gwaii Consumers Co-operative	20777	\$ 1,456.86	10091
01/20/2025	Haida Gwaii Recreation Commission	20778	\$ 2,240.00	10091
01/20/2025	Harris & Company	20779	\$ 2,869.44	10091
01/20/2025	Infracon Construction Inc	20780	\$ 62,861.89	10091
01/20/2025	J & F Distributors	20781	\$ 105,469.74	10091

**SCHOOL DISTRICT NO. 50 HAIDA GWAI**  
**eREGISTER AS OF JANUARY 31, 2025**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
01/20/2025	Kone Inc.	20782	\$ 3,000.48	10091
01/20/2025	North Coast Regional District	20783	\$ 55.00	10091
01/20/2025	Tasha Samuels	20784	\$ 250.00	10091
01/20/2025	Telus Communications (Bc) Inc.	20785	\$ 1,964.78	10091
01/20/2025	ADT Security Services Canada Inc	20786	\$ 314.48	10091
01/20/2025	Tlc Automotive Services LTD.	20787	\$ 2,344.97	10091
01/20/2025	Unitech Construction Management Lt	20788	\$ 381,973.24	10091
01/20/2025	Village Of Masset	20789	\$ 525.40	10091
01/20/2025	Wintergreen Learning Materials	20790	\$ 203.60	10091
01/20/2025	Xerox Canada Ltd.	20791	\$ 809.58	10091
01/20/2025	Zep Sales & Services of Canada	20792	\$ 362.03	10091
01/20/2025	Martin Aalders	20793	\$ 227.03	10091
01/20/2025	Daaxiigan Skaadaa Nee IN Trust	20794	\$ 6,895.00	10091
01/20/2025	Kenneth Evans	20795	\$ 281.40	10091
01/20/2025	Steven Goffic	20796	\$ 78.40	10091
01/20/2025	Emily O'Gorman	20797	\$ 39.56	10091
01/20/2025	Jenna Perry	20798	\$ 144.00	10091
01/20/2025	Daniel Schulbeck	20799	\$ 57.78	10091
01/20/2025	Nadja Smith-Hanson	20800	\$ 121.34	10091
01/20/2025	Martin Wood	20801	\$ 38.52	10091
01/21/2025	Coastal Propane Inc.	20802	\$ 30,293.49	10093
01/21/2025	Driftech Mechanical Services	20803	\$ 2,383.86	10093
01/21/2025	Haida Gwaii Consumers Co-operative	20804	\$ 163.80	10093
01/21/2025	Haida Gwaii Designs and Signs	20805	\$ 268.80	10093
01/21/2025	Haida Gwaii Fuel Limited Partnersh	20806	\$ 2,014.06	10093
01/21/2025	North Coast Regional District	20807	\$ 80.00	10093
01/21/2025	School Specialty Canada	20808	\$ 146.04	10093
01/21/2025	Xerox Canada Ltd.	20809	\$ 198.36	10093
01/21/2025	Chris Bellamy	20810	\$ 67.88	10093
01/21/2025	Lisa Bernoties McCullough	20811	\$ 232.89	10093
01/21/2025	Daaxiigan Skaadaa Nee IN Trust	20812	\$ 3,600.00	10093
01/21/2025	Marjorie Fregin	20813	\$ 33.35	10093
01/21/2025	Port Clements School Principal	20814	\$ 1,371.35	10093
01/21/2025	Nadine Whittle	20815	\$ 76.51	10093
01/30/2025	A Z Cooper Consulting	20816	\$ 1,680.00	10097
01/30/2025	Aaron-Mark Services	20817	\$ 447.27	10097
01/30/2025	Association of School Transportati	20818	\$ 288.75	10097
01/30/2025	BCASBO	20819	\$ 157.50	10097
01/30/2025	Centaur Products Inc.	20820	\$ 25,882.50	10097
01/30/2025	City Centre Stores LTD.	20821	\$ 4,173.44	10097
01/30/2025	Grand & Toy	20822	\$ 650.12	10097
01/30/2025	Haida Gwaii Consumers Co-operative	20823	\$ 2,851.32	10097
01/30/2025	Haida Gwaii Designs and Signs	20824	\$ 44.75	10097
01/30/2025	Haida Gwaii Fuel Limited Partnersh	20825	\$ 1,147.26	10097
01/30/2025	Haida Gwaii Recreation Commission	20826	\$ 2,260.00	10097
01/30/2025	Heidi Archer	20827	\$ 2,064.84	10097
01/30/2025	Isabel Creek Store	20828	\$ 50.16	10097
01/30/2025	J & F Distributors	20829	\$ 3,157.77	10097
01/30/2025	McElhanney	20830	\$ 4,000.50	10097
01/30/2025	Monk Office Supply LTD.	20831	\$ 107.15	10097
01/30/2025	Moresby Explorers Ltd.	20832	\$ 315.00	10097
01/30/2025	North Arm Transportation LTD.	20833	\$ 11,713.06	10097
01/30/2025	North Coast Regional District	20834	\$ 106,873.00	10097

**SCHOOL DISTRICT NO. 50 HAIDA GWAIH  
eREGISTER AS OF JANUARY 31, 2025**

DATE	SUPPLIER	NUMBER	AMOUNT	Batch #
01/30/2025	Port Air Cargo	20835	\$ 367.50	10097
01/30/2025	Rocky's Equipment Sales LTD.	20836	\$ 8.90	10097
01/30/2025	School District No.91	20837	\$ 80.33	10097
01/30/2025	Technical Safety BC	20838	\$ 271.54	10097
01/30/2025	Telus	20839	\$ 1,570.09	10097
01/30/2025	Xerox Canada Ltd.	20840	\$ 540.87	10097
01/30/2025	Zep Sales & Services of Canada	20841	\$ 3,926.82	10097
01/30/2025	Behn Cochrane	20842	\$ 409.71	10097
01/30/2025	GidGalang Kuuyas Naay PIT	20843	\$ 8,355.00	10097
01/30/2025	Colin Greenough	20844	\$ 95.64	10097
01/30/2025	Jonathan Halle	20845	\$ 80.47	10097
01/30/2025	Michelle Jones	20846	\$ 130.56	10097
01/30/2025	Annika Martynuik	20847	\$ 224.74	10097
01/30/2025	Kelsey Pelton	20848	\$ 115.20	10097
01/30/2025	Leighann Rodger	20849	\$ 651.52	10097
01/30/2025	Tara Sjolund	20850	\$ 73.07	10097
01/30/2025	Misty Surtees	20851	\$ 50.00	10097
01/30/2025	Adeana Young	20852	\$ 50.00	10097
01/31/2025	Robert Hadcock	20756	\$ 2,497.50	10086
01/31/2025	WEIGUM, Shirley	20758	\$ 1,827.00	10086
<b>TOTALS</b>			<b>\$ 684,941.19</b>	

**SCHOOL DISTRICT NO. 50 HAIDA GWAI**  
**QUICK PAY REGISTER AS OF JANUARY 31, 2025**

<b>CHEQUE NUMBER</b>	<b>DATE</b>	<b>SUPPLIER</b>	<b>AMOUNT</b>
482891	22-Jan-25	Canada Customs And Revenue Agency	\$15,855.00
482889	22-Jan-25	Canada Customs And Revenue Agency	\$35,953.75
480263	14-Jan-25	Canada Customs And Revenue Agency	\$38.45
470189	16-Jan-25	Teachers' Pension Plan	\$1,050.19
470194	16-Jan-25	Municipal Pension Plan	\$16,672.06
490861	16-Jan-25	Work Safe BC	\$28,223.45
471430	30-Jan-25	Teachers' Pension Plan	\$1,157.33
471427	30-Jan-25	Municipal Pension Plan	\$17,164.77
471856	9-Jan-25	Pacific Blue Cross	\$6,030.15
471849	10-Jan-25	Pacific Blue Cross	\$192.72
471836	10-Jan-25	Pacific Blue Cross	\$14,363.89
469029	2-Jan-25	Teachers' Pension Plan	\$2,664.50
469026	2-Jan-25	Municipal Pension Plan	\$22,205.49
386535	13-Jan-25	Canada Customs And Revenue Agency	\$1,836.85
380477	13-Jan-25	Canada Customs And Revenue Agency	\$7,482.10
458797	23-Jan-25	Canada Customs And Revenue Agency	\$26,809.00
408472	8-Jan-25	Canada Customs And Revenue Agency	\$38,340.83
408475	13-Jan-25	Canada Customs And Revenue Agency	\$8,558.77
380470	1-Jan-25	Canada Customs And Revenue Agency	\$38,601.78
<b>TOTALS</b>			<b>\$283,201.08</b>

## MEMORANDUM

**SCHOOL**  
**DISTRICT NO. 50**  
**Haida Gwaii**

**TO** Kevin Black  
Secretary-Treasurer

**FROM** Duane Alsop  
Assistant Secretary-Treasurer

**SUBJECT:** Teachers Payroll for..... January

**DATE** 03-Feb-25

Period Ending	Pay Period	Payroll Group	Net Amount
15-Jan	#1-1 adv	Teachers	\$ 102,725.00
15-Jan	#1-1 adv	AO/Exempt	\$ 45,300.00
31-Jan	#1-1	Teachers	\$ 149,455.32
31-Jan	#1-1	AO/Exempt	\$ 150,894.49
Total Net Pay			\$448,374.81



## MEMORANDUM

**SCHOOL**  
**DISTRICT NO. 50**  
**Haida Gwaii**

**TO** Kevin Black  
Secretary-Treasurer

**FROM** Duane Alsop  
Assistant Secretary-Treasurer

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

**DATE** 03-Feb-25

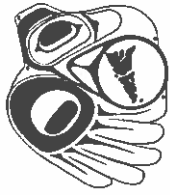
Period Ending	Pay Period	Payroll Group	Net Amount
11-Jan	#2-2	CUPE	\$ 54,836.08
11-Jan	#2-2	Casuals	\$ 34,818.11
11-Jan	#2-2	TOC's	\$ 5,644.29
25-Jan	#2-3	CUPE	\$ 73,830.55
25-Jan	#2-3	Casuals	\$ 49,344.05
25-Jan	#2-3	TOC's	\$ 13,758.92
Total Net Pay			\$ 232,232.00

<b>TRUSTEE EXPENDITURE REPORT</b> <b>AS OF January 31, 2025</b>						
		January	Year-To-Date	Annual Budget	Available	% Spent
4-40-19000	GOV HONORARIUM	7,280.75	50,965.25	86,000.00	35,034.75	59%
4-40-20000	GOV BENEFITS	557.59	3,955.62	6,450.00	2,494.38	61%
4-40-31200	PROFESSIONAL SERVICES-LEGAL	6,541.53	10,935.73	6,000.00	(4,935.73)	182%
4-40-34000	GOV TRAVEL, MEALS, MILEAGE	5,422.87	15,771.01	40,000.00	24,228.99	39%
4-40-37000	GOV DUES & FEES		10,641.54	8,000.00	(2,641.54)	133%
4-40-39000	INSURANCE		0.00	500.00	500.00	0%
4-40-42000	OTHER CONTRACTS		0.00	8,000.00	8,000.00	0%
4-40-42025	ELECTIONS	50.00	50.00	-	(50.00)	0%
4-40-51000	GOV SUPPLIES		347.45	2,000.00	1,652.55	17%
4-40-59000	COMPUTER EQUIPMENT		0.00	3,000.00	3,000.00	0%
<b>Total</b>		<b>19,852.74</b>	<b>92,666.60</b>	<b>159,950.00</b>	<b>67,283.40</b>	<b>58%</b>



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

<b><u>MEETING AGENDA ITEM # 12</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 20, 2024
<b>Topic:</b>	Correspondence		
<b>Background/Discussion:</b>  <b>Outgoing:</b>  12.1 - O'Brien Road and Bridge Maintenance Letter  <b>Incoming:</b>  12.2 - BC Premier, January 16, 2025 Mandate Letter to the Minister of Education and Child Care  12.4 - Ombudsperson Letter, February 10, 2025			
<b>Recommended Action:</b>  Information			
Presented by: Chair			



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

107 Third Avenue, PO Box 69  
Daajing Giids, BC V0T 1S0  
Tel: (250)559-8471 Fax: (250)559-8473  
[www.sd50.bc.ca](http://www.sd50.bc.ca)

January 22, 2025

O'Brien Road & Bridge Maintenance,

On behalf of the Haida Gwaii School District and Port Clements Elementary, we wish to express our deepest gratitude for your generous donation of time and resources to install pea gravel in our new playground. Your contribution of labour, 64 yards of pea gravel and the heavy equipment needed to help complete this project has made a significant impact in the Port Clements community.

Thanks to your support, the children of Port Clements Elementary now have a safe and enjoyable place to play. This playground will serve as a wonderful space for exploration and adventure, fostering the development and joy of our young ones.

Thank you once again for your generous contribution. We look forward to seeing the children of Port Clements Elementary enjoy this wonderful new addition.

Dana Moraes  
Board Chair



January 16, 2025

Honourable Lisa Beare  
Minister of Education and Child Care  
Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister Beare:

Congratulations on your appointment as Minister of Education and Child Care at a critical time for our province. Serving as a member of the executive council is a privilege and responsibility which I am confident you will fulfill with integrity and a commitment to the people of our province.

British Columbians have trusted us with a mandate to deliver for them in ways that make a tangible difference in their daily lives. They expect us to listen and learn from people of different perspectives – and work together to make things better for everyone.

Specifically, we will tackle the challenges people worry about at the kitchen table:

- **Grow the economy by creating good jobs across British Columbia.** We will collaborate with businesses, workers, and communities to attract investments in both new and traditional sectors as well as emerging sectors of the economy. This approach will bring certainty for business, security for workers, and generate the wealth needed to support the essential services British Columbians rely on.
- **Reduce costs for families** including by helping people access homes they can afford through support for first-time homebuyers, increasing the supply of rental housing stock, and stronger measures to crack down on housing speculation.

.../2

- **Strengthen health care** by expanding access to family doctors and recruiting and training more health professionals, ensuring that every British Columbian can access the care they need, no matter where they live. We will also increase access to addictions treatment and provide help for people whose struggles require intensive supports.
- **Make our neighbourhoods and communities safer** by working with law enforcement and social agencies to address street disorder, crack down on organized crime, and do all we can to ensure repeat offenders stay behind bars.

Our commitment to take action on climate change remains foundational and will be key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples. Advancing reconciliation, implementing the *Declaration on the Rights of Indigenous Peoples Act* and working in partnership with First Nations rights-holders to advance shared interests is the responsibility of every Minister.

Over this mandate I expect you to prioritize making progress on the following:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Education and Child Care programs and initiatives to ensure programs remain relevant, are efficient, and improve the experience of British Columbians who access child care and education services in our province. This is important in the context of current Provincial budget constraints and overall efficiency in delivering cost effective and relevant education and child care services to British Columbians.
- Work to ensure that teachers and schools have access to additional supports in the classroom and beyond, including the expansion of education assistants and counseling resources.
- Support effective learning for students across the province by working with the Minister of Infrastructure to accelerate the delivery of new and expanded schools in a cost-effective manner, and by working with the Minister of Post Secondary Education and Future Skills to expedite the certification and deployment of new and experienced international and domestic teachers.
- Continue work to increase Indigenous graduation rates.
- Continue implementing ChildCareBC to improve access to accessible, affordable child care.

.../3

- Work with school districts to expand before- and after-school care programs across the province using cost-effective models for parents and the public that leverage existing school facilities and education workers.
- Work with key stakeholders in relation to the SOGI anti-bullying program to improve understanding, protect vulnerable children and support parents.
- Ensure that British Columbia's early interventions for children struggling with numeracy and literacy are the most effective in North America through a centre of excellence in applied research and professional development.
- Prioritize excellence in the British Columbia education system by reviewing existing inter-jurisdictional student evaluation scores post pandemic, and working with teachers, parents, and relevant stakeholders to ensure the global competitiveness of British Columbia student outcomes.

To assist you in meeting the commitments we have made to British Columbians, you are assigned a Parliamentary Secretary for Child Care whose focus will be to:

- Work with you to deliver cost-effective before- and after-school care that leverages existing school infrastructure and workers.
- Work with you to expand child care spaces in a cost-effective way so that more parents may have access to cost-effective child care for their family.
- Support you in continuing to work with Indigenous peoples and the federal government to advance jurisdiction over child care for Indigenous peoples.
- Build relationships with parents, child care service providers, early childhood educators, and advocates to ensure that government policy is responsive to the concerns and interests of these groups.

You will work closely together and ensure your Parliamentary Secretary receives appropriate support to deliver on this work.

As you are aware, we have established an accord with the BC Green Caucus that supports our shared commitment to ensuring stable governance focused on delivering progress and tangible outcomes for British Columbians. The commitments in that accord complement the direction in these mandate letters.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to review, understand, and act according to the *Members' Conflict of Interest Act*. You will

establish a collaborative working relationship with your Deputy Minister and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The work we have ahead takes place in a profoundly challenging geopolitical environment. Close friends and neighbours to our south are contemplating imposing draconian tariffs on our products that would hurt both Americans and Canadians. Our allies internationally face governmental instability. Hate and racism are on the rise around the world. Artificial intelligence breakthroughs with unclear implications and astonishing potential are announced daily. Global inflation, snarled supply chains, and war are threatening global economic growth and prosperity as well as the transition to a low-carbon economy.

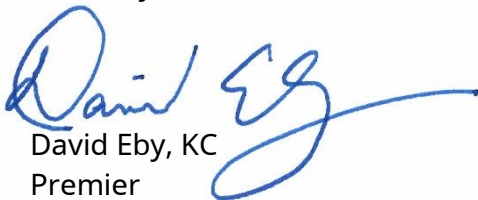
We have an obligation to protect and defend British Columbians, as well as seize opportunities, in these uncertain times.

The good news is that we have everything we need to succeed, and we will succeed. British Columbia's people – our workers, entrepreneurs, business leaders, artists, and innovators – are among the most talented in the world. We are home to world-class educational institutions and public services. Our natural beauty is unmatched, we have internationally envied resources, and we are one of the most diverse places on the planet. Your job is to help us leverage these advantages in perilous times.

Use this mandate letter to guide your work, and do not be afraid to challenge assumptions, or be innovative, bold and aggressive in achieving the goals set out for you and your Ministry by the people of this province.

Thank you for joining me in the work ahead.

Sincerely,



David Eby, KC  
Premier

cc: Rohini Arora, MLA  
Parliamentary Secretary for Child Care





## OMBUDSPERSON BRITISH COLUMBIA

The *Ombudsperson Act* requires that investigations be conducted in private. Ombudsperson investigation documents are not available through the *Freedom of Information and Protection of Privacy Act* and may be subject to rules preventing their use in court and tribunal proceedings. **Please contact the Office of the Ombudsperson before disclosing this document, or any responses, to any third parties.**

February 10, 2025  
File: SYS24 - 0004

*Delivered via email: dmoraes@sd50.bc.ca*

Dana Moraes, Chair  
Haida Gwaii School Board  
School District No. 50  
107 3rd Avenue (PO Box 69)  
Daajing Giids BC V0T 1S0

Dear Dana Moraes:

**Re: Investigation into the exclusion of students from BC's K-12 schools**

I am writing to confirm that I have initiated an investigation into the exclusion of K-12 students from classrooms and schools in British Columbia's public education system. Please find enclosed a copy of my notice to the Superintendent of School District No. 50 dated January 10, 2025.

Our investigation will examine the extent to which K-12 students are being excluded from schools across the province and will assess whether the ministry and school districts are fairly administering and overseeing these exclusions. My staff will be in touch with senior school district administrators to request information that will help us understand policies and practices in your school district.

To ensure our investigation is thorough and our recommendations actionable, it is also vitally important for me to hear directly from all those involved in our K-12 public schools. We plan to connect directly and confidentially with employees of school districts including teachers, educational assistants and other educational professionals. We expect that you will support their full participation in our ongoing investigation.

Yours sincerely,

Jay Chalke  
Ombudsperson  
Province of British Columbia

Encl. (1)

Mailing address: PO Box 9039 Stn Prov Govt • Victoria BC V8W 9A5

Phone in Victoria: 250-387-5855 • Toll-Free: 1-800-567-3247 • Fax: 250-387-0198 • [bcombudsperson.ca](http://bcombudsperson.ca)



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

<b><u>MEETING AGENDA ITEM # 13</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Question Period		
<b>Background/Discussion:</b>			
Questions from the public pertaining to the agenda for the February 18, 2025 Regular Board Meeting.			
<b>Recommended Action:</b>			
Information			
<b>Presented by:</b> Chair			



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

<b><u>MEETING AGENDA ITEM # 14</u></b>			
<b>Action:</b>		<b>Information:</b>	X
<b>Meeting:</b>	Regular	<b>Meeting Date:</b>	February 18, 2025
<b>Topic:</b>	Adjournment		
<b>Background/Discussion:</b>  When the Board has completed the scheduled order of business and there is no further business to consider, the Chair will declare the meeting adjourned.			
<b>Recommended Action:</b>  Information			
Presented by: Chair			