

Public Notice – Board of Education Online Public Meeting


A public meeting of the Board of Education for School District 62 (Sooke) **will be held on March 14, 2023, at 7:00 pm.**

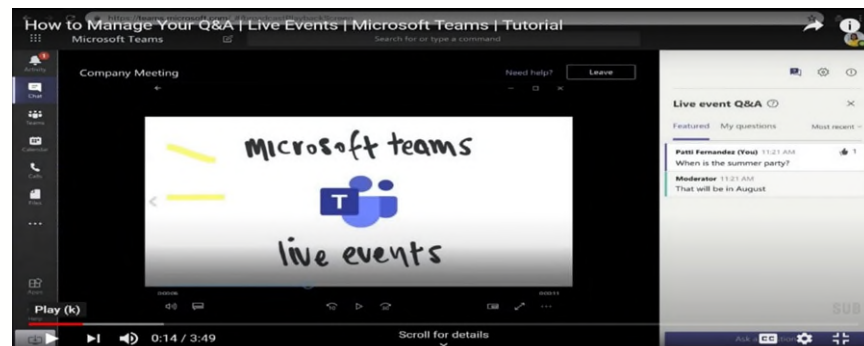
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

Furthermore, the meeting will be livestreamed via MS teams, to encourage more public participation. To join the in meeting please click here [Public Board Meeting | Sooke School District \(sd62.bc.ca\)](https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84) and click [Follow Link](#).

To guide you, the following is information on how to join a live event in MS Teams.

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - A reminder for Stakeholder groups to use the **Q&A** function.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca. See link for upcoming and previous Board and Committee meetings [Public Meetings | Sooke School District \(sd62.bc.ca\)](#) materials.



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
March 14, 2023 – 7:00 p.m.**

AGENDA

- 1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
- 2. AGENDA (page 2)**
 - 2.1 Call for amendments and additional items
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting agenda of March 14, 2023, as presented (or as amended).
- 3. MINUTES (page 5)**
 - 3.1 Call for amendments to minutes
Motion Requested: That the Board of Education of School District 62 (Sooke) adopt the public meeting minutes of the February 28, 2022, as presented (or amended).
- 4. INFORMATION ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Ravi Parmar
- 5. EDUCATIONAL PRESENTATIONS**
- 6. CORRESPONDENCE & DELEGATIONS**
 - 6.1 Correspondence (page 10)
 - a. Letter from Minister Lore, dated February 28, 2023: RE: Congratulations
 - 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each
- 7. FINANCE, FACILITIES AND SERVICES**



- 7.1 Resources Committee – Meeting of March 8, 2023 – Ebony Logins (page 11)
Motion Requested: That the Board of Education of School District 62 (Sooke) support the re-branding of Information Technology to Digital Solutions to focus on Digital Literacy, Infrastructure and Tech Support, Cyber Risk and Security, Data Analytics and Records, and Digital Integration as core service areas identified.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of March 8, 2023.

- 7.2 Capital Update – Harold Cull (page 13)
Motion Requested: That the Board of Education of School District 62 (Sooke) direct staff to revert back to a grass playing field at the South Langford School Site.

8. EDUCATION PROGRAM

- 8.1 Education-Policy Committee – Meeting of March 7, 2023 – Allison Watson (page 19)
Motion Requested: That the Board of Education of School District 62 (Sooke) accept and endorse the 2023/24 School Codes of Conduct as amended.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of March 7, 2023.

9. STUDENTS

10. FOUNDATIONS AND GOVERNANCE

- 10.1 Board Work Plan 90 Day Outlook – Ravi Parmar (page 60)
10.2 Request from Trustee Watson - Allison Watson (page 61)

11. ADMINISTRATION

- 11.1 Superintendent’s Report – Scott Stinson (page 62)

12. PERSONNEL

13. UPCOMING EVENTS

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public have the opportunity to ask questions related to agenda items discussed at tonight’s meeting using the QA function in MS Teams. Individuals must identify



themselves and ask questions directed to the Chair. Members of the media can direct their questions to the Manager, Communications for response following the meeting.

16. ADJOURNMENT





MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
February 28, 2023 – 7:00 p.m.

TRUSTEES: Ravi Parmar, Board Chair Amanda Dowhy, Vice Chair (virtual)
 Cendra Beaton Russ Chipps (virtual)
 Ebony Logins (virtual) Trudy Spiller (virtual)
 Allison Watson (virtual)

STAFF: Scott Stinson, Superintendent
 Harold Cull, Secretary-Treasurer
 Monica Braniff, Associate Superintendent
 Paul Block, Associate Superintendent
 Fred Hibbs, Executive Director, HR
 Farzaan Nusserwanji, Executive Director, IT
 Steve Tonnesen, Manager IT Operations
 Kendra Laidlaw (virtual)
 Windy Beadall, Associate Superintendent

REGRETS:

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:01 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations.

2. AGENDA

2.1 Call for amendments and additional items

45. MOVED Allison Watson/Cendra Beaton
 That the Board of Education of School District 62 (Sooke) adopt the agenda of February 28, 2023, as presented.
 CARRIED

3. MINUTES

3.1 Call for amendments to minutes

46. MOVED Cendra Beaton/Amanda Dowhy
 That the Board of Education of School District 62 (Sooke) adopt the minutes of the January 24, 2023, meeting as presented.
 CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

The Board Chair recently took part in a humanitarian visit to the Ukraine, representing the Sooke School District. He played a short video and spoke of how deeply the trip affected him, and of the truly brave people of Ukraine. He was able to deliver 18 bags of school supplies to the students and spoke of the need for used laptops.

5. EDUCATIONAL PRESENTATIONS

5.1 Student Trip to Seattle, July 5-7, 2023, Belmont Secondary School – Alexis Sanschagrin/Stephen McHugh School staff provided an overview of the trip to the Board of Education.

47. MOVED Cendra Beaton/Amanda Dowhy

That the Board of Education of School District 62 (Sooke) approve the Belmont Secondary School trip to Seattle from July 5-7, 2023, subject to the oversight and direction of the Superintendent's Office.

CARRIED

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence:

- a. Letter from Minister Singh, dated February 10, 2023, RE: Congratulations
- b. Letter from Minister Fleming, dated February 14, 2023, RE: Congratulations
- c. Letter from Minister Conroy, dated February 16, 2023, RE: Congratulations

48. MOVED Cendra Beaton/Amanda Dowhy

That the Board of Education of School District 62 (Sooke) receive the letter from Minister Singh, dated February 10, 2023, RE: Congratulations, the letter from Minister Fleming, dated February 14, 2023, RE: Congratulations, and the letter from Minister Conroy, dated February 16, 2023, RE: Congratulations.

CARRIED

6.2 Standing Delegations (STA, CUPE, PVP, SPEAC) – 5 minutes each

STA – Jennifer Anderson

The STA President thanked the Board of Education for the opportunity to brief them on STA priorities concerning the upcoming 23/24 budget; and welcomed all trustees to visit the classrooms.

CUPE 459 – Amber Leonard

Call to Action #7 from the Truth and Reconciliation Report calls upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians. Further, Call to Action #20 relates to addressing the jurisdictional disputes concerning Aboriginal people who do not reside on reserves. The CUPE 459 Executive is looking to focus on this type of training for its membership at upcoming PRO D Days. CUPE 459 thanked members of the facilities team for their hard work removing snow and making building entrances and parking lots safe for all.

PVP – Kendra Laidlaw

Kendra Laidlaw indicated that the ½ snow day worked well from a PVP perspective, and thanked the facilities staff for clearing the sidewalks, parking lots and school entrances. She thanked Board Chair Parmar for his work on behalf of the school district on his recent trip to Ukraine and indicated that students were looking forward to receiving their response letters from their counterparts in Ukraine.

She provided a short video on the activities at Willway Elementary focussing on kindness.

SPEAC – Melissa Da Silva

The SPEAC President thanked the Board of Education for the opportunity to brief them on SPEAC priorities concerning the upcoming 23/24 budget. Further, she thanked members of the facilities team for their hard work during the ½ snow day. The next SPEAC meeting will be held March 15, 2023.

6.3 Presentation by Dyslexia B.C. – Cathy McMillian

Cathy McMillian provided a presentation on dyslexia to the Board of Education. Dyslexia BC is a parent-led grassroots movement within British Columbia concerned with the limited access to educational interventions for dyslexia within the public and private education systems.

7. FINANCE, FACILITIES AND SERVICES

7.1 Resources Committee – Meeting of February 14, 2023 – Ebony Logins

Trustee Logins provided the Board of Education with an overview of the Resources Committee Meeting of February 14, 2023.

49. **MOVED** Ebony Logins/Amanda Dowhy

That the Board of Education of School District 62 (Sooke) approve the District and School Fees for the 2023/2024 school year as presented at the Resources Committee meeting of February 14, 2023.

CARRIED

50. **MOVED** Ebony Logins/Cendra Beaton

That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 2022/23 Amended Annual Budget Bylaw specifying a total budget of \$188,486,329.

CARRIED

51. **MOVED** Ebony Logins/Amanda Dowhy

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of February 14, 2023.

CARRIED

8. EDUCATION PROGRAM

8.1 Report on the Education-Policy Committee – Meeting held on February 7, 2023 – Cendra Beaton

Trustee Beaton provided the Board of Education with an overview of the Education-Policy Committee Meeting of February 7, 2023.

52. **MOVED** Cendra Beaton/Amanda Dowhy

That the Board of Education of School District 62 (Sooke) continue to support the implementation of the BC K-12 Reporting Policy for educators and support an increased awareness and understanding of these challenges for families.

CARRIED

53. **MOVED** Cendra Beaton/Allison Watson

That the Board of Education of School District 62 (Sooke) receive the Quarter Two Report as presented at the February 7, 2023, Education-Policy Committee meeting.

CARRIED

54. **MOVED Cendra Beaton/Ebony Logins**
That the Board of Education of School District 62 (Sooke) direct staff to work with the Curriculum Transformation Department to provide enhancements to practice and pedagogy utilizing outdoor spaces for learning for grades K – 12 within the existing staffing contingent.
CARRIED
55. **MOVED Ravi Parmar/Cendra Beaton**
That the Board of Education of School District 62 (Sooke) direct staff to create a plan to prioritize and develop outdoor play spaces at those elementary schools that do not have a natural playground zone.
CARRIED
56. **MOVED Cendra Beaton/Amanda Dowhy**
That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of February 7, 2023.
CARRIED

8.2 Adoption of Policy and Regulations – Scott Stinson

Scott Stinson provided an overview of the draft new Policy and Regulations F-495 “Business Continuity”.

57. **MOVED Cendra Beaton/Ebony Logins**
Given that the required period for Notice of Motion has been served, that the Board of Education of School District 62 (Sooke) adopt draft new Policy and Regulations F-495 “Business Continuity”.
CARRIED

9. STUDENTS

9.1 Enrolment Update for 22/23 and 23/24 – Paul Block

Paul Block provided an overview of the 22/23 actuals and indicated that enrolment continues to rise. Currently, enrolment growth after September 30, 2023 has resulted in three additional classrooms that were not funded by the Ministry of Education within the funding windows. Further, he provided an estimate of the 23/24 enrolment figures, with the District of Sooke growing at a rate of 4 %, the City of Colwood expanding at 4.8% and the City of Langford growing at 6.6%.

10. FOUNDATIONS & GOVERNANCE

10.1 Na’tsa’maht Education Council – Meeting of February 15, 2023 – Russ Chipps

Trustee Chipps provided a summary of the meeting and thanked members of the Council for the open lines of communication between all.

10.1a Na’tsa’maht Indigenous Enhancement Agreement Mid-Year Report – Paul Block

Paul Block introduced District Principal Jon Carr, and Vice-Principal Marlys Denny, who provided an overview of the Na’tsa’maht Indigenous Enhancement Agreement Mi-Year Report.

58. **MOVED Russ Chipps/Cendra Beaton**
That the Board of Education of School District 62 (Sooke) receive and endorse the Na’tsa’maht Enhancement Agreement Mid-Year Report (NEAR) to foster and provide opportunities for on-going dialogue and the review of academic achievement, sense of belonging and the continued learning experiences that embrace Indigenous languages, culture and world views. It is the truth that will maintain the foundation from which the district can actively work towards achieving Reconciliation.
CARRIED

- 10.2 SD 62 Renewal of Programs and Rebranding – Paul Block
Paul Block provided an overview of the SD 62 Renewal of Programs.

59. MOVED Amanda Dowhy/Cendra Beaton
That the Board of Education of School District 62 (Sooke) allow the Superintendent/CEO to renew and re-brand SD 62 Online and SD 62 Continuing Education outside the parameters of Policy F-204, "Naming of Schools", which will allow for more widely recognized programming in the community.
CARRIED

11. ADMINISTRATION

- 11.1 Superintendent's Report – Scott Stinson
The Superintendent provided an update to the Board of Education on Learning, Engagement and Growth in the District. Highlights included hosting the Minister of Finance at Ruth King Elementary in support of a government funded meal program, and pink shirt day across the district.

12. PERSONNEL

13. UPCOMING EVENTS

- March 20 – National Francophonie Day
March 31 – International Transgender Day of Visibility

14. FUTURE ITEMS

15. QUESTION PERIOD

Members of the public can ask questions related to agenda items. All media questions can be directed to the Manager, Strategic Communications for follow-up and response.

16. ADJOURNMENT

The meeting was adjourned at 10:27 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



February 28, 2023

Ref: 287540

Ravi Parmar
Board Chair
Sooke School District
Email: rparmar@sd62.bc.ca

Dear Mr. Parmar:

Thank you for your congratulatory letter of December 12, 2022, regarding my appointment as British Columbia's Minister of State for Child Care. I also appreciate your taking time to reach out and reaffirm Sooke School District's commitment to work collaboratively with the Government of BC.

I am thrilled to be in this role and am looking forward to continuing to implement ChildCareBC's ten year plan to build an inclusive and affordable child care system. Some key priorities that I look forward to working towards include: increasing access to child care, especially before and after school care; improving wages and increasing supports for Early Childhood Educators. One of my focus areas will be to work in partnership with Indigenous Peoples to increase Indigenous-led child care for First Nations, Métis and Inuit Peoples. For more information about my priorities as Minister of State of Child Care, please read the [mandate letter](#) I received from Premier David Eby.

Thank you for your interest in a continued partnership in building a future where child care is a core service that families can rely on. I look forward to connecting with you more going forward.

Sincerely,

A handwritten signature in blue ink that reads "Grace Lore".

Grace Lore
Minister of State for Child Care

Committee Report of Resources Committee Meeting via MS Teams

Present: Ebony Logins, Trustee (Committee Chair)
Amanda Dowhy, Trustee (Committee Member)
Trudy Spiller, Trustee (Committee Member - virtual)
Russ Chipps, Trustee (virtual)
Cendra Beaton, Trustee (virtual)
Scott Stinson, Superintendent & CEO
Harold Cull, Secretary-Treasurer
Ed Berlando, STA (virtual)
Trudy Court, CUPE
Ceilidh Deichmann, SPVPA
Michelle Brennan, SPEAC (virtual)

Staff: Nicole Gestwa, IT
Sue Grundy, Manager, Executive Operations
Steve Tonnesen, Manager, IT Operations (virtual)
Francis Gichohi, Manager, IT Security (virtual)

1. **CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**

The meeting was called to order at 6:03 pm by the Committee Chair, who acknowledged that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. **COMMITTEE REPORT**

The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated February 14, 2023, at its Public Board Meeting dated February 28, 2023.

3. **PRESENTATIONS**

4. **BUSINESS**

4.1 23/24 Operational Plan – Sue Grundy

Staff presented the updated draft of the Operational Plan highlighting the work required in relation to the 2021-2025 Strategic Plan Objectives. The next steps will ensure the affordability of



the Operational Plan by selecting items that will allow a balanced budget, for consideration by the Board of Education. The Committee discussed the support levels, of the partner groups, for the attendance support project.

4.2 23/24 Budget Development Process – Harold Cull

Staff led the Resources Committee through a budget presentation which included, budget priorities, context and the proposed plan. The Committee discussed the priority areas identified as themes coming from the system through the budget development process. The amount of reserve was also discussed as a key piece of the budget plan.

4.3 Digital Solutions Reconfiguration Plan – Farzaan Nusserwanji

Staff presented the proposed priorities identified as part of the District's Digital Solutions Plan. The Committee discussed the re-branding of the IT Department to Digital Solutions to better reflect the necessary work of the department. The Committee also discussed the need for technology and training for our support staff in order to meet the requirements of their jobs. The Committee supported the following motion going forward to the Board:

Recommended Motion: That the Board of Education of School District 62 (Sooke) support the re-branding of Information Technology to Digital Solutions to focus on Digital Literacy, Infrastructure and Tech Support, Cyber Risk and Security, Data Analytics and Records, and Digital Integration as core service areas identified.

4.4 Design Standards for Capital Projects – Harold Cull

Staff presented the draft design standards that support the guiding principles approved by the Board for Capital Projects in June, 2022. The Committee discussed the draft standards and also the next steps, contemplated for next year, of creating technical requirements that will support these standards and guiding principles. Staff confirmed that the standards are being provided to the Board for their information and as they are operational in nature and do not need to be approved by the Board.

5. ADJOURNMENT AND NEXT MEETING DATE: April 11, 2023



Board Info Note

March 14, 2023

Agenda Item: 7.2 Capital Update

PEXSISEN Elementary and Centre Mountain Lellum Middle Schools

- The final deficiency and remaining work at our new schools in West Langford is being completed
- Most of the interior work has been completed with the final landscaping working expected to be completed by June 30
- The schools are operating as intended and have been another great addition to our inventory of amazing learning spaces in the District

South Langford Elementary

- The design for the new elementary school in South Langford is nearing 100% completion and the construction portion of the project will be tendered during the week of March 13th
- Civil work continues on site and is currently on time and budget and will be completed for the construction work to begin this summer
- Staff are still working through the consultation process of naming the school and once completed, a short list of names will be provided to the Board for their consideration
- Changes have been made in the planning process to accommodate the decision of the City of Langford not to partner with the school district on providing an all-weather playing field and lights for community use
- Staff would like direction from the Board as whether to revert back to a non-lit grass field that will be only used by the school community, weather permitting, during the book ends of the school day
- From a financial perspective, the only source of funds to create an all-weather field and lights would be from the District's financial reserve which is not recommended by staff at this time

Capital Planning

- As the District awaits a response to last year's capital plan submission, work continues on drafting next year's plan for the Board's review and approval by the end of June

Prepared by:

Harold Cull, Secretary-Treasurer



March 8, 2023

Mayor Goodmanson and Council
City of Langford
2nd Floor, 877 Goldstream Avenue
Langford, BC V9B 2X8

Dear Mayor Goodmanson and Council:

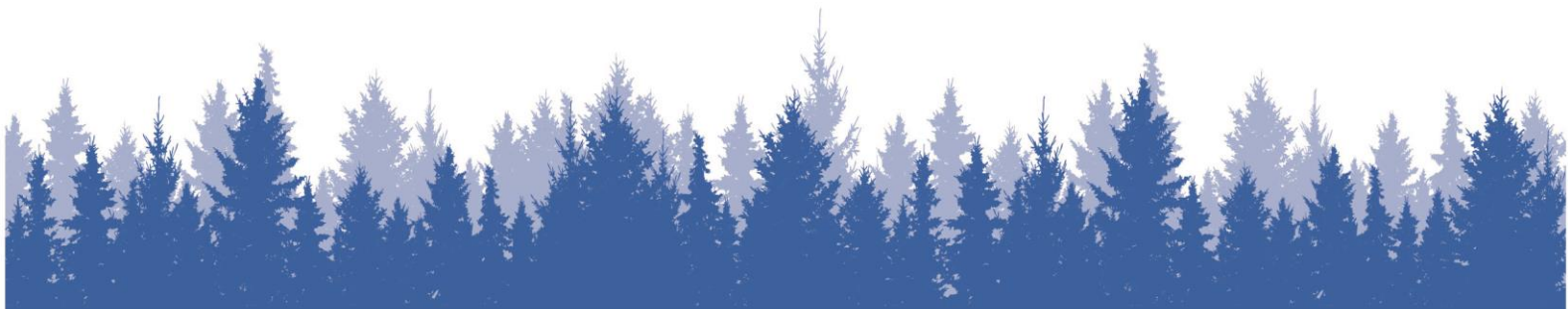
I am writing to follow up on our correspondence sent to Mayor and Council dated January 13, 2023, regarding a decision on the commitment made by the previous City of Langford Council to install an all-weather field and lights at the new elementary school in South Langford that is about to begin construction.

As expressed in our original letter, we are deeply concerned about potential delays to the timeline for the construction of the new school. The delay of opening a new elementary school for 480 students in one of the most population dense areas in the City would be difficult for the many families living in South Langford that are forced to have their children bussed to other schools outside of their neighbourhood.

The relationship that has been built between the City of Langford and the Sooke School District is one that serves as a model to other school districts and municipalities. Partnering together to stretch public dollars further is not only financially prudent it also expands our collection of public assets in Langford for community members to access.

The success of our current partnerships is a testament to this. The all-weather fields in the Westshore are consistently overbooked by user groups and earning sustainable revenue for both Langford and the Sooke School District to manage operation and maintenance for years to come. We have had many user groups approach us, years in advance, to enquire about the use of these fields for youth sports teams.

The recent funding boost of \$16.4 million dollars from the provincial government intended to ensure that infrastructure and assets are kept up with growing demand may be a resource to support this project. As our student enrollment and user group registrations continue to grow on the Westshore, this all-weather field will be needed by the time we reach fall 2025. It would be short-sighted to consider the future needs of the community fulfilled based on present data without considering tomorrow. Our partnerships have been successful because of our ability to plan for the future together.



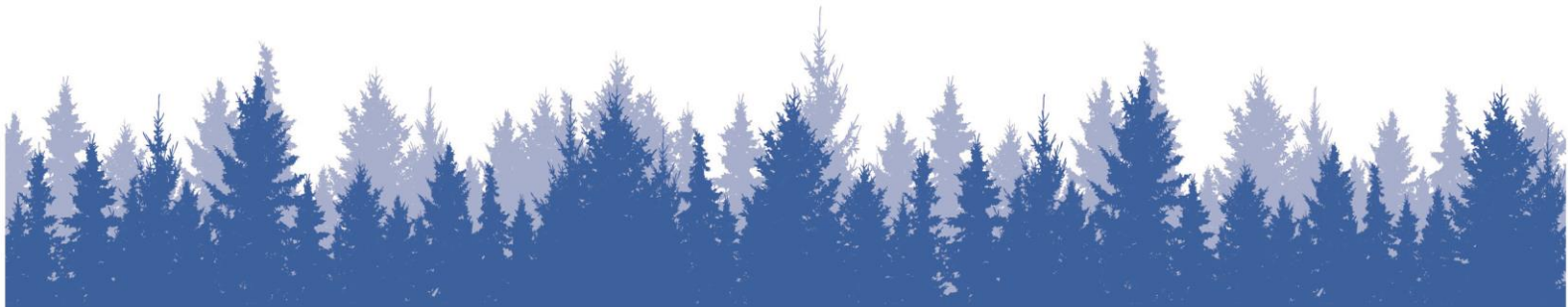
Aligning our resources and planning for tomorrow is critical to our shared success in serving the families and residents of Langford. The District is at a place where we will need to proceed without support from the City of Langford unless we hear back on your decision prior to March 13.

Sincerely,



Ravi Parmar
Board Chair
Sooke School District

On behalf of Trustees Cendra Beaton, Russ Chipps, Amanda Dowhy, Ebony Logins, Trudy Spiller and Allison Watson



January 13, 2023

Mayor Goodmanson and Council
City of Langford
2nd Floor, 877 Goldstream Avenue
Langford, BC V9B 2X8

Dear Mayor Goodmanson and Council,

On behalf of the Sooke School District Board of Education, I would like to thank you for meeting with us last night and touring Langford's newest schools: PEXSISEN Elementary and Centre Mountain Lellum Middle School.

The relationship between the school district and the City of Langford over the years has matured and elevated the important work we do in service of the children, youth, and families in Langford. An example of our maturing relationship has been the way we have approached the use of public dollars to create more recreation infrastructure for the community. By building all-weather fields with lights at two of our schools; Centre Mountain Lellum Middle and the future North Langford Elementary School, we are jointly able to offer a place for sport to continue no matter the season.

Being one of the fastest growing communities in Canada means that not only do our schools grow, but so do the needs of our families which includes access to recreation facilities and fields in Langford. After the devastating and lasting impacts of the COVID-19 pandemic on recreation for children and youth, it is more important than ever to ensure that we have enough safe places for them to use and access year-round.

We ask that Mayor and Council strongly consider the continuation of the commitment made by the previous Mayor and Council to help ensure that new schools in Langford are supported with all-weather fields and lights. Our students and staff benefit from these fields because they pose far less risk to athletes in various weather conditions, but they can also be used during times when grass fields cannot such as during droughts, or rainouts which we are known to experience more frequently these days. For the same reasons, our students and staff will benefit, so will community user groups. The importance of permanent lights means that our fields can be used safely in the fall and winter months when daylight hours are much shorter. Our existing sites with all-weather fields and lights are heavily used by our community thanks to the previous partnerships with the City.

As our district was planning and designing for the new South Langford Elementary School in South Langford, we were working under the commitment of the Mayor and Council at the time to partner



with us to continue to ensure that future school fields in Langford were designed for all-weather uses. Our new school design has been completed to 90% and includes an all-weather field surface based and lights. Due to timing requirements, we have progressed in our planning and are now requiring confirmation of the City of Langford's contribution.

The implication of not continuing this commitment for the South Langford Elementary School are significant for the school district and community. It would require the district to reconfigure the school design and any delay may put the fall 2025 opening of South Langford Elementary at risk. Furthermore, it would certainly impact students, who would not have access to a field space until 2026 to give an alternative sod field time to implant and grow. We are looking at even further delays if there are weather challenges such as significant rains or drought. It would also be a loss of possible community space as it is unlikely user groups would want to book a grass field for athletics, especially October through April.

We are eager to continue to partner with the City of Langford by building an all-weather field and lights at the South Langford Elementary to offer students, families, and community members another beautiful and accessible field option here in Langford in fall 2025. The process would replicate our contribution agreement for the all-weather fields at Centre Mountain Lellum Middle School and the North Langford School site which includes proactive saving for future replacement and a revenue share from bookings.

I would be pleased to discuss this further with Mayor and Council at any opportunity. To keep the timeline of the South Langford Elementary School on track, it would be ideal to hear your decision as soon as possible.

Thank you for your consideration.

Sincerely,



Ravi Parmar
Board of Education Chair
Sooke School District

On behalf of Trustees: Cendra Beaton, Russ Chipps, Amanda Dowhy, Ebony Logins, Trudy Spiller and Allison Watson



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE
School Board Office
March 7, 2023 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Russ Chipps, Trustee (Committee Member)
Cendra Beaton, Trustee (Committee Member)
Amanda Culver, STA
Lou Leslie, CUPE
Georgette Walker, SPVPA
Melissa DaSilva, SPEAC
Scott Stinson, Superintendent/CEO
Paul Block, Associate Superintendent
Monica Braniff, Associate Superintendent

Guests: Jon Carr and Marlys Denny

Regrets: Windy Beadall, Acting Associate Superintendent

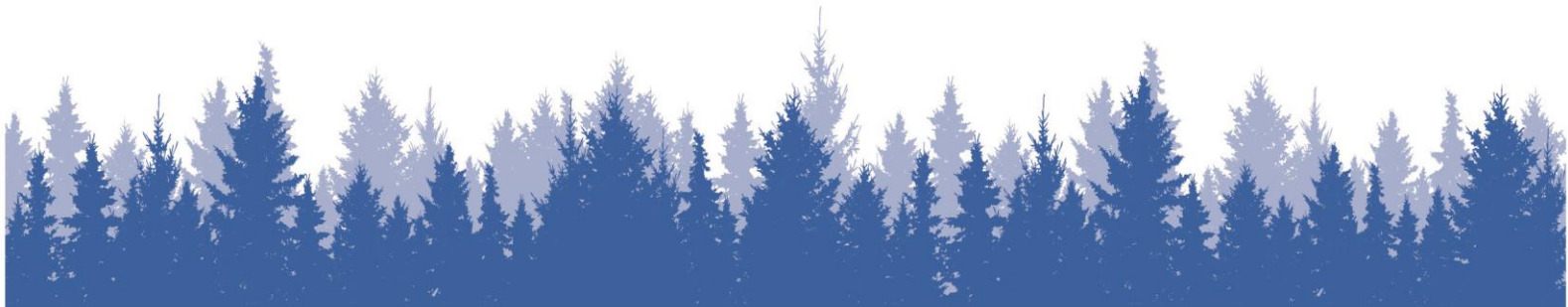
1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

Those in attendance were encouraged to share their work in support of the TRC Calls to Action. CUPE - sent a member to a course on Truth & Reconciliation, bringing that information back to the broader CUPE membership. PVP - Sangster Elementary speaking to Elders about their local knowledge and using this to inform a new school logo. Trustees - learning about the local nations in areas where they are travelling. STA - rewriting territory acknowledgment along with Elders, giving funds to nations that they work with, creating book bundles for families and medicine bundles for teachers. Executive - at community engagement dinner with Metis Nations last night, seeing the impact of TRC for individuals; also looking at learning the spelling and pronunciation of local Indigenous languages.

Opening Remarks from Chair, Allison Watson

Reminder: Spring Break means that the Board meeting is moved up to March 14, 2023.



2. **COMMITTEE REPORT** of February 7, 2023 Education-Policy Committee meeting
The committee report for the February 7, 2023 Education-Policy Committee meeting was reviewed by the committee. No errors or omissions were noted.

3. **BAA COURSE PROPOSALS**
There are no BAA course proposals for this meeting.

4. **REVIEW OF POLICIES/REGULATIONS**
There are no policies/regulations for this meeting.

6. **NEW BUSINESS**

- a. SENĆOŦEN Language Legacy Project – Jon Carr and Marlys Denny
T'Sou-ke Nation provided teaching resources specific to the T'Sou-ke dialect for SENĆOŦEN language. Two videos were created featuring Elder Shirley Alphonse. The goal of the SENĆOŦEN Language Legacy Project is to increase language awareness and capture the legacy created by Elder Shirley. The first video is on numbers 1-10, and the second one is a focus on animals. Resources depicting animal cards and numbers has been made available throughout the district. Those in attendance were able to view the videos and practice speaking in SENĆOŦEN.

The project supports local language awareness in our district, aligning with the Calls to Action #14 and the United Nations Declaration on the Rights of Indigenous Peoples, Article 13. This spring our district is engaged in a partnership with School District 63 (Saanich) to create a legacy video for Elder Earl Claxton Jr.

- b. School Codes of Conduct – Paul Block
Mr. Block reviewed the parameters and process for determining district codes of conduct. Secondary and middle schools have submitted a common code of conduct with the same expectations across the district. Elementary schools continue to have separate code of conducts. Feedback was provided for possible edits:
- Elementary school - some schools missing parts of the Human Rights Code.
 - Middle school - indicate practices to support student behaviour and respond to incidents when the code of conduct is violated.
 - Middle school - clarify that guidelines for students' dress to be about offensive messaging.
 - Secondary school - typing error: values should be value (not plural).

Recommendation

That the Board of Education of School District 62 (Sooke) accept and endorse the 2023/24 School Codes of Conduct as presented.



7. **FOR INFORMATION**

- a. Research Project Approval – Ratzlaff, Ketsia – “Setting the Table”

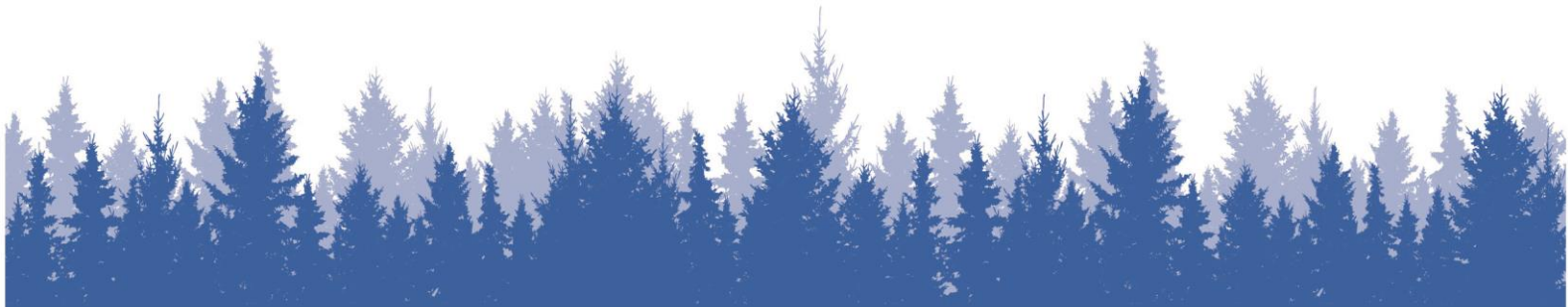
This builds on the pilot project that has been undertaken in the district this year. The research project will review the work done this year and inform work moving forward.

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** April 4, 2023

Adjourned at 7:11 pm.

DRAFT



SD62 SECONDARY SCHOOL CODE OF CONDUCT

Sooke School District secondary schools believe that our schools are places for safe, purposeful learning. This Code of Conduct is intended to put forth the expectations of student behaviour, school rules and Sooke School Board policies. We believe that is a shared responsibility of students, staff, parents/guardians and the broader community, to demonstrate positive conduct while attending any school or District related activity, at any location.

Sooke School District secondary schools are safe and caring schools that value students and school culture. All members of the school community have an obligation to:

- Support learning;
- Promote safety;
- Respect property, environment, personal space and privacy;
- Model courtesy, compassion and respect;
- Celebrate diversity.

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour that is considered to be:

- Bullying, harassing, intimidating, retaliating, discriminating or violent;
- Interfering with the learning and working of others;
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 secondary school communities promote the values expressed in the BC Human Rights Code respecting the rights of individuals, including not engaging in discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Response to Breach of Conduct

Action at Sooke School District secondary schools will be determined by each individual situation. Every effort will be made to support individuals and to determine the root causes of behaviour. When working with students, the Principal or Vice Principal may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow.

Any student who violates School Board or school policy will be subject to disciplinary action, which may include, but is not limited to:

- An interview with a Principal or Vice Principal;
- Notification of parent(s)/guardian(s);
- In-school suspension;
- Restorative processes;
- Community service;
- Loss of privileges;
- Detention;
- Referral to counselling or support programs;
- Formal suspension from school;
- Referral to the Sooke School District Student Review Committee (indefinite suspension).

In cases where students have a disability of an intellectual, physical, sensory, emotional or behavioural nature, the school Inclusive Education Services team will be involved in developing a proactive plan based on the student's Individual Education Plan. The case manager, Principal or Vice Principal, student, parent/guardian, and possibly counsellor will collaborate to develop an appropriate strategy.

Whenever possible, incidents will be resolved by discussion, mediation and restitution.

All members of the Sooke School District community have the right to be treated fairly and consistently and should know and understand this Code of Conduct.



Student Attendance Guidelines

Regular and punctual student attendance is foundational to student success and engagement. Consistent attendance is the responsibility of the student and parent/guardian. Absence(s) due to illness or other extenuating circumstances needs to be confirmed by the parent/guardian by telephone or email, prior to the absence or upon the student's return to school for the absence is to be considered "excused."

- *A student requiring an early dismissal due to illness or for appointments during school hours will provide a written or telephone notice before checking out through the general office.*
- *Where an extended period of absenteeism is anticipated, the school should be advised and home study materials requested, if appropriate.*
- *It is expected that a parent(s)/guardian(s) of students will monitor their attendance by checking through the MyEducationBC Family portal and consult their teacher, a counsellor or administrator if assistance or advice is needed.*
- *Extended or lengthy absences (family) should be communicated well in advance if possible. Discussions about the best option for providing educational services while away from school will follow to determine the best way to meet student needs while balancing school resources.*

In order to support regular attendance and student engagement, the school's teachers, counsellors, and administration will communicate with parents/guardians regarding concerns about student engagement & unexcused absences and provide support by:

- *communicating with parent(s)/guardian(s) by phone or email concerns about missed classes*
- *teacher referral to the alpha counsellor and vice principal*
- *referral to School Based Team*
- *monthly school wide review of attendance*
- *collaborate with a student, their parent(s)/guardian(s), and/or school-based team (teacher, counsellor, vice principal, district support staff) to create a plan for regular attendance.*

Continued truancy/unexcused absence may result in:

- *a meeting where student and parents/guardians are required to attend with the Principal and/or the Vice Principal to explore solutions to address attendance.*
- *not meeting the required curricular outcomes resulting in failure of courses and the need to redo courses required for graduation.*
- *non disciplinary actions to support student via a referral to District Based Team to assess supports and reviews decisions on school placement and accessing school programming*

SOOKE SCHOOL DISTRICT MIDDLE SCHOOL

CODE OF CONDUCT

A “Code of Conduct” is a statement about how we work together. It outlines both our rights and our responsibilities as members of a school community. A committee of students, parents, and school staff developed our “Code” in accordance with School District 62 Policy and the B.C. Human Rights Code.

A SAFE AND CARING COMMUNITY

As members of our school community, we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical, online or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (BC Human Rights Code);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Smoking, vaping or associated paraphernalia.

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all staff and students.
- Students are expected to comply with classroom expectations set by individual teachers to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that does not promote drugs or alcohol, display offensive language or images, or violate any part of the BC Human Rights Code.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and cell phone use while at school.
- Students are expected to stay on campus throughout the entire day.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not steal, smoke, vape or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/websites.
- Students will not be involved in any illegal acts such as assault, theft or damage to property.

SOOKE SCHOOL DISTRICT MIDDLE SCHOOL CODE OF CONDUCT

RESPONSE TO INAPPROPRIATE BEHAVIOUR

Action at Sooke School District middle schools will be determined by each individual situation. Every effort will be made to support individuals and to determine the root causes of behaviour. When working with students, the Principal or Vice Principal may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow:

- Conference with all affected parties
- Notification of parents by phone or email
- Referral to school-based team
- Removal from classroom, playground, or privileges
- Referral to counselling or supportive interventions
- Formal suspension from school
- Referral to the Sooke School District Student Review Committee (indefinite suspension)

COLWOOD ELEMENTARY CODE OF CONDUCT



This code concerning the rights and responsibilities of everyone at Colwood School has been discussed with both students and staff.



Kris the Cougar says:

- Be Kind
- Be Respectful
- Be Inclusive
- Be Safe

The Code of Conduct is established for the benefit of everyone at Colwood Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

Colwood Elementary School believes that all students have the right to learn in a kind, respectful, inclusive, and safe environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

STUDENT CODE OF CONDUCT

Every student at Colwood Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- I have the **Right** to learn.
- It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- I have the **Right** to be safe.
- It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else, and to report unsafe behaviour.
- I have the **Right** to hear and be heard.
- It is my **Responsibility** not to interrupt others or make unnecessary noise.
- I have the **Right** to be respected.
- It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- I have the **Right** to privacy and to my own personal space.
- It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- I have the **Right** to a clean, healthy environment.
- It is my **Responsibility** to dispose of garbage and keep my work and play area clean.
- I have the **Right** to belong.
- It is my **Responsibility** to welcome and invite others to learn and play.

A SAFE AND CARING COMMUNITY

Colwood Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Physical violence and/or violence of any form - Use supplies & equipment in a safe and appropriate way. Move your body around the school and playground in a safe way.
- Bullying, cyber-bullying, harassment, threat and intimidation - Be kind to others
- Verbal, physical or sexual abuse - Express yourself in kind and appropriate ways
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (BC Human Rights Code);
- Theft and vandalism - Do not take or damage other people's things
- Cell phones and other electronics should be in your backpack or the office when you are at school
- Helmets must be worn when riding a bicycle, scooter or skateboard on school property. Riding is not permitted at the start and end of the school day due to heavy congestion.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances
- Weapons and explosives, (such as knives or toy weapons)
- Intruders or trespassers
- Tobacco and/or smoking (including e-cigarettes)

At Colwood Elementary, we believe in Restitution-based conflict resolution and restorative discipline, which means engaging in a process in which we find out what's driving behaviour, and we create conditions for the student to fix their mistake and return to the group strengthened. Action will be determined by each individual situation

I have read the *Code of Conduct* and understand my Rights and Responsibilities.

Student Signature:

I have read over the *Code of Conduct* with my child.

Parent Signature:

CRYSTAL VIEW ELEMENTARY SCHOOL CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Crystal View Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Crystal View Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. By working together can we promote positive and responsible student behaviour.

A SAFE AND CARING COMMUNITY

Crystal View Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Theft and vandalism;
- Discrimination; especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**)

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

At Crystal View Elementary, we practice “The CV 3”

- **Be Safe**
- **Be Kind**
- **Be Responsible**

Every student at Crystal View Elementary School has **RIGHTS**. Along with rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to participate in class and do my best.
- * I have the **Right** to be safe.
It is my **Responsibility** to behave and act in a way that is safe and kind toward others.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** to listen and allow others to be heard.
- * I have the **Right** to be respected.
It is my **Responsibility** to be respectful of other people and their unique ideas, beliefs and opinions.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy and personal space.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to help keep the school and classroom environment clean and healthy.

RESTORATIVE PRACTICES AT CRYSTAL VIEW

At Crystal View Elementary, we believe in fixing our mistakes and moving forward. We believe in students, parents and staff working together to support solutions that will help children learn from their mistakes, make amends, and take positive action to be successfully restored to the group. The course of action may be unique to the situation. It requires investment from all participants for the benefit of all involved.

DAVID CAMERON ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at David Cameron Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

David Cameron Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

David Cameron Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
-

STUDENT CODE OF CONDUCT

Every student at David Cameron Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

As a school we need everyone to... S.O.A.R.

be Safe

- participate in activities in which you and those around you will be safe
- use materials appropriately
- make sure that the school is free from weapons intoxicating substances and intruders
- help others when help is needed

take Ownership

- try your best to learn new things
- do your best to create a positive and supportive learning environment in the classroom
- work hard to fix problems when they arise
- make sure that you act in a way that helps everyone meet their needs
- make sure that you tidy up after yourself

model Acceptance

- be inclusive of others
- support others to do their best
- be open and accepting of personal differences. This includes age, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation.

be Respectful

- treat each other with kindness
- treat school property with care
- help to protect the natural environment of our school

HANS HELGESEN ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Hans Helgesen Elementary School. Our goal is to assist students in developing their core competencies through communication, responsibility and problem solving. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Hans Helgesen Elementary School believes that all students have the right to learn in a **safe** and **respectful environment**. The responsibility for teaching appropriate acceptable behaviour is shared between the home and the school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Hans Helgesen Elementary School is a safe and caring school. As members of this school community we have the responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation
- Physical violence and/or violence of any form
- Verbal, physical or sexual abuse
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (BC Human Rights Code)
- Theft and vandalism

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances
- Weapons and explosives, regardless of whether real or replica
- Intruders or trespassers
- Tobacco and/or smoking (including e-cigarettes)

STUDENT CODE OF CONDUCT

Every student at Hans Helgesen Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

I have the **right** to learn.

- It is my **responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.

I have the **right** to be safe.

- It is my **responsibility** to engage in kind and positive play. I will not play rough, threaten, bully or physically harm anyone else.

I have the **right** to hear and be heard.

- It is my **responsibility** to be an active listener as well as share my ideas.

I have the **right** to be respected.

- It is my **responsibility** to be respectful and kind. I will not tease, bother or upset other people or hurt their feelings.

I have the **right** to privacy and to my own personal space.

- It is my **responsibility** to respect the personal property of others and to accept their right to privacy.

I have the **right** to a clean, healthy environment.

- It is my **responsibility** to dispose of garbage and keep my work and play area clean.



HAPPY VALLEY ELEMENTARY

3291 Happy Valley Road, Victoria, B.C. V9C 2W3

Phone: 250-478-3232 Fax: 250-391-9624

Principal: Mrs. Karen Sjerven

Vice-Principal: Mrs. Kristin Holland

HAPPY VALLEY ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Happy Valley Elementary School. Our goal is to assist students in developing self-regulation and a sense of social responsibility. Students must recognize that behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Happy Valley Elementary School believes that all students have the right to learn in a **kind, safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

At Happy Valley Elementary School, we reference the following expectations:

- **Be Kind**
- **Be Safe**
- **Be Responsible**

We encourage and model behavior that is kind, safe and responsible. We help children fix mistakes through supportive, restorative practices. We keep parents informed of incidents at school so that we may work together to support children to learn to solve problems in peaceful ways.

A SAFE AND CARING COMMUNITY

Happy Valley Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Happy Valley Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, ask questions, and try my best.
- * I have the **Right** to be safe.
It is my **Responsibility** to work and play safely, and not engage in rough play or threaten, bully or physically harm others.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** to speak politely and not interrupt or disrupt others.
- * I have the **Right** to be respected.
It is my **Responsibility** to be kind to others, and not upset people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to take care of the places where I work and play.

JOHN MUIR ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at John Muir Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

John Muir Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

John Muir Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age **(BC Human Rights Code)** or medical status.
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at John Muir Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.
- * I have the **Right** to be treated with kindness and respect. I have the **Responsibility** to treat others with kindness and respect.

ÉCOLE JOHN STUBBS MEMORIAL ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at École John Stubbs Memorial Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

École John Stubbs Memorial Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

École John Stubbs Memorial Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at École John Stubbs Memorial Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.

- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.



LAKEWOOD ELEMENTARY SCHOOL

2363 Setchfield Ave., Victoria, B. C. V9B 5W1

Phone: 474-3449 Fax: 474-1618

Principal: Mrs. Kerry Arnot Vice-Principal: Mrs. Corrinne Kosik

2022/2023

Code of Conduct

At Lakewood Elementary it is our goal to establish and maintain a safe, caring and consistent environment that enhances learning. Safe and caring school environments are free of acts of:

- bullying, harassment, threat and intimidation;
- violence of any form;
- verbal, physical or sexual abuse;
- theft, and
- vandalism
- discrimination, based on the following prohibited areas: race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression or age (BC Human Rights Code);

Safe and caring schools' environments do not tolerate the presence of:

- intoxicating substances;
- weapons and explosives, nor
- intruders or trespassers.
- Students are expected to be respectful and responsible for their actions and utilize their WITS (Student Problem Solving Model) when involved in a conflict:
- To and from school
- During school
- Any school functions
- We expect students to tell an adult about any bullying or discrimination towards

others or themselves.



LAKWOOD ELEMENTARY SCHOOL

2363 Setchfield Ave., Victoria, B. C. V9B 5W1

Phone: 474-3449 Fax: 474-1618

Principal: Mrs. Kerry Arnot Vice-Principal: Mrs. Corrinne Kosik

- Students are expected to develop greater personal responsibility and self-discipline as they mature and move through the grades.
- Responses to unacceptable conduct are consistent and fair. Progressive disciplinary action is preventative and restorative, based on the principles of restitution, and not merely punitive. Students are encouraged to participate in the development of meaningful consequences for violations of school conduct expectations, where appropriate.
- The nature and frequency of unacceptable conduct influences our decision for

disciplinary action. Parents, School District staff and Community Agencies may be enlisted to help support students as they develop greater social responsibility.



ÉCOLE MILLSTREAM ELEMENTARY

626 Hoylake Ave Victoria BC V9B 3P7

Telephone: (250) 478-8348 ~ Fax: (250) 474-5736

Co-Principal: Mrs. F. Krusekopf ~ Co-Principal: Mrs. T. DeLeenheer



CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Millstream. Our goal is to assist students in developing self-discipline and a sense of responsibility towards others. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

École Millstream Elementary believes that all students have the right to learn in a SAFE and RESPECTFUL environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

STUDENT CODE OF CONDUCT

Every student at École Millstream Elementary has RIGHTS.
With those rights come RESPONSIBILITIES.

- ★ I have the RIGHT to learn.
It is my RESPONSIBILITY to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- ★ I have the RIGHT to be safe.
It is my RESPONSIBILITY not to engage in rough play, to threaten, bully or physically harm anyone else.
- ★ I have the RIGHT to hear and be heard.
It is my RESPONSIBILITY not to interrupt others or make unnecessary noise.
- ★ I have the RIGHT to be respected. It is my RESPONSIBILITY not to tease, bother or upset other people or hurt their feelings.
- ★ I have the RIGHT to privacy and to my own personal space. It is my RESPONSIBILITY to respect the personal property of others, and to accept their right to privacy.
- ★ I have the RIGHT to a clean, healthy environment. It is my RESPONSIBILITY to dispose of garbage and keep my work and play area clean.

École Millstream Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- ★ Bullying, harassment, threat and intimidation;
- ★ Physical violence and/or violence of any form;
- ★ Verbal, physical or sexual abuse;
- ★ Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (BC Human Rights Code);
- ★ Theft and vandalism.

- ★ Intoxicating substances;
- ★ Weapons and explosives, regardless of whether real or replica;
- ★ Intruders or trespassers;
- ★ Tobacco and/or smoking (including e-cigarettes).

Behavior Goals

At École Millstream Elementary we:

- ★ show consideration, courtesy and respect to others and their property
- ★ move, work and play safely

These expectations are reflected in the following ways:

- ★ Keeping hands and feet to yourself (no fighting or rough play)
- ★ Using appropriate language
- ★ Following instructions.
- ★ Showing respect to all adults, students and property
- ★ Acting in a safe manner

Should these rules not be observed, possible consequences may include:

- ★ completing a "social responsibility" form
- ★ conferencing with all parties involved
- ★ developing a behaviour contract
- ★ contacting parents
- ★ cleaning up the playground
- ★ referral to the counsellor
- ★ referral to the administration
- ★ restitution of others' property or self- esteem
- ★ suspension from school for day(s)
- ★ temporary loss of playground privileges
- ★ time out
- ★ walking with the supervisor
- ★ writing an apology letter
- ★ other consequences appropriate to the situation

This Code of Conduct concerning the rights and responsibilities of everyone at Millstream has been discussed with both students and staff. Please ensure you read the Code of Conduct and then sign below.

CODE OF CONDUCT

I have read the Code of Conduct.

I understand my rights.

I understand my responsibilities.

These rights and responsibilities
will help me work with others to ensure
École Millstream Elementary
will continue to be a safe and happy place.

STUDENT NAME

STUDENT SIGNATURE

PARENT/GUARDIAN NAME

PARENT/GUARDIAN SIGNATURE

I have read and discussed the CODE OF CONDUCT with my child.

TEACHER NAME/DIVISION

TEACHER SIGNATURE

I have read and discussed the CODE OF CONDUCT with my class.

PEXSISEN ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Pexsisen Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Pexsisen Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Pexsisen Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
-

STUDENT CODE OF CONDUCT

Every student at Pexsisen Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

- * I have the **Right** to be respected.

It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.

- * I have the **Right** to privacy and to my own personal space.

It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

- * I have the **Right** to a clean, healthy environment.

It is my **Responsibility** to dispose of garbage and keep my work and play area clean.



École Poirier Elementary School 2023-2024

Code of Conduct / Code de Conduite

The Code of Conduct is established for the benefit of everyone at École Poirier Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. At École Poirier, we believe learning thrives in a safe, welcoming environment of respect and cooperation. We will support our students to be caring, responsible, creative members of their community. Our school community recognizes that behaviour which interferes with the safety and learning of others is unacceptable.

The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. By working together, we promote positive and responsible student behaviour.

Every student at Poirier Elementary has **Rights**. Along with those rights come **Responsibilities**.

- I have the **right** to learn.
It is my **responsibility** to participate in class, do my best, and to work cooperatively with my peers.
- I have the **right** to hear and be heard.
It is my **responsibility** to listen and allow others to be heard.
- I have the **right** to be respected.
It is my **responsibility** to treat others with kindness, courtesy, and respect.
- I have a **right** to be safe.
It is my **responsibility** to behave and act in a way that is safe and kind towards others.
- I have a **right** to a clean, healthy environment.
It is my **responsibility** to keep my school and classroom clean and healthy.
- I have the **right** to privacy and to my own personal space.
It is my **responsibility** to respect the personal property of others, and to accept their right to privacy.

Safe and Caring Community

In accordance with the Policy of School District No. 62, the Criminal Code, and as members of our school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

Restorative Practices For Inappropriate Conduct At Poirier Elementary

At Poirier Elementary we believe in fixing mistakes and moving forward. We believe in students, parents, and staff working together to support solutions that will help people learn from their mistakes, make amends, and take positive action to be successfully restored to the group. It requires investment from all participants for the benefit of all involved. The course of action may be unique to the situation and will include one or more of the following.

- restitution with opportunities to fix mistakes
- conference with all parties affected
- notification of parents by phone or email
- brainstorming to solve problems
- referral to School Based Team for wrap around support
- removal from classroom, playground, or privileges
- extended removal from class and/or playground privileges

PORT RENFREW ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Port Renfrew Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Port Renfrew Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Port Renfrew Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Port Renfrew Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.
- * I have the **Right** to be treated with kindness and respect. I have the **Responsibility** to treat others with kindness and respect.



**Ruth King Elementary School
Mission Statement**

The staff at Ruth King are committed to providing safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship. The staff will work in conjunction with students, parents, guardians and caregivers to ensure that the school is a safe, supportive, challenging, caring environment in which all students can enjoy success.

At Ruth King Elementary School it is expected that everybody follows ROCKS:

- ❖ Respect – being respectful with peers, staff, parents, and guests to our school
- ❖ Ownership – being honest and taking responsibility for your learning as well as your behaviours
- ❖ Caring– for yourself, your peers, the staff, guests to our school, school property, the property of others, and nature
- ❖ Kindness – showing kindness and encouraging others to achieve to their fullest potential
- ❖ Safety – behave in a way that is safe for you as well as those around you

- ➡ Students at Ruth King Elementary School have the following **RIGHTS**:
 - We have the RIGHT to learn.
 - We have the RIGHT to be safe.
 - We have the RIGHT to be heard.
 - We have the RIGHT to be respected.
 - We have the RIGHT to a clean, healthy environment.
 - We have the RIGHT to physical and emotional well-being.

- ➡ Students at Ruth King Elementary School have the **RESPONSIBILITY**:
 - to be attentive, complete all assignments to the best ability and to seek help when needed.
 - to listen attentively without interrupting.
 - to treat others with respect, kindness, honesty and courtesy.
 - to behave and play without bullying or threatening others.
 - to respect the personal property of others
 - to respect and protect the school environment.

Safe and caring school environments are free of acts of:

- ❖ Bullying, harassment, threat and intimidation both in person and online.
- ❖ Violence of any form;
- ❖ Verbal, physical or sexual abuse;
- ❖ Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (BC Human Rights Code);
- ❖ Theft, and
- ❖ Vandalism.
- ❖ Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

Safe and caring school environments do not tolerate the presence of:

- ❖ Intoxicating substances;

- ❖ Weapons and explosives, nor
- ❖ Intruders or trespassers.

Student Discipline at Ruth King

The effective management of student discipline is a necessity to establish safe and caring environments that foster student learning needs. Prevention and intervention strategies applied at the school level and supported at the District level are the foundations of a successful discipline program. Clear policy and regulations are essential to set standards and provide for consistency among all schools and for all students.

Responsibility for an effective discipline program is shared among many partners including the District, schools, students, parents/guardians, community groups, social agencies and the RCMP. The Board promotes understanding and acceptance of the interactive roles required to achieve safe and caring schools.

The following is a list of strategies that may be used at the school to deal with inappropriate conduct.

- ❖ Discussion with an adult to determine the reasons for and consequences of personal misconduct
- ❖ Review Ruth King’s Code of Conduct to see which Rights and Responsibilities were neglected
- ❖ Loss of playground, lunchroom privileges at school, timeout, detention
- ❖ Written record of incident / completion of a conduct sheet by student
- ❖ Referral to the administration
- ❖ Inform parent / guardian through telephone conversation, letter, or email of student misconduct and action taken
- ❖ Restorative justice
- ❖ Creation of a problem solving group

- ❖ Referral to School Based Team
- ❖ Referral to other agencies
- ❖ suspension

This code concerning the rights and responsibilities of everyone at Ruth King School has been discussed with both students and staff.

We ask you to read the code with your child. Please sign this portion and return it to school.

CODE OF CONDUCT

I have read the Code of Conduct and I understand my rights and responsibilities to make Ruth King School a safe and healthy place to be.

Student’s Name (please print)

Teacher: _____

My child and I have read over the Code of Conduct and we both agree to abide by these standards.

Parent’s/Guardian’s Signature

Student’s Signature

Date

Be Safe, Be Respectful, Be Kind, and Everyone has fun

The Code of Conduct is established for the benefit of everyone at Sangster Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Sangster Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

Learner Core Competencies:

Communication – I recognize there are different points of view

Creative Thinking – I can get new ideas or build on other ideas to solve a problem

Critical Thinking – I can consider more than one solution to a problem

Positive Personal and Cultural Identify – I understand that I am part of many different groups

Personal Awareness and Responsibility – I can advocate for myself and others; I can use strategies to help me manage my emotions and feelings; I can make good choices

Social Responsibility – I can contribute to my classroom and school to make it a better place

STUDENT CODE OF CONDUCT

Every student at Sangster Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

A SAFE AND CARING COMMUNITY

Sangster Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation
- Physical violence and/or violence of any form
- Verbal, physical or sexual abuse
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**)
- Theft and vandalism

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances
- Weapons and explosives, regardless of whether real or replica
- Intruders or trespassers
- Tobacco and/or smoking (including e-cigarettes)

**Growth****Resilience****Initiative****Tenacity**

Saseenos Elementary School

Code of Conduct

The Code of Conduct is established for the benefit of everyone at Saseenos Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable. The staff at Saseenos is committed to providing safe and caring environments in which all learners can achieve academic and personal growth and responsible citizenship. The staff works in conjunction with students and parents to ensure that the school is a safe, supportive, challenging, and caring environment in which all students can enjoy success.

OUR BELIEFS

Saseenos Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate, acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Saseenos Elementary is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
- All visitors must report to the office upon arrival at school.

STUDENT CODE OF CONDUCT

Every student at Saseenos Elementary has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions and work cooperatively with my peers.
- * I have the **Right** to be safe.

**Growth****Resilience****Initiative****Tenacity**

It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.

- * I have the **Right** to hear and be heard.

It is my **Responsibility** to allow everyone to join in conversations.

- * I have the **Right** to be respected.

It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.

- * I have the **Right** to privacy and to my own personal space.

It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

- * I have the **Right** to a clean, healthy environment.

It is my **Responsibility** to dispose of garbage and keep our school clean.

If these **responsibilities** are not observed, actions taken may include:

- restitution with opportunities to fix mistakes
- conference with all parties affected
- notification of parents by phone or email
- brainstorming to solve problems
- referral to School Based Team
- immediate removal from classroom, and/or playground privileges
- extended removal from classroom and/or playground privileges

Our Foundation

***Kindness** is the ability to demonstrate generosity, friendliness and consideration.*

***Respect** is the ability to act in a way which shows you care about the feelings and general well-being of others.*

***Honesty** is the ability to be true to yourself, and demonstrate kindness and honesty even when 'no one' is watching.*



Savory Elementary School: Together, We Soar!



CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Savory Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Savory Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Savory Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Savory Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.

It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.

- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

Be You!

Be Here!

Belong!



SOOKE ELEMENTARY SCHOOL

Home of the Sticklebacks

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Sooke Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Sooke Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Sooke Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
-

STUDENT CODE OF CONDUCT

Every student at Sooke Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.

It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

Restitution and "Making it Right"

Sooke Elementary School uses the practices of Restitution when the code of conduct is not followed. Restitution works to strengthen children and help them choose behavior based on beliefs that we all share. We teach students that everyone makes mistakes and that we are interested in "fixing" and "learning from" those mistakes.

When a restitution approach is not meeting the needs of those involved, the next level of responses to unacceptable behaviour are consistent and fair progressive discipline. Progressive disciplinary action is preventative and restorative, and not punitive. Students are encouraged to participate in the development of meaningful consequences for violations of conduct expectations where appropriate.

When expectations for behaviour are not followed, consequences will be based on the nature of the unacceptable behaviour and the frequency of its occurrence. Careful consideration of appropriate consequences will occur once the incident has been fully investigated. One or more of the following may occur:

- Official recording of the incident
- Behaviour sheet completed by the student
- Communication with parents (phone call or meeting)
- Restitution to individuals involved
- Verbal or written apology
- Performing a community service at school
- Establishing a personal behaviour contract
- Loss of privileges
- In-school or out of school suspension
- Referral to School Based Team for intervention
- Reimbursement if property loss or damage is involved
- Actions directed by District Policy and regulations

In our efforts to ensure students are safe and comfortable at school, we will maintain open communication with parents regarding incidents involving their children. We appreciate the involvement of our entire school community in reinforcing this social learning.

It is helpful to have you read over the Code of Conduct with your child in order to reinforce our shared expectations. As always, please contact the school if you have questions or concerns.

WILLWAY ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Willway Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Willway Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Willway Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Willway Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.



WISHART ELEMENTARY SCHOOL CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Wishart Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Wishart Elementary School believes that all students have the right to learn in a safe and respectful environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Wishart Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes)



STUDENT CODE OF CONDUCT

Every student at Wishart Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- I have the **Right** to a clean, healthy environment
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

School District 62 (Sooke)

Draft - Board of Education 90-Day Work Plan Summary

Action	April	May	June
Approve	<ul style="list-style-type: none"> - 1st reading of Initial Budget Bylaw - 1st reading of Capital Plan Bylaw 	<ul style="list-style-type: none"> - Final readings of Initial Budget Bylaw - Final readings of Capital Plan Bylaw - Auditor engagement/plan 	<ul style="list-style-type: none"> - Annual Plan Package - Strategic Plan Targets - 5-Year capital Plan - Superintendent Growth Report
Review	<ul style="list-style-type: none"> - Receive and review fiscal monitoring report 	<p><i>3rd Quarter Report Package:</i></p> <ul style="list-style-type: none"> - Strategic Plan Quarterly Report - FESL (if applicable) - Financial forecast - Enrolment report - Minor & Major Capital Work 	<ul style="list-style-type: none"> - District 23/24 Operations Plan - 22/24 Board Motion Review
Complete	<ul style="list-style-type: none"> - BCSTA Annual General Meeting - Board Learning Series - Municipal Partner Meetings 	<ul style="list-style-type: none"> - Host Retirement/Long Service Event (May 31) - Board Learning Series 	
Engage	<ul style="list-style-type: none"> - Host Staff Event 	<ul style="list-style-type: none"> - Host Partner Event - Host Trustee Student Forum - NIE Graduation Ceremony (May 24) 	<ul style="list-style-type: none"> - Graduation Ceremonies and School Year End celebrations (EMCS, June 3, RBSS June 4, Belmont June 11, Westshore June 28)

Committee Key: [Education Policy Committee](#). [Resources Committee](#). [Audit Committee](#)

Engagements to confirm with Board

Kristina Ross

From: Allison Watson <awatson@sd62.bc.ca>
Sent: Thursday, March 9, 2023 12:21 PM
To: Ravi Parmar; Kristina Ross
Subject: CSBA July 3 -5

Hi Ravi and Kris,

I am interested in attending the Canadian School Boards Associations conference in July and I am wondering if one, I could dip into our PD funding to attend and two (if permitted to attend) could Kris register and book a hotel for me? [2023 CSBA Congress and National Trustee Gathering on Indigenous Education - Alberta School Boards Association \(asba.ab.ca\)](https://asba.ab.ca)

Thank you,
Allison

Board Info Note

Public Board Meeting

March 14, 2023

Agenda Item 11.1: Superintendent's Update

LEARNING

DEI Workshop – Fundamentals of Anti-Oppression

- A number of Executive, PVP and Management staff attended a workshop with Bakau, our contractor for our Diversity, Equity and Inclusion (DEI) Audit, to learn about and discuss Anti-Oppression. The event was well attended and received. This work will inform operationalizing the Board of Education's strategic plan with regards to DEI.

Equity in Action - Learning Series for Principals & Vice-Principals

- The PVP and Executive have been attending a series of five learning sessions with Caroline Roberts on "Examining Culturally Responsive Learning Environments through Indigenous Education and Decolonizing Teacher Practice". The session held last week that completed the series was on decolonizing teaching. While this year has been focused on training the leadership team, the intent is to offer the training to other staff next year.

ENGAGEMENT

NA'TSA'MAHT Community Dinners

- This past week, the NA'TSA'MAHT Indigenous Education department co-hosted two community dinners in partnership with the Métis Nation of Greater Victoria. One event was hosted at John Stubbs on Monday, March 6th and a second at Poirier Elementary on Thursday, March 9th. Both events were very well attended with over 200 community members at John Stubbs and well over 100 community members at Poirier. Under the joint leadership and tremendous work of District Principal, Jon Carr, District Vice Principal, Marlys Denny and our John Stubbs Elder in Residence from Metis Nation of Greater Victoria, Kookum Jo-Ina Young, this week's community dinner was the first time in the district's history where we hosted events in collaboration with, and in celebration of, Métis culture and language.
- Families, elders and staff had the opportunity to enjoy an amazing traditional meal of bison stew and to interact with traditional Métis clothing and a variety of cultural artifacts that were on display. The highlight of both evenings was the jigging (dance) lessons provided to community and watching youth, parents and elders, jigging around the gymnasiums to the inspiring music provided by a talented local fiddler.
- We would like to take this opportunity to acknowledge all of the Nations that we partner with and our urban Indigenous partners for sharing their time, wisdom and stories with us and honouring the District, and the work we do together, with their presence and support, in effort to strengthen our connections to

the communities we serve.

- We would like to thank and acknowledge Trustees Russ Chipps and Amanda Dowhy for attending the dinner(s), as well Elder Shirley Alphonse, Elder Henry Chipps, Brother Rick Peters, Kookum Jo-Ina Young, and Elder Jackie Planes.
- We would also like to thank and acknowledge Principal Mellissa Ryan and Vice Principal Kat Abell from John Stubbs and Principal Tess Valley and Vice Principal Grania Bridal for hosting and opening their doors and hearts to the community. Would also acknowledge our Human Resources team (Dawn Israel, Heather Smith and Charlene Thomson) for attending and sharing with community the employment opportunities available across the district.



Charity Event EMCS

- The Executive met on Saturday March 11, to support the fundraising event at the EMCS Society: Chilliwack in concert. It was a great opportunity for the Executive to unwind together after a busy few months.

Non-Sexist Work Environment

- The working committee on non-sexist work environment met last week. This group includes PVP, STA, CUPE and Executive to consider educational programs, activities and learning resources that support an anti-sexist work environment.

GROWTH

Long Range Facilities Plan

- The Executive met with Studio HuB Architects who have been contracted to renew the long-range facilities plan. Annerieke van Hoek who leads Studio HuB was one of the architects who worked on the design for Royal Bay Secondary School. The session sought input on perceived challenges the district is facing to accommodate the growth in student enrollment.

BCP Table Top Exercise

- Executives, Directors, Managers, and members of the Emergency Management Team (EMT) undertook a Table Top Exercise on March 10, as part of ongoing Business Continuity Planning (BCP) to prepare for emergency response. The event was led by Farzaan Nusserwanji and Lisa Benini. Lisa has been contracted to help the District build an effective BCP. The need for a Business Continuity Plan was identified as an Audit finding.

Digital Solutions

- Hiring of Manager, Data Integration and Analytics and Manager, Cyber Security and Privacy completed with the support of HR team.

Digital Integration

- Support for Transportation Registration System – 2170 registrants uploaded to Traversa and data integration with MyEdBC and School Messenger completed.