

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 15, 2022 at 7:00 pm.**

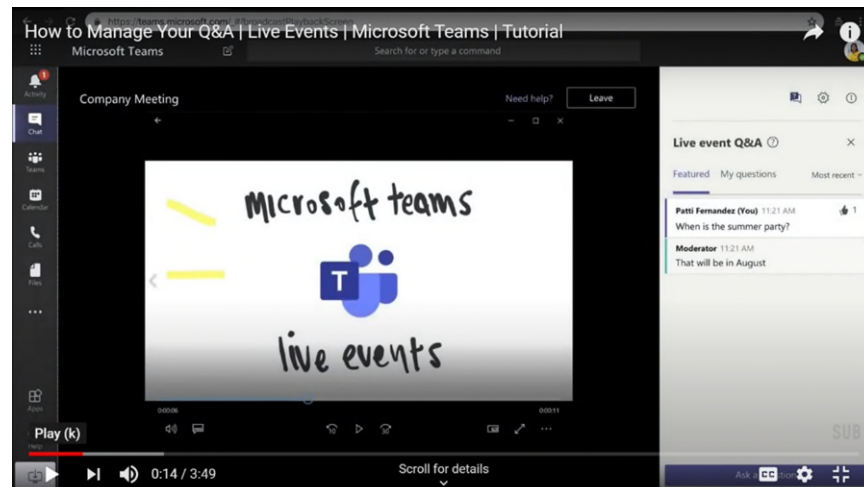
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: [PublicBoardMeeting-March-15-2022](https://teams.microsoft.com/join/1c7b989-ebb1-4479-b750-c86c9bc98d84)

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.



**BOARD OF EDUCATION
PUBLIC MEETING
By Live Event
March 15, 2022 – 7:00 p.m.**

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT 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 15, 2022, 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 22 2022, as presented (or amended).
4. **INFORMATIONAL ITEMS AND ANNOUNCEMENTS**
 - 4.1 Board Chair Update – Ravi Parmar
5. **EDUCATIONAL PRESENTATIONS**
 - 5.1 Take a Hike Program – Paul Block (page 11)
Motion Requested: The Board of Education of School District 62 (Sooke) acknowledge and endorse the implementation of the Take a Hike program in the 2022/2023 school year.
6. **CORRESPONDENCE & DELEGATIONS**
 - 6.1 a. Letter from the Sooke Teachers Association, dated February 28, 2022 RE: Sooke District K-12 Teachers Stress Adaption and Thriving Study: Response (page 13)
 - 6.2 Standing Delegations (STA, CUPE, PVP, SPEAC, CPF) – 5 minutes each
7. **FINANCE, FACILITIES AND SERVICES**
 - 7.1 Resources Committee – Meeting of March 8, 2022 – Bob Beckett (page 15)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 school fees as presented at the March 8, 2022 Resources Committee Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the current transportation safety fee of \$25/rider and a late registration fee of \$100/family for the 22/23 school year.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 academy fees as presented at the March 8, 2022 Resources Committee Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the proposed Summer 2022 Program Fees and the 23/24 International Student Program Fees as presented at the March 8, 2022 Resources Committee Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) approve in principal the District's Annual Facility Grant (AFG) Plan for the 22/23 fiscal year as submitted to the Resources Committee on March 8, 2022.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee Meeting of March 8, 2022.

7.2 Ministry of Education Budget Instructions Fiscal Year 22/23 – Harold Cull (page 18)

8. EDUCATION PROGRAM

8.1 Education-Policy Committee – Meeting of March 1 2022 – Allison Watson (page 22)

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the 2022-23 School Codes of Conduct as presented at the March 1, 2022 Education-Policy Meeting.

Motion Requested: That the Board of Education of School District 62 (Sooke) receive the report from the Education-Policy Committee Meeting of March 1, 2022.

8.2 School Calendars for 2022-23, 2023-24, and 2024-25 – Scott Stinson (page 86)

Motion Requested: That the Board of Education of School District 62 (Sooke) approve the three-year school calendar for 2022-23, 2023-24, and 2024-25.

9. STUDENTS

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Ravi Parmar (page 94)

10.2 Na'tsa'maht Education Committee Meeting of February 23, 2022 – Dianna Seaton (page 95)

10.3 BCSTA Climate Change Survey – Harold Cull (page 97)

Motion Requested: That the Board of Education of School District 62 (Sooke) direct staff to complete the BCSTA Climate Action Survey by April 8, 2022.

11. ADMINISTRATION

11.1 Superintendent's Report – Scott Stinson (page 98)

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, Strategic Communications for response following the meeting.

16. ADJOURNMENT



**MINUTES
BOARD OF EDUCATION
PUBLIC MEETING
LIVE MS Teams Event
February 22, 2022 – 7:00 p.m.**

TRUSTEES: Ravi Parmar, Board Chair Wendy Hobbs
Bob Phillips Margot Swinburnson
Allison Watson Dianna Seaton

STAFF: Scott Stinson, Superintendent
Harold Cull, Secretary-Treasurer
Paul Block, Associate Superintendent
Dave Strange, Associate Superintendent
Dan Haley, Executive Director, HR
Farzaan Nusserwanji, Executive Director, IT
Steve Tonnesen, Manager IT Operations

GUESTS: Frances Krusekopf, Principal Millstream Elementary School
Amanda Culver, Educator, Millstream Elementary School

REGRETS: Bob Beckett, Trustee
Stephanie Hedley-Smith, Associate Superintendent

SECRETARY: Kristina Ross

1. CALL TO ORDER

The meeting was called to order at 7:04 p.m. by the Board Chair. Ravi Parmar acknowledged the traditional territories of the First Nations.

Disclosure to Public of Previous In Camera Minutes

At the January 25, 2022 In Camera Meeting matters relating to personnel, real property, individual students, parents and/or guardians, legal opinions, respecting the liability or interest of the Board, accident claims and other matters of Board liability were discussed.

2. AGENDA

2.1 Call for amendments and additional items

30. MOVED Margot Swinburnson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) adopt the agenda of February 22, 2022 as presented.
CARRIED

3. MINUTES

3.1 Call for amendments to minutes

31. MOVED Margot Swinburnson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) adopt the minutes of the January 25, 2022 meeting as presented.
CARRIED

4. INFORMATIONAL ITEMS AND ANNOUNCEMENTS

4.1 Board Chair Update – Ravi Parmar

The Board Chair discussed Anti Bullying Day and the importance of participating in Pink Shirt Day; School District 62 supports diversity, inclusion, and equity. The B.C. Government's Budget 2022 "Moving Forward Together" includes reducing child care costs, and action on climate change. The Board of Education looks forward to reviewing the content and determining the impact on the District. The District is looking forward to hearing from its Stakeholder Groups on the upcoming budget, in addition to further developing its municipal relationship with the District of Sooke.

4.2 Communicable Disease Guidelines Changes Update – Scott Stinson

Scott Stinson provided an update to the (February 18th) recent changes to the Communicable Disease Guidelines. The amendment issued on January 7, 2022 was removed. Key changes to the include:

- School events (e.g. assemblies) may occur with no capacity limits;
- Visitors are able to attend schools but are encouraged to make an appointment;
- Extracurricular and other school events that bring members of the community together will be limited to 50 people or 50% capacity of the space; this means that spectators for sports and performing arts will once again be permitted; and
- There are no "proof of vaccine" requirements for school-led gatherings or events.

The Superintendent indicated that there is a decline the absences, for both staff and students.

5. EDUCATIONAL PRESENTATIONS

5.1 Millstream Elementary School New Mascot – Frances Krusekopf/Amanda Culver

Amanda Culver provided a presentation to the Board of Education on the process of Millstream Elementary School selecting a new mascot. The Equity in Action Team through a successful grant process, worked with local indigenous artist Jamin Zuroski, the school community and students to determine a more representative ambassador of the school (mascot). Three finalists were named, the Bee, Hawk and Frog and after a vote was taken, the Bee was selected as the school's mascot. The Equity in Action Team will work with Jamin Zuroski to design the logo, and once complete, the entrance to the school and mural in front of the garden space will be updated.

6. CORRESPONDENCE & DELEGATIONS

6.1 Correspondence

- a. Letter from B.V.

32. MOVED Allison Watson/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) receive the letter from BV, share with staff, and send a card to thank BV.
CARRIED

- b. Letter from the Minister of Education and Minister of State for Child Care RE: Transition of Child Care dated February 8, 2022.
33. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the letter from the Minister of Education and Minister of State for Child Care RE: Transition of Child Care dated February 8, 2022.
CARRIED
- c. Letter from BCSTA President Stephanie Higginson RE: Response to FNLC Letter on FSAs, dated February 9, 2022.
34. MOVED Margot Swinburnson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the letter from BCSTA President Stephanie Higginson RE: Response to FNLC Letter on FSAs, dated February 9, 2022.
CARRIED
- d. Letter from the District Occupational Health and Safety Committee, RE: Presentation, dated January 17, 2022.
35. MOVED Bob Phillips/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) receive the letter from the District Occupational Health and Safety Committee, RE: Presentation, dated January 17, 2022. The District will reply and suggest that the Committee present to a future Board of Education/Resources Committee meeting.
CARRIED

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

STA – Rita Zeni

Rita Zeni provided an update to the Board of Education on a series of mentorship workshops being offered to its members. Registration for an upcoming PRO D Day event featuring Georgette Walker is open, Trustees are welcome. The STA is monitoring class size, and looking forward to its budget presentation with the Board of Education. Further they are in support of the District Health and Safety Committee being able to present to the Resources Committee/Board of Education.

CUPE – Amber Leonard

Amber Leonard provided an update to the Board of Education on the CUPE 459 membership. She noted her members were struggling under the pressure of COVID-19 and a labour shortage, and outlined the support and help that is required. Recruitment and retention were key issues, in addition to the requested investment of upskilling current CUPE employees.

PVP – Jen Nixon

Jen Nixon acknowledged Pink Shirt Day and spoke to the theme of “Kindness in SD 62 Schools”. She provided a slide presentation highlighting the amazing acts of kindness seen throughout the District, while the Belmont Choir sang its “Secret for the Mad” in the spirit of kindness.

SPEAC – Melissa Da Silva

Melissa DaSilva indicated that SPEAC is looking forward to participating in the District budget discussions. Furthermore, they are encouraged to see Rapid Antigen Test Kits being sent out to District families in the community and are ready to assist if necessary. SPEAC indicated they would like to see health and safety measures remain in schools even if COVID measures are lifted by the PHO.

Canadian Parents for French – Billie-Jo Cavanaugh

No delegation.

7. FINANCE, FACILITIES AND SERVICES**7.1 Report on the Resources Committee – Meeting held on February 8, 2022**

Trustee Phillips provided the Board of Education with an overview of the Resources Committee Meeting.

36. MOVED Bob Phillips/Dianna Seaton

That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 2021/22 Amended Annual Budget Bylaw specifying a total budget of \$166,960,008.

CARRIED

37. MOVED Bob Phillips/Dianna Seaton

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of February 8, 2022.

AMENDED

38. MOVED Ravi Parmar/Bob Phillips

That the Board of Education of School District 62 (Sooke) receive the report from the Resources Committee meeting of February 8, 2022 **and furthermore that , the Board direct staff to develop a plan to spend one-time funding for the purpose of recruitment and retention of SD 62 employees prior to June 30, 2022.**

CARRIED

7.2 Real Property Disposal Bylaw – Harold Cull

Harold Cull provided an overview to the Board of Education on the exchange of land with the City of Langford pertaining to the McCallum Road School site.

39. MOVED Bob Phillips/Margot Swinburnson

That the Board Disposal of Real Property Bylaw No. 2022-01, specifying the Board of Education of School District 62 (Sooke) authorize the disposal of a 0.782 ha/1.932 ac portion of its 7900 McCallum Road, be given second and third reading. This disposal involves a land exchange of equal value with the City of Langford.

CARRIED

8. EDUCATION PROGRAM**8.1 Report on the Education-Policy Committee – Meeting held on February 1, 2022**

Trustee Watson provided the Board of Education with an overview of the Education-Policy Committee Meeting.

40. MOVED Allison Watson/Dianna Seaton

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations B-132 “Career Education”.

CARRIED

41. MOVED Allison Watson/Margot Swinburnson

That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-100 “Transportation”.

AMENDED

42. MOVED Allison Watson/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) give Notice of Motion to draft revised Policy and Regulations F-100 “Transportation” **with feedback to be referred back to the Education -Policy Committee.**
CARRIED
43. MOVED Allison Watson/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) direct the Superintendent to review Policy B-425 “Community Schools” for the purpose of revising the Governance Structure. Further, that the Superintendent make recommendations for aligning funding from the District to the core vision and mission of the Society.
CARRIED
44. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the Strategic Plan Progress – Quarterly Report (Q2) for consideration and further discussion.
CARRIED
45. MOVED Allison Watson/Dianna Seaton
That the Board of Education of School District 62 (Sooke) receive the report from the Education Policy Committee meeting of February 1, 2022.
CARRIED

9. STUDENTS

9.1 Enrolment Estimate for 22/23 – Paul Block

Paul Block provided an Enrolment Estimate to the Board of Education for the 22/23 school year. He projected an increase of 3% which would bring the total student population to 12,006. In addition, with the opening of Pexsisen Elementary School and Centre Mountain Lellum Middle School, there are catchment impact issues as families exercise their right to choose. It was noted that Hans Helgesen is near capacity, as is Journey Middle School. The District indicated that staffing of teaching positions will occur in April, June and October in order to ensure that the budget is not overextended.

10. FOUNDATIONS & GOVERNANCE

10.1 Board Work Plan 90 Day Outlook – Ravi Parmar

The Board Chair provided a review of the next 90-day work plan.

10.2 BCSTA VISTA 2022 Spring Forum Speaker – Ravi Parmar

46. MOVED Ravi Parmar/Margot Swinburnson
That the Board of Education of School District 62 (Sooke) authorize spending up to \$1,700 of School District 62 BCSTA Special Funds to engage “Stand up for Mental Health” as a guest speaker of the BCSTA VISTA 2022 Spring Conference.
CARRIED

11. ADMINISTRATION

11.1 Superintendent’s Report – Scott Stinson

Scott Stinson provided an update to the Board of Education on Seamless Day Pilot Project, Middle School Philosophy & Guiding Principles, Elementary Learning and School Plans. The Communications Manager has

started a new weekly activity on SD 62’s Facebook site asking the district community to share something good every Friday. This will capture the many great things happening around our district.

Furthermore, he indicated that the district has been supporting ongoing privacy education for staff, particularly around 3rd party cloud-based applications; Voice Over Internet Protocol Installation is underway at Dunsmuir, Willway and EMCS; and finally, the IT Department has been working to develop a Consolidated Enrolment Projections dashboard to assist in enrolment projections, school space planning (new divisions) and long-range facility planning.

12. PERSONNEL

13. UPCOMING EVENTS

- February 23 - Pink Shirt Day
- February 23 – Stakeholder Budget Meetings
- March 5 – VISTA Conference
- March 8 – International Women’s Day
- March 11 – Trustee/Student Forum

14. FUTURE ITEMS

15. QUESTION PERIOD

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

16. ADJOURNMENT

The meeting was adjourned at 9:03 p.m.

Certified Correct:

Chairperson of the Board

Secretary-Treasurer



Board Info Note

Public Board Meeting

March 15, 2022

Agenda Item 5.1: Take A Hike Program

Background:

Take a Hike is a full-time mental health and well-being program empowering vulnerable youth to unlock their full potential and achieve success - however they define it. Partnering with public school districts, Take a Hike uses the outdoors and adventure to engage youth in experiential learning, intentional clinical counselling, and community. Since 2000, Take a Hike has supported hundreds of vulnerable youth to develop the skills and resilience they need to build healthy relationships, graduate high school, and navigate the challenges young adulthood.

Take a Hike Objectives

- Increase youth attendance and engagement in school and community.
- Engage youth in regular mental health supports and encourage their involvement in their own mental and physical health and well-being.
- Improve academic success, leading to high school graduation.
- Empower youth with the social and emotional skills and resilience they need to build healthy relationships.

Our ultimate goal is to empower youth with the skills and resilient they need to graduate high school, build healthy relationships, and navigate the challenges of young adulthood after they leave the program.

The Four Program Pillars

From our rich program community, youth engage in:

- **ADVENTURE** - Youth are engaged in experiential and land-based learning one day each week, and during three multi-day wilderness trips.
- **COMMUNITY** - Connects youth to their community and offers them a chance to give back.
- **COUNSELLING** - A full-time registered clinical counsellor provides youth with regular mental health support.
- **ACADEMICS** - Youth have an Individual Education Plan (IEP) and spend each day, including trips with their primary teacher and class.

Take a Hike Values

- **WELL-BEING** - We prioritize mental and physical health for our youth and in our staff teams. We know that when we feel well we can pursue our goals, realize our potential, and thrive as individuals, in teams, and as a community. We follow comprehensive risk-management protocol to ensure personal and organizational safety.
- **RELATIONSHIP** - Connection and belonging are at the heart of our program and our community. Staff teams understand the importance of developing safe and caring relationships with youth and with each other before any other work takes place.
- **EXPLORATION** - We embrace challenge and adventure as a source of inspiration and engagement. We encourage our youth to explore their internal landscape as well as the physical and natural world around them, and we support them in navigating the challenges of life.
- **GROWTH** - Our youth and staff consistently work towards personal development and growth.
- **GRATITUDE** - We serve our community in a spirit of gratitude. We celebrate the program's impact and recognize the generosity of our community who support our youth and help us fulfill our mission. Every week our youth give back in gratitude for the support they have received by volunteering in their communities.

Five Core Elements

- Relationships that are safe and caring.
- An environment that is safe and predictable.
- Individualized support that meets their unique and changing needs.
- Continuous, intentional shared time and learning with staff and classmates.
- Staff that convey the message that youth have the ability to succeed.

Recommendation:

The Board of Education of School District 62 (Sooke) acknowledge and endorse the implementation of the Take a Hike program in the 2022/2023 school year.



Sooke
Teachers'
Association

President: Jennifer Anderson ~ lp62@bctf.ca
1st Vice President: Rita Zeni ~ lx62vp@bctf.ca
Office Manager: Taryn Treloar ~ sooketeachers@shaw.ca
Address: 107-689 Hoffman Ave, Victoria, BC, V9B 4X1
Phone: (250) 474-3181 ~ **Website:** www.Sooketeachers.org

February 28, 2022

Drs Wendy Rowe and Jennifer Walinga
Royal Roads University
2005 Sooke Road
Victoria, BC V9B 5Y2

Re: Sooke District K-12 Teachers Stress Adaptation and Thriving Study: Response

Dear Drs Rowe and Walinga:

This letter is in response to the Sooke District K-12 Teachers Stress Adaptation and Thriving Study that was presented at the December 2021 Educational Policy Meeting. During the presentation, the STA was appalled by the study and the presentation. Upon reading the full study, the STA believes the study was poorly researched and did nothing to “support teachers,” which was its proposed purpose. Rather than draw meaningful conclusions or acknowledge that the study had insufficient data (which it did), the researchers chose to use the study to bash the Sooke Teachers’ Association and perpetuate what appears to be author bias.

The Sooke District K-12 Teachers Stress Adaptation and Thriving Study lacks sufficient data to draw any meaningful conclusions. The study states that the school district employs over 1000 teachers and yet only 65 teachers contributed to the study and only four non-classroom teachers who completed the interview (p. 2). Despite the abysmally low number of teacher participants, the researchers made broad, sweeping conclusions and did not verify the data they received. Of the participants who completed the survey, 25% serve other roles, such as VP and speech language pathologists (p. 16). With this data, the researchers concluded that the results “...do not suggest a high rate of burn out as of 9 months into the Pandemic” (p.20), rather than consider that perhaps a lack of teacher participation was a sign of teacher burn out.

Instead, the researchers chose to blame the STA for their lack of participation and poor data collection, stating: “...[I]t should be remembered that three days after the survey was distributed to teachers in School District 62, the Sooke Teachers (sic) Association sent out a directive telling all teachers not to complete the survey” (p. 16). This sentiment was repeated several times throughout the study, including multiple times in the conclusion. It is beyond unprofessional for a researcher to blame the failure of their study on another group, especially one who did not, in fact, prohibit their members from participating in the study. Further, the researchers took the comments of one teacher (out of a 1000 in the district) and stated them as fact and generalized to all teachers. Given that this person’s comments were anti-union, it can be inferred that the researchers chose to include these bogus claims to reinforce the anti-union narrative that weaves its way through the entirety of this study. The paper reads more like a personal vendetta against the Sooke Teachers’ Association than an academic study.

Lastly, the study in question was biased from the get-go. The name of the study was “Sooke District K-12 Teachers Stress Adaptation and Thriving Study.” This suggests that the researchers went into the study with the bias that teachers were ultimately doing okay in the pandemic and likely even thriving. For those working in the field, this is ludicrous. Regardless, the researchers chose to investigate how teachers were thriving, which coloured their whole methodology and conclusions. Throughout the study, they state that their research did not support that teachers were burnt out from the pandemic (p 34), regardless of the fact that one-third of their subjects indicated they had to take “stress leave” (p. 17). Of the questions they presented in the study, only two related directly to stress, and even those questions were tenuous at best because they were vague and phrased in the past tense as though the pandemic were over.

In conclusion, the STA found the study presented at the December Education Policy Committee meeting to be both unprofessional and inaccurate due to the lack of data collected, the anti-Union tone, and the implicit bias that guided the study. Rather than consider a lack of response as an indicator that teachers were not, in fact, thriving, the researchers chose instead to blame their failure on the Union and find the results they wanted from the responses of the small sample size they did achieve. Ultimately, this research was poorly done and did nothing to help teachers.

Sincerely,



Jennifer Anderson,
President
Sooke Teachers' Association

cc: Scott Stinson – Superintendent; Paul Block – Associate Superintendent; David Strange – Associate Superintendent; Stephanie Hedley-Smith – Associate Superintendent; Trustees; Royal Roads Research Ethics Board; Dr. Deborah Zornes, director of Research Services; Liton Furukawa, research ethics reviewer; Brigitte Harris, Dean of Leadership Studies



Committee Report of Resources Committee Meeting via MS Teams March 8, 2022

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Bob Phillips, Trustee (Committee Member)
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary-Treasurer
 Paul Block, Associate Superintendent
 Laura Schwertfeger, District Principal, International Program
 David Lee-Bonar, Assistant Secretary-Treasurer
 Mhairi Nicolson, Manager, Minor Construction
 Randy Cobb, Manager, Transportation
 Pete Godau, Director, Facilities
 Ceilidh Deichmann, SPVPA
 Michelle MacIntosh, SPEAC
 Ed Berlando, STA
 Trudy Court, CUPE
 Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:03 pm by the Committee Chair, Bob Beckett 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 8, 2022 at it's Public Board Meeting dated February 22, 2022.

3. PRESENTATIONS

4. BUSINESS

4.1 22/23 Fees – Paul Block/Harold Cull/Laura Schwertfeger

4.1.1 School Based Fees

Paul Block provided an overview of Middle, Secondary and Westshore Centre and JDFDL School fees to the Committee. Further, the Committee discussed the process of renting band equipment from schools. The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 school fees as presented at the March 8, 2022 Resources Committee Meeting.

4.1.2 Transportation Based Fees

Harold Cull provided an overview of the transportation-based fees to the Committee. The Committee also discussed the cost of gas, insurance and the impact of these inflationary costs on the transportation budget. The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the current transportation safety fee of \$25/rider and a late registration fee of \$100/family for the 22/23 school year.

4.1.3 Academies Fees

Paul Block provided an overview of the academy fees to the Committee, explaining in further detail those variances in fees from last years amounts. Paul also introduced the new Belmont Rock Climbing Academy and associated fees. The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed 22/23 academy fees as presented at the March 8, 2022 Resources Committee Meeting.

4.1.4 International Fees for Summer 2022 and Program Fees for 23/24

Laura Schwertfeger provided an overview of the proposed summer program fees for 2022 as well as the international program fees for 23/24. The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the proposed Summer 2022 Program Fees and the 23/24 International Student Program Fees as presented at the March 8, 2022 Resources Committee Meeting.

4.2 Annual Facilities Grant (AFG) and Minor Capital Program – Mhairi Nicolson

The Annual Facilities Grant (AFG) is funding received from the MoE to fund minor capital projects. The proposed AFG spending plan for April 1, 2022 to March 31, 2023 was discussed and the Committee recommends the Board review and consider approving the plan at their March meeting.

The Committee asked for a summary of the health and safety projects that had been completed in the current year. The Committee also discussed the importance of bringing back a detailed list of minor capital projects and the improvements of the system through collaborations with schools and departments when creating the proposed project lists. The Committee supported the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve in principle the District's Annual Facility Grant (AFG) Plan for the 22/23 fiscal year as submitted to the Resources Committee on March 8, 2022.

4.3 Program Review Recommendations – Scott Stinson

Scott Stinson provided an overview of the Program Review Process. The Committee discussed the three multi-year recommendations brought forth by the Review which will form part of the overall budget discussion to be undertaken by the Board of Education.

4.4 22/23 Budget Development Process – Harold Cull

Harold Cull provided an overview to the Committee of the 22/23 Budget Development Process and provided options for the Committee to consider in reducing the budget by \$1.892 m. The Committee discussed the previous meeting's discussion of the waiting until Q3 forecast prior to making any financial decisions. Staff presented clarification on a decision made to support the system prior to the Q3 forecast being provided.

4.5 Transportation Policy & Regulations Update – Harold Cull

Staff provided an update on the proposed policy and regulation changes.

As part of the process of advising the public, a Thought Exchange has been created and public feedback is requested. Significant changes to the Policy and Regulation are:

- Eligible Riders to include in-catchment only (English and French Immersion);
- Start the Registration Period on March 1st instead of February 1st;
- Make posting of routes by June 30th dependent on timing of registrations; and
- Allow the Board to consider fees during the annual budget development process.

The Committee requested the feedback from the Thought Exchange and public come back to the Resources Committee for discussion at their April meeting.

5 **ADJOURNMENT AND NEXT MEETING DATE:** April 12, 2022

Board Info Note

March 15, 2022

Agenda Item: 7.2 Ministry of Education Budget Instructions

Background

- Now that the Provincial Government has delivered their budget speech, the Ministry of Education is in the process of determining how they will allocate their Ministry funding to school districts
- Attached is a summary of the funding formula amounts and the funding estimator for the District based on our enrolment estimates

Summary of 2022/23 Preliminary Operating Grant Announcement

There are no changes to the operating grant rates or formulae for 2022/23; per student funding rates remain unchanged from 2021/22:

| Supplement | 2022/23 Rate |
|---|--------------|
| Basic Allocation (Standard, Continuing Education and Alternate schools) | \$7,885 |
| Basic Allocation (Online Learning) | \$6,360 |
| Summer Learning (Grades 1-9) | \$224 |
| Summer Learning (Grades 10-12) | \$448 |
| Special Needs – Level 1 | \$44,850 |
| Special Needs – Level 2 | \$21,280 |
| Special Needs – Level 3 | \$10,750 |
| English Language Learning | \$1,585 |
| Indigenous Education | \$1,565 |
| Adult Education | \$5,030 |

School districts are estimating they will enrol 559,779 school-age FTE in September 2022, an increase of 2,274 FTE (or 0.4%) over the September 2021 total. Thirty-five (35) districts are estimating they will have increased enrolment in September 2022. Funding will be recalculated after the September 2022 enrolment count when actual enrolment is known.

Twenty-nine (29) districts are estimated to have increases to their operating grants this year. The per student average, including all special grants, is an estimated \$11,422 for 2022/23, a 19.9% increase from 2016/17.

Funding for Students with L1, L2 & L3 Special Needs is projected to grow by \$14.4 million, or 2.1%, from \$697 million to \$711 million, entirely the result of an estimated increase of 678 Level 2 students province-wide.

There is only a slight increase of 152 Indigenous students and a \$238,000 (0.2%) increase in funding.

In addition to the operating grant block, the following amounts are being provided for school district operations:

- Preliminary Classroom Enhancement Fund: \$503.1 million
- Learning Improvement Fund: remains at \$20 million, district allocations have been updated as it is a proportional allocation based on the Operating Grant Block.
- CommunityLINK: \$55.2 million, unchanged
- Pay Equity: \$50.9 million, unchanged
- Student Transportation Fund: \$15.4 million, unchanged

Funding Protection/Enrolment Decline

A total of nine districts are receiving an estimated total of \$8.1 million in Funding Protection; this is a decrease of \$2.5 million or 24% less compared to 2021/22.

In 2022/23 it is estimated that 14 districts will receive \$2.6 million from the Supplement for Enrolment Decline, up from 8 districts and \$2.2 million in 2021/22.

Classroom Enhancement Fund (CEF)

In a change from previous years, we are announcing CEF staffing funding at 100% of the amounts for the current school year to facilitate budgeting and planning for the next school year.

Thus, the preliminary Classroom Enhancement Fund is set at \$503.1 million.

- \$462.1M for CEF staffing
- \$41.0M for CEF overhead

As in previous years, we are not announcing CEF Remedy funding at this time. CEF remedies will be allocated based on school district reporting of actual remedies incurred in October 2022.

The process for applying for any additional funding for the 2022/23 CEF staffing allocations will be the same as last year. Should these applications exceed what is in the Ministry's budget, we will have to approach Treasury Board for additional funding and in a time of belt-tightening across the broader public-sector we cannot guarantee that any additional funding will be provided to the Ministry.

Labour Settlement Funding

Any funding allocated to the Ministry as a result of negotiated collective agreement changes will be allocated as a special grant for the 2022/23 school year when signed collective agreements are fully ratified.

Estimated Operating Grants - 2022/23 School Year
School District 62 Sooke

September 2022 Enrolment Count

| | School-Age | Funding | | Total Supplement |
|--|--------------------|---------|--------------|---------------------|
| | Enrolment | Level | Funding | |
| Standard (Regular) Schools | 12,000.0000 | \$7,885 | \$94,620,000 | |
| Continuing Education | 2.0000 | \$7,885 | \$15,770 | |
| Alternate Schools | 201.0000 | \$7,885 | \$1,584,885 | |
| Online Learning | 85.0000 | \$6,360 | \$540,600 | |
| Home Schooling | 20 | \$250 | \$5,000 | |
| Course Challenges | 2 | \$246 | \$492 | |
| Total Enrolment-Based Funding (September) | 12,288.0000 | | | \$96,766,747 |

| | Total Enrol. | Funding | | Total Supplement |
|---|--------------|---------|---------|------------------|
| | Change | Level | Funding | |
| 1% to 4% Enrolment Decline | 331.6875 | \$3,943 | \$0 | |
| 4%+ Enrolment Decline | | \$5,914 | \$0 | |
| Significant Cumulative Decline (7%+) | 842.6875 | \$3,943 | \$0 | |
| Supplement for Enrolment Decline | | | | \$0 |

| | Enrolment | | Funding | | Total Supplement |
|----------------------------------|-----------|----------|--------------|--|------------------|
| | | | | | |
| Level 1 Special Needs | 12 | \$44,850 | \$538,200 | | |
| Level 2 Special Needs | 620 | \$21,280 | \$13,193,600 | | |
| Level 3 Special Needs | 365 | \$10,750 | \$3,923,750 | | |
| English Language Learning | 792 | \$1,585 | \$1,255,320 | | |
| Indigenous Education | 1,243 | \$1,565 | \$1,945,295 | | |
| Adult Education | 14.4375 | \$5,030 | \$72,621 | | |
| Equity of Opportunity Supplement | | | \$387,264 | | |

Supplement for Unique Student Needs **\$21,316,050**

| | | |
|----------------------------------|---------|-----------|
| Variance from Provincial Average | -\$126 | |
| Estimated Number of Educators | 683.469 | -\$86,117 |

| | Enrolment | | Funding | | Total Supplement |
|---|-------------|----------|-------------|--|--------------------|
| | | | | | |
| FTE Distribution | 12,302.4375 | \$180.33 | \$2,218,499 | | |
| Supplement for Salary Differential | | | | | \$2,132,382 |

| | |
|---|--------------------|
| Supplement for Unique Geographic Factors | \$4,144,601 |
| Funding Protection | \$0 |
| Curriculum and Learning Support Fund | \$107,607 |

September 2022 Enrolment Count, Total **\$124,467,387**

July 2022 Enrolment Count

| | Enrolment | | Funding | | Total Supplement |
|--------------------------------------|-----------|-------|---------|--|------------------|
| | | | | | |
| Summer Learning Grade 1-7 | 0 | \$224 | \$0 | | |
| Summer Learning Grade 8-9 | 0 | \$224 | \$0 | | |
| Summer Learning Grade 10-12 | 0 | \$448 | \$0 | | |
| Supplemental Summer Learning Funding | | | \$0 | | |
| Cross-Enrolment, Grade 8 and 9 | 0 | \$448 | \$0 | | |
| Summer Learning, Total | | | | | \$0 |

February 2023 Enrolment Count

| | Enrolment | | Funding | | Total Supplement |
|---|-----------|----------|-----------|--|--------------------|
| | | | | | |
| School-Age FTE - Continuing Education | 5.0000 | \$7,885 | \$39,425 | | |
| Adult FTE - Continuing Education | 1.0000 | \$5,030 | \$5,030 | | |
| K-Gr 9 School-Age FTE - Online Learning | 0.0000 | \$3,180 | \$0 | | |
| Gr 10-12 School-Age FTE - Online Learning | 110.0000 | \$6,360 | \$699,600 | | |
| Adult FTE - Online Learning | 10.0000 | \$5,030 | \$50,300 | | |
| Level 1 Special Needs Enrolment Growth | 0 | \$22,425 | \$0 | | |
| Level 2 Special Needs Enrolment Growth | 22 | \$10,640 | \$234,080 | | |
| Level 3 Special Needs Enrolment Growth | 44 | \$5,375 | \$236,500 | | |
| Newcomer Refugees | 0.0000 | \$3,943 | \$0 | | |
| ELL Supplement - Newcomer Refugees | 0 | \$793 | \$0 | | |
| February 2023 Enrolment Count, Total | | | | | \$1,264,935 |

May 2023 Enrolment Count

| | Enrolment | | Funding | | Total Supplement |
|---|-----------|---------|-----------|--|------------------|
| | | | | | |
| School-Age FTE - Continuing Education | 15.0000 | \$7,885 | \$118,275 | | |
| Adult FTE - Continuing Education | 1.0000 | \$5,030 | \$5,030 | | |
| K-Gr 9 School-Age FTE - Online Learning | 0.0000 | \$2,120 | \$0 | | |
| Gr 10-12 School-Age FTE - Online Learning | 15.0000 | \$6,360 | \$95,400 | | |
| Adult FTE - Online Learning | 10.0000 | \$5,030 | \$50,300 | | |
| May 2023 Enrolment Count, Total | | | | | \$269,005 |

2022/23 Full-Year Estimated Total **\$126,001,327**

| | |
|---|---------------|
| Estimated 2022/23 Operating Grant from Indigenous Services Canada | \$509,565 |
| Estimated 2022/23 Operating Grant from Ministry of Education | \$125,491,762 |



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
March 1, 2022 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Rita Zeni, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Paul Block, Associate Superintendent
Stephanie Hedley-Smith, Associate Superintendent
Dave Strange, Associate Superintendent

Guests: Laura Schwertfeger, Jon Carr, Marlys Denny, David Mills, Lori Adamson

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.

2. **Opening Remarks from Chair, Allison Watson**

The Chair welcomed everyone to the meeting.

3. **COMMITTEE REPORT** of February 1, 2022 Education Standing Committee meeting

The committee report for the February 1, 2022 Education-Standing Committee meeting was reviewed by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There are no BAA course proposals for this meeting

5. **REVIEW OF POLICIES/REGULATIONS**

- a. Rescind Policy and Regulations C-316 "Breaches of Peace and Order" – Stephanie Hedley-Smith Associate Superintendent Stephanie Hedley-Smith presented on the proposal to rescind Policy and Regulations C-316. Given that the policy and regulations are outdated, and other policies cover the areas of concern, it is felt that it would be appropriate to rescind.

Questions and comments from the committee were entertained by the Chair. Concerns emerged as to whether other policies cover the specific parts of Policy and Regulations C-316. Concerns emerged that rescinding the policy and regulations at this time may not be appropriate. The preference is to review other policies and regulations to ensure all aspects are covered, prior to considering rescinding the policy and regulations.

Recommendation

That a more thorough review of policies and regulations be conducted to determine if other policies cover the core components of the current policy and regulations or if the current policy and regulations need to be revised. It was requested that this be brought forward at a future committee meeting.

6. NEW BUSINESS

a. School Codes of Conduct – Paul Block

Associate Superintendent Paul Block presented the schools' Codes of Conduct for consideration by the committee. Questions and comments from the committee were entertained by the Chair. Questions included why Codes of Conduct do not include the responses to violations of the Codes of Conduct. Mr. Block responded to questions and concerns.

Recommendation

That the Board of Education receive the 2022-2023 School Codes of Conduct as presented.

- b. Presentation – International Program and English Language Learners Update – Laura Schwertfeger**
The presentation focused on updating the committee on the work of the International Program and the English Language Learner's department. Questions and comments followed.
- c. Presentation – Equity in Action 2022-23 - Indigenous Education – Jon Carr and Marlys Denny**
The presentation focused on updating the committee on the work of the Indigenous Education department related to the Equity in Action. Questions and comments followed.
- d. Presentation – Dogwood & Canadian Physicians for the Environment Presentation - David Mills, Dogwood BC and Lori Adamson, Canadian Physicians for the Environment**
An issue with connection and technology prevented Mr. Mills and Ms. Adamson from presenting. Mr. Block indicated that efforts will be made to reschedule the presentation for a future meeting.

7. FOR INFORMATION

- a. Research Project Approval (concurrent projects) – Stephanie Sadownik – “Bring Your Own Devices in Education – Issues of Surveillance of Vulnerable and Marginalized Populations” and “Bring Your Own Devices in Education – Does Technology Integration Cause Ageing Teachers to be More Vulnerable?”**
- b. Research Project Approval (conditional) – Trisha Renken-Sebastian – “Speaking Across Barriers: How Parents in a Canadian Public School System Learn About Their Children’s Diversity Education”**

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: Apr. 5, 2022

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 values 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*

CENTRE MOUNTAIN LELLUM 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 Centre Mountain Lellum Middle School. A committee of students, parents, and school staff developed our middle school "Code" in accordance with School District 62 Policy and the B.C. Human Rights Code. Information was collected from all groups and put together to make the Code of Conduct. For the 2022-23 school year, Centre Mountain Lellum Middle School will adopt the Code of Conduct from the other middle schools in the Sooke School District.

A SAFE AND CARING COMMUNITY

Centre mountain Lellum Middle 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, vandalism and general mischief.

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 products, cigarettes, vapes and all 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 Centre Mountain Lellum staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- 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 follow the school's cell phone policy.
- 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 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/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.

DUNSMUIR 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 Dunsmuir Middle School. 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. Information was collected from all groups and put together to make the Code of Conduct.

A SAFE AND CARING COMMUNITY

Dunsmuir Middle 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).

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 Dunsmuir staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- 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 in class.

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 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/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.

ÉCOLE JOHN STUBBS MEMORIAL 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 École John Stubbs Memorial Middle School. 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. Information was collected from all groups and put together to make the Code of Conduct. We are very lucky to be part of the John Stubbs Memorial Community. In this school, we help others when we can, and we are welcoming and accepting of others. This Code of Conduct helps us all to keep our school safe.

A SAFE AND CARING COMMUNITY

École John Stubbs Memorial Middle 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).

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 École John Stubbs Memorial staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- 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 in class.
- Students are expected to be on campus throughout the 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 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/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.



SPENCER 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 Spencer Middle School. 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. Information was collected from all groups and put together to make the Code of Conduct. Embedded within this code of conduct are the four Spencer values: **Empathy, Honesty, Kindness** and **Respect**.

A SAFE AND CARING COMMUNITY

Spencer Middle 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, cyber 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, vandalism and general mischief.

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

- Intoxicating substances (such as alcohol or non-medicinal drugs);
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Smoking, vaping or associated paraphernalia

ACCEPTABLE CONDUCT

- Students are expected to treat our environment and each other with kindness and care, empathy, honesty and respect.
- 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 Spencer staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- 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 and use school computers and technology appropriately.
- Students are expected to turn off cell phones and store in lockers throughout the day.
- 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/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.



JOURNEY 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 Journey Middle School. 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. Information was collected from all groups and put together to make the Code of Conduct.

A SAFE AND CARING COMMUNITY

Journey Middle 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 vapes).

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 Journey staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- 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.
- Students are expected to be on campus throughout the entire day.
- Students are expected to respect the appropriate use of school computers, internet access and not use cell phones during instructional hours.

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 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/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.

Colwood Elementary School

CODE OF CONDUCT

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.

OUR BELIEFS

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.

At Colwood Elementary School it is expected that everybody is **kind, respectful, inclusive, and safe**.

We are **strong** and **proud** when we are kind, respectful, inclusive, and safe.

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.

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 to **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**:

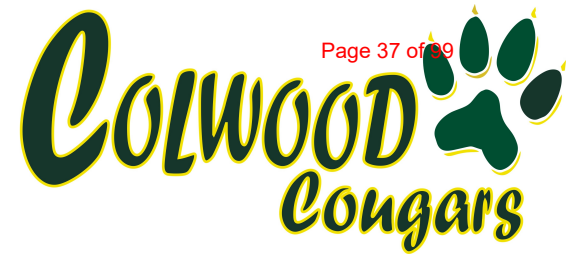
| |
|---|
| Physical violence and/or violence of any form <i>Use supplies & equipment in a safe and appropriate way. Move your body around the school and playground in a safe way.</i> |
| Bullying, harassment, threat and intimidation <i>Be kind to others</i> |
| Verbal, physical or sexual abuse <i>Express yourself in kind and appropriate ways</i> |
| 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) <i>Accept people who are different from you</i> |
| Theft and vandalism <i>Do not take or damage other people's things</i> |
| 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) |

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. A variety of strategies are used at the school to deal with inappropriate conduct.



This code concerning the rights and responsibilities of everyone at Colwood 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 Colwood School a safe and healthy place to be.

Student's Name (please print)

Teacher: _____

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

Parent's/Guardian's Signature

Student's Signature

Date

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 then arise
- make sure that you act in a way that helps everyone meet their needs
- make sure that your 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 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

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 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 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 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** 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.



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.

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 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.

- 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.

Lakewood Elementary Code of Conduct Student Language

Lakewood Elementary  **CODE of CONDUCT** **Belief Statement** **SOOKE SCHOOLS 62**

RESPECT
 LOOKS GO LIKE:
 • RESPONSIBILITY for personal learning, personal belongings, school property and community.
 • INCLUSIVENESS for ALL individual differences, gender, culture.
 • POLITENESS
 • ACTIVE LISTENING SKILLS
 • Appropriate and safe USE of TECHNOLOGY and EQUIPMENT

CARING
 LOOKS GO LIKE:
 • KINDNESS
 • Encouragement
 • COOPERATION
 • HONESTY
 • Helpfulness

SAFETY
 LOOKS GO LIKE:
 • FOLLOWING RULES and EXPECTATIONS

ECOWARRIORS
 LOOKS GO LIKE:
 • KEEPERS of the EARTH
 • REDUCING
 • REUSING
 • RECYCLING

SOOUNDS LIKE:
 * SUPPORTIVE PHRASES and QUESTIONS
 * RECOGNITION
 * MANNERS
 * APPROPRIATE VOICE TONE
 * KIND WORDS
 * COMPLIMENTS

FEELS:
 ♥ COMPASSIONATE
 ♥ RESPONSIBLE
 ♥ SECURE
 ♥ ACCEPTING
 ♥ THOUGHTFUL
 ♥ PROUD
 ♥ INCLUSIVE
 ♥ MATURE

AT LAKEWOOD ELEMENTARY, WE THINK before WE ACT, FOLLOW EXPECTATIONS, MAKE GOOD CHOICES and ARE RESPONSIBLE in EVERY WAY.

Problem Solving Questions
 ? What happened?
 ? How do you feel about what happened?
 ? Who has been affected by what you have done? In what ways?
 ? What is a better plan for next time?
 ? How are you going to make this right with others involved?

Respecting People

Looks Like:

- **Using:** eye contact, safe hands and safe body, inside voices
- **Being:** Generous, friendly, kind, responsible for your learning, a role model, a good sport
- **Awareness of:** emotions, tone of voice, body language
- **Following** directions
- **Waiting** for your turn to speak
- **Respecting** others learning environments, privacy
- **Taking** turns
- **Standing** up for others
- **Walking** around two people that are talking
- **Participating** in all activities and being creative
- **Considering** others when playing sports
- **Tolerance** - treating others how you want to be treated



Sounds Like:

- Laughter
- Hey that's not ok, stop that
- Hey, that game isn't respectful.
- **Using:** Please and thank you, I'm Sorry
- Thank you for helping me with my homework,
- How are you today, Good morning, How are you feeling, Can I help you?
- **Thinking** before you speak
- **Being** honest
- Thanks for...
- Great job on your work...

Respecting Property

Looks Like:

- **Cleaning** up spills
- **Putting** away personal and school items (classroom and locker)
- **Being** respectful of other people's belongings, neighbours' property, school property, responsible in the washroom
- **Using** equipment responsibly
- **Asking** before borrowing
- **Taking** care of library books and textbooks
- **Tidying** shelves
- Graffiti-free school community



Sounds Like:

- Could I borrow your...
- Could I have a turn please
- Please be gentle with my stuff
- Please stop digging holes
- How would you feel if I did that
- Please take care of
- Thanks for returning my...
- Thanks for not kicking the basketballs



Caring

Looks Like:

- **Smiling**
- **Filling** buckets
- **Being:** there for your friend when they need it, kind to our neighbours
- **Walking** around two people that are talking
- **Bringing** injured students to office
- **Using** sportsmanship
- **Reporting** to adult if someone is hurt

Sounds Like:

- I have felts that you can use
- Your turn
- **Complimenting** each other
- Are you ok?
- Would you like to play?
- How can I help you?
- Would you like to pick the game?
- Let me help you?
- Do you want to share?
- Are you ok?
- Can I hand out or help out in any way?
- Do you need any help?
- Do you want to play with us?
- Did you get a new shirt?, I like it.
- Is that a new.....? I like it.
- I enjoy your company
- You have a big heart
- That is a nice drawing
- Did you get your hair done?, I like it.

Safety

Looks Like:

- Rocks staying on the ground
- **Using:** Safe hands, Stranger Danger, Sign in and Sign Out procedures
- Staying on playground
- Taking turns, care of each other
- **Walking** in the halls *and* on outside stairs
- **Following:** rules, safety rules during Emergency Drills
- **Finding** a Peer Helper or an Adult
- **Helping** others, younger students
- **Controlling** temper



Sounds Like:

- Watch where you are going
- Be careful
- It's not safe there
- Let's stick together
- Please don't go up there, you could hurt yourself
- Watch where you step
- Can you help me?
- Please stop
- Use anger mountain
- Excuse me
- Leave the rocks on the ground
- Hey, that game isn't safe.
- **Thanks for...** walking in the hall, not throwing the ball when I was walking by, cleaning up so I didn't slip
- Using your **W.I.T.S.**

Eco Warriors

Looks Like:

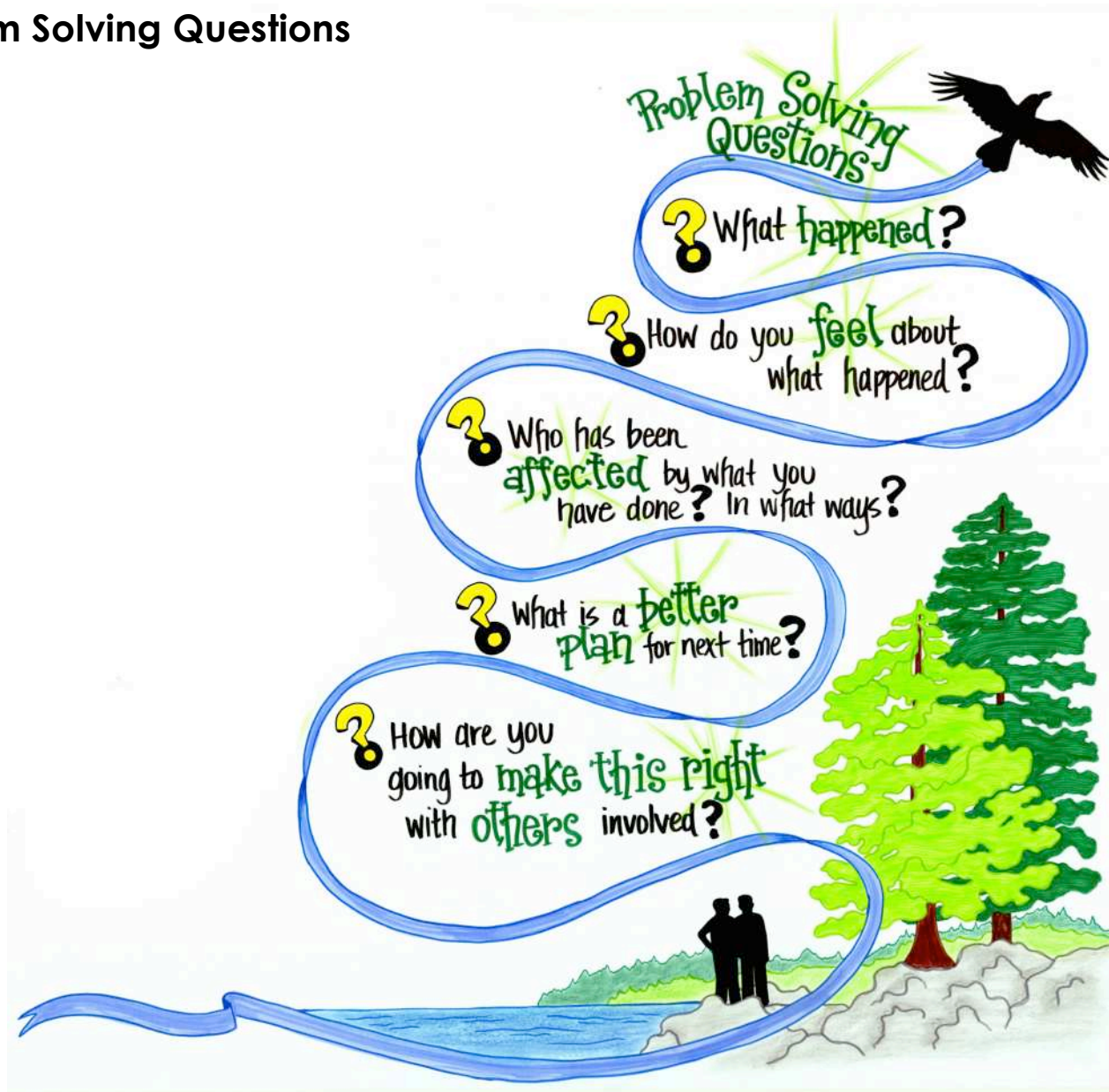
- **Litter-less Lunches**
- **Picking** up litter
- **Recycling** paper juice boxes and cans
- **Turning:** out lights and electrical devices when not being used, off taps
- **Walking** and **riding** bikes to and from school
- **Respecting** trees, plants, insects and animals
- **Reducing** paper use in the classroom and washroom
- **Unwrapping** snacks before leaving

Sounds Like:

- Remember to pick up your garbage
- Let's reuse that
- Please don't litter
- Let's pick up garbage, pick up 10 items
- Can you please stop ripping up grass
- You dropped your garbage, please pick it up
- Let's clean up the school
- Hey, please don't hang off the trees, be kind to them
- Wow, you're doing a great job cleaning up
- You are great at keeping our ecosystem clean



Problem Solving Questions





ÉCOLE MILLSTREAM ELEMENTARY

626 Hoylake Avenue, Victoria BC V9B 3P7

TELEPHONE: 250-478-8348

FAX: 250-474-5736

EMAIL: millstream@sd62.bc.ca

WEBSITE: millstream.sd62.bc.ca

PRINCIPAL: Mrs. F. Krusekopf

VICE 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

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.

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

| R (Respect) | O (Ownership) | C (Caring) | K (Kindness) | S (Safety) |
|--|---|---|---|---|
| Be Respectful - being respectful with peers, staff, parents, and guests to our school | Be Responsible - being honest and taking responsibility for your learning as well as your behaviours | Be Caring – for yourself, your peers, the staff, guests to our school, school property, the property of others, and nature | Be Kind - show kindness and encouraging others to achieve to their fullest potential | Be Safe – behave in a way that is safe for you as well as those around you |
| ➤ Treat others as you would like to be treated, free from bullying and threats | ➤ Take responsibility for your own actions | ➤ Leave area as tidy as when you arrived | ➤ Treat others as you would like to be treated in person and online | ➤ Stay on grounds unless you have permission to leave and have signed out at the office |
| ➤ Respect other people's personal space | ➤ Practice good health habits – wash your hands, don't come to school sick | ➤ Older students act as models of appropriate behaviour | ➤ When the bell rings after recess and lunch, stop your game and get into your line-ups | ➤ Deal with conflict in peaceful ways – use your words / or get an adult to help solve the problems |
| ➤ Respect the personal property of others and the school | ➤ Bring supplies, books, homework and notices to school when needed | ➤ Be on time for school | ➤ Be a good listener and use class time wisely | ➤ Walk safely in all areas of the school and be in control of your body |
| ➤ Use good manners | ➤ Take care of your own belongings | ➤ Offer to help out whenever possible without being asked | ➤ Use kind words and keep your hands and feet to yourself | ➤ Use internet cautiously, carefully and safely |

How this looks around the school...

| On the playground | In the hallway | In the library | In the washroom | At lunchtime | In the classroom | In an assembly | In the gym |
|--|---|---|--|--|---|--|---|
| <ul style="list-style-type: none"> ➤ Include others in your play ➤ Play safely and cooperatively ➤ Dress appropriately for weather ➤ Stay in designated areas ➤ Use kind words and happy voices | <ul style="list-style-type: none"> ➤ Always walk, don't run ➤ Keep hands and feet to self ➤ Watch where you are going ➤ Appreciate hallway displays, stay away from the walls ➤ Use quiet voices ➤ Stay in line | <ul style="list-style-type: none"> ➤ Enter and leave quietly ➤ Push in your chair and tidy your area before leaving ➤ Return materials to proper bins or shelves ➤ Return books on time ➤ Keep all food and drink out of the library | <ul style="list-style-type: none"> ➤ Respect the privacy of others ➤ Wash hands thoroughly with soap & water ➤ Use the bathroom for bathroom purposes only ➤ Report any problems to an adult | <ul style="list-style-type: none"> ➤ Sit while you eat your lunch ➤ Use appropriate table manners ➤ Use quiet voices ➤ Leave your eating area clean – recycle and/or place garbage in containers ➤ Be respectful to the supervisors | <ul style="list-style-type: none"> ➤ Be in your seat on time ➤ Be a good listener and try your best ➤ Respect property, materials and move about safely ➤ Use computers respectfully & with adult consent | <ul style="list-style-type: none"> ➤ Enter/exit gym quietly ➤ Respect others personal space ➤ Sit flat on floor so others can see ➤ Look at speaker and clap appropriately | <ul style="list-style-type: none"> ➤ Be in the gym only when there is a supervising adult present ➤ Return equipment to proper location ➤ Wear appropriate shoes – laces tied ➤ Be aware of your body and others personal space |

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)

Parent Name: _____

Student Name: _____

Parent Signature: _____

Student Signature: _____

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.

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.

In Accordance with the District Policy, the BC Human Rights Code and the Criminal Code, there will be zero tolerance for the following:

- Threat or bullying
- Disobedience or refusal to follow adult direction
- Theft and vandalism
- Violence of any form
- 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**)
- Tobacco
- Physical, verbal or sexual harassment
- Possession or use of illegal substance
- Possession or use of weapons

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. We believe that being **kind, accepting** and **grateful** we can foster a great learning environment.

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.

Student Name: _____

Student Signature: _____

SOOKE SCHOOLS INTERNATIONAL STUDENT PROGRAM & ELL DEPARTMENT

MARCH 2022



1

TONIGHT'S AGENDA

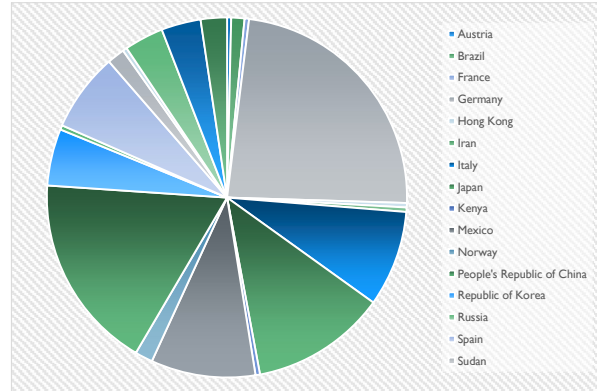
- 1. International Student Program (ISP) Update**
 - a) Numbers and Distribution
 - b) Intake throughout COVID
 - c) Challenges and Opportunities
- 2. English Language Learners Update**
 - a) Growth
 - b) Home Languages Spoken
 - c) Challenges and Opportunities
- 3. BCCIE Grant**



2

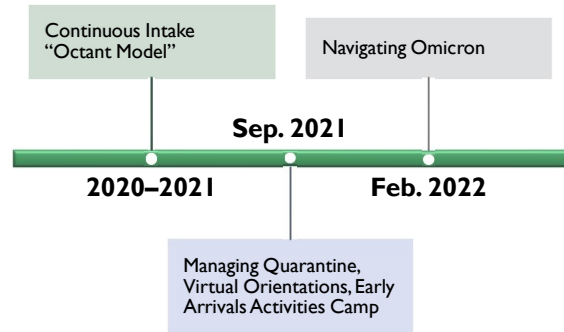
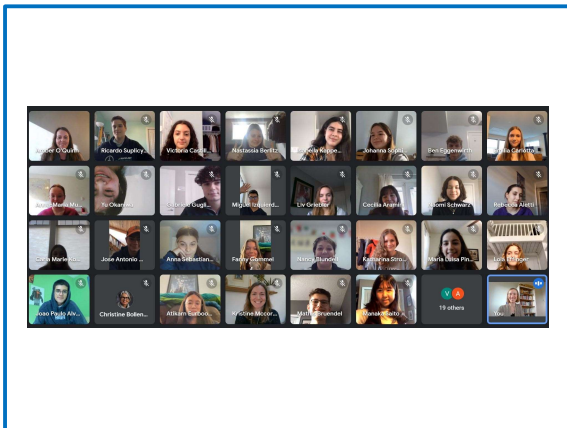
ISP 2021-22:A LOOK AT THE NUMBERS

- 315 students (head count); 264 FTE
- 73 Returning; 242 New
- 16 countries
 - Germany (24%), China (18%), Japan (12%), Mexico (9%), Italy (9%), Spain (7%), Korea (5%)
- 43% - Graduation Track
- 57% - Cultural Immersion Track



3

ISP INTAKE THROUGHOUT COVID



4

CHALLENGES AND OPPORTUNITIES

CHALLENGES

- Homestay shortage
- Evolving pandemic
- Mental health
- China market

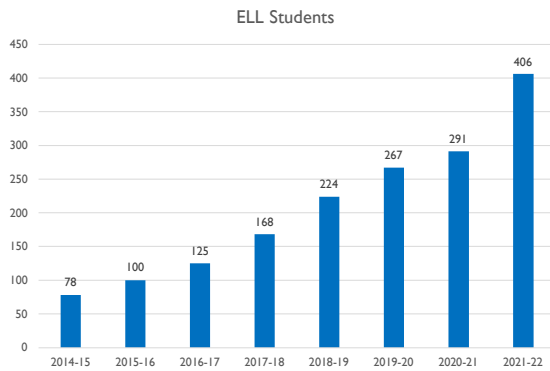
OPPORTUNITIES

- Border closures (Australia, NZ)
- China education reform



5

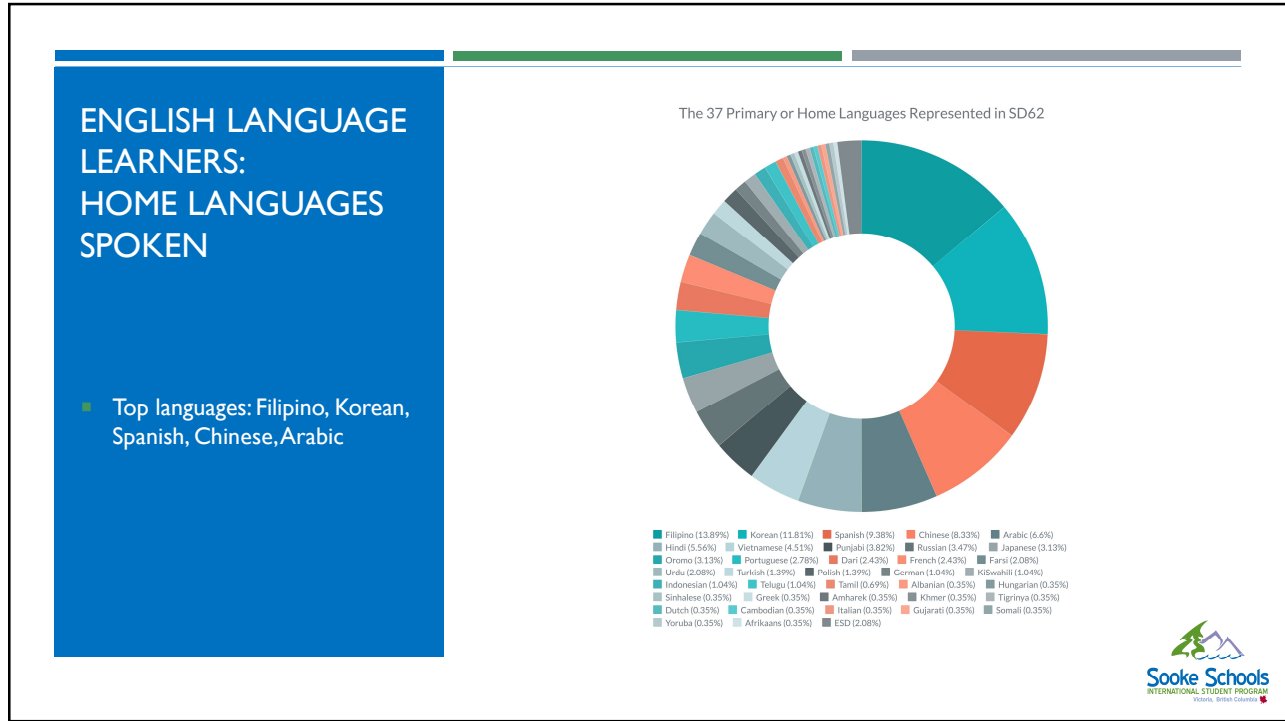
ENGLISH LANGUAGE LEARNERS



- Significant growth in ELL student numbers this year
- 40% increase in Sept 1701
- Continuous intake: 487 ELL students in Feb 1701
- Many students of parents who are here on work or study permits
- Possibility of some Afghan refugees arriving in spring



6



7

SUPPORTS, CHALLENGES, OPPORTUNITIES

Play Bingo

Go Over Flashcards

Help with a job that your buddy's teacher asks you do with your buddy

Practice ABCs

Practice Counting

Things You Can Do With Your Buddy!

SUPPORTING OUR ELL POPULATION

- Intake Support: Newcomer Clerk (centralized document screening)
- Peer Mentor Program
- School Planning Day Presentation
- Professional development opportunities

CHALLENGES

- Staffing for growth
- SWIS shortage

OPPORTUNITIES

- Economies of scale
- Interest in gaining new competencies

8

BCCIE GRANT
(BRITISH COLUMBIA COUNCIL FOR INTERNATIONAL EDUCATION)

- \$15,000
- Student Scholarships (K-12; Post-Secondary)
- “Capacity Building”
 - IDI Training
 - Book Club
 - Mental Health Guidelines
 - Interactive Multicultural Calendar
- <https://bit.ly/FebruaryMulticulturalCalendar>

February 2022

* Black History Month
* Aboriginal Storytelling Month in SK
* Holiyee (Nisga'a Lings Government)

Cultural Spotlight: CHINA

"In mainland China, Luoyang is an ancient city with a history of thousands of years and that's the city where I was born. Historic sites and traditional snacks are still preserved in the old part of our city."
- Royla, Grade 11

"There are many traditional festivals in China. The Lantern Festival is a day for family reunions and is the 15th day of the first lunar month in China. Every household will light up lanterns or hold large lantern festivals. It is very lively. I like a lot of Chinese food, especially Fujian food. If you ever have the chance to go to China, you should try Fujian fish ball soup."
- Catherine, Grade 2

"There are lots of newsstands around schools in China. I love going there with my friends to check the latest magazines and books after school."
- Post, Grade 12

Click here for information and lessons

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--|--|----------------------------|--|--|--------------------------------|
| | | 1 * Lunar New Year * Chinese New Year * World Meatfish Harmony Week (UN) * Makha (Kash) festival | 2 * Groundhog Day | 3 * Setsubun Sai (Japan) | 4 | 5 * Vasant Panchami (Hindu) |
| 6 * Mak (Bihar) | 7 | 8 | 9 | 10 | 11 * National Foundation Day in Japan | 12 |
| 13 | 14 * Valentine's Day * Shrove Tuesday | 15 * National Flag of Canada Day * Nihi Matsuri Snow Festival (Japan) 15th-16th | 16 * Magha ends (Hindu) | 17 | 18 * National Instructional Day | 19 |
| 20 * World Day of Social Justice (UN) | 21 * Family Day * International Mother Language Day (UN) | 22 * Brother's Sisterhood Week (people of diverse faiths unite) * Muslim Pride Campaign Day | 23 | 24 * Pink Shirt Day * National Day of the Girl Scout | 25 * Pongal (in Bihar) Jan 25th-March 1 | 26 |
| 27 | 28 | | | | | |



9

Sooke Schools
INTERNATIONAL STUDENT PROGRAM
Many Nations. One Remarkable Experience

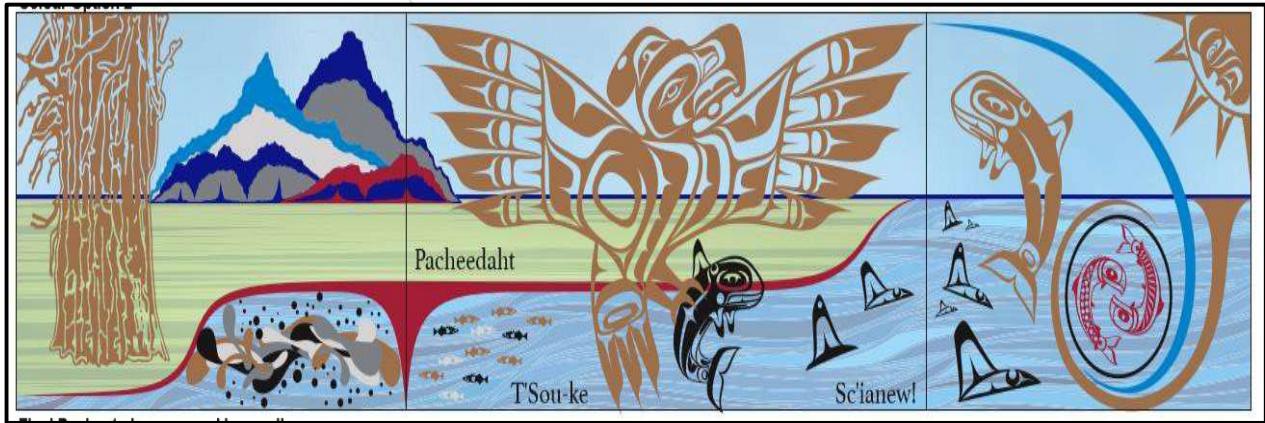


QUESTIONS?



10

Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation



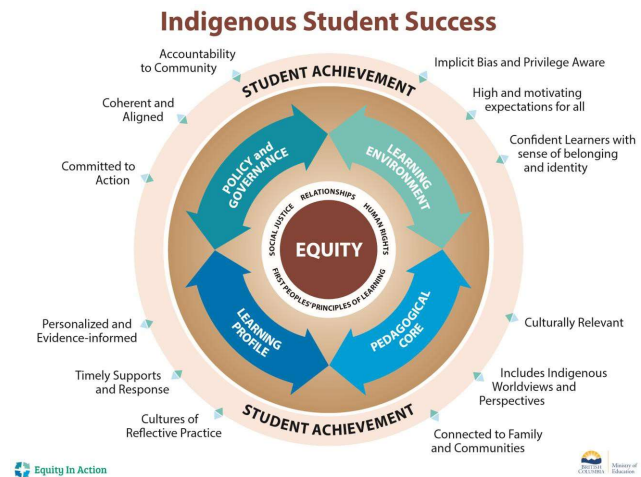
We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation

1

1

Ministry of Education: *Equity in Action* Project

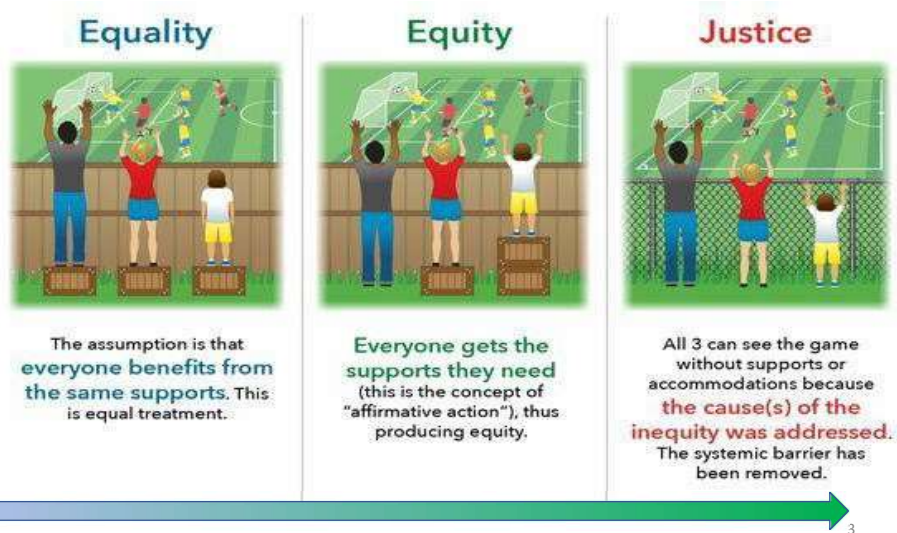
- designed as a response to the Audit of The Education of Aboriginal Students in B.C. Public School System that recognized a 'racism of low expectations' for Indigenous learners
- focuses on four pillars: Policy and Governance, Learning Profile, Learning Environment, Pedagogical Core
- the Ministry of Education is working collaboratively with school districts to:
 - identify promising practices, barriers and challenges;
 - construct an Equity Profile;
 - determine a Theory of Change;
 - develop an Equity Action Plan in service to Indigenous learners, families, and communities



2

The 'Why' of Equity

- Racism of low expectations;
- Implicit bias and privilege;
- Deficit thinking and theorizing;
- One size fits all planning and organizing for learning;
- Silence in the face of the above



3

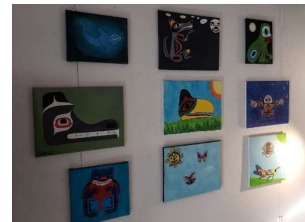
Strategic Plan and Na'tsa'maht Education

2021 Strategic Plan:

- Values: diversity and equity
- Goal: create a culture of belonging
- Objective: to further the goals of the Na'tsa'maht Agreement
- Outcomes: to progress Indigenous Student Success & understanding of Indigenous cultures, histories, and ways of being

Collectively we:

- strive for all students to graduate with dignity, purpose, & options
- understand *Equity in Action* is a collective responsibility
- value Elders in Residence and Role Models
- aspire to deepen teaching methods and practices that are culturally relevant and connect to family and communities
- are beginning to acknowledge implicit bias and privilege in ourselves and the education system

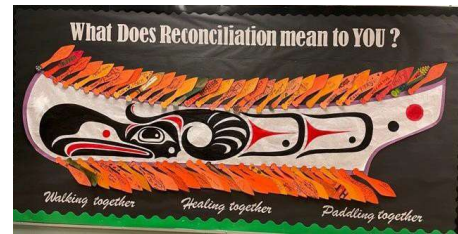


4

Equity in Action 2021- 22

In our fourth year of action, we understand:

- meaningful change takes time and goals can be long term. Schools are continuing with goals and considering how the learning environment & pedagogical core interconnect
- release time is required for Equity in Action School Teams to focus, discuss, and implement goals/actions
- student and family survey results are powerful and can be improved with insights from Elementary, Middle and Secondary administrators
- professional learning focusing on bias and privilege and Indigenous teachings, cultures, traditions, history, and aspirations is a priority



5

Truth & Reconciliation Professional Learning Supports

- SD62 Engage *Equity Hub* & Ministry of Education *Equity Hub*
- Monique Gray Smith *Ripple of Resiliency* Learning Series
- Professional Development including May 13th Dr. Niigaanwewidam James Sinclair's *Climbing the Mountain* workshop
- District Wide Virtual Classroom Presentations
 - Teoni Spathelfer, Reconciliation Author Book Talk
 - Madelaine McCallum, Jigging & Pow Wow Dancing
- Locally Developed Surveys
 - Elementary, Middle, and Secondary Student Surveys
 - District Family Survey



Na'tsa'maht Indigenous Enhancement Agreement Renewal

6

Schools Actions

- Book Clubs – *White Fragility, Speaking Our Truth*
 - Equity Discussions at staff meetings with invitations to explore personal bias & have difficult discussions
 - School Planning Day – Equity in Action goal focused, inclusion of Elders and Role Models
 - Student-led Equity Teams/Groups
 - Infusion of Indigenous Artwork
 - Murals – co-created with students
 - Logo Redesigns
 - Increase visibility and use of Indigenous languages i.e.. renaming school areas; staff learning greetings and how to introduce themselves
- Honouring *Coast Salish Moons* at staff meetings and as school wide themes
 - Compiled staff google drive with relevant resources; lessons/websites sharing at staff meetings
 - Increasing outdoor learning spaces to deepen connection to land, sea, and sky and support stewardship; inviting Role Models to share uses of local native plants and planting native plants in the school garden
 - students co-developing animal core competency
 - First Peoples Principles of Learning
 - reviewing at staff meetings
 - monthly school-wide focus
 - creation of student posters
 - translation to French



7

*Hych'ka
Kleco Kleco Gilakas'la
Marsee
Thank you*



8

8

Board Info Note
March 15, 2022
**Agenda Item 8.2: Three-Year School Calendar – 2022-23,
2023-24 and 2024-25**

Purpose

To provide a proposed three-year calendar for Board consideration.

Background

The Ministry of Education sets the minimum number of instructional hours under the [School Calendar Regulation \(PDF\)](#), but it is up to boards to determine:

- the beginning and the end of the school year
- the length of school days
- the number of non-instructional days
- the timetable

The School Calendar Regulation requires the following:

- Approval of the Board
- Public consultation of at least one month **Completed**
- Submission of the Board's proposed calendars to the Minister by March 31, 2022
- Adherence to the following elements: **Completed**
 - Compliant with the Prescribed Minimum Hours of Instruction
 - Kindergarten 853 hours
 - Grades 1 – 7 878 hours
 - Grades 8 – 12 952 hours
- Establish Non-Instructional days (six) **Completed**
- Consultation with parents and employee groups **Completed**
- Districts may request approval for up to three upcoming years

- The Ministry requires a calendar submission yearly that has received feedback from stakeholders and is approved by the Board of Education prior to March 31 of each year.
- Under the [School Act \(PDF\)](#), Boards of Education have the authority to set calendars for the schools in their districts; following consultation with parents and board employees.
- Once this is complete, Boards submit their proposed calendars to the Ministry of Education for review.

Current Context

- Associate Superintendent Stephanie Hedley-Smith has met with the CUPE President and Vice-President, the STA President and Vice-President, the co-Presidents of the Sooke Principals' and Vice-Principals' Association, and the SPEAC President.

- They have sought feedback from their respective executives and/or members and report satisfaction with the proposed calendar dates and have no further feedback.
- She also met with Associate Superintendents from SD 61 (Victoria) and 63 (Saanich) to ensure that the key dates in the calendars for holidays and professional development days align.
- The calendar has gone out to the public for the required one-month review period. We received 17 e-mail responses.

Consideration was also given as to what might be best for students, families and staff in terms of alignment with long weekends and holidays.

The e-mail feedback falls into four categories: aligning all professional development days with long weekends, changing Christmas holidays for all three districts, making changes to the calendar that would see fewer school days, and those in agreement with the proposed calendars.

No additional changes are recommended as a result of the feedback.

Recommendation:

Proposed Motion:

That the Board of Education of School District 62 (Sooke) approve the three-year school calendar for 2022-23, 2023-24 and 2024-25.

Respectfully,

Stephanie Hedley-Smith
Associate Superintendent

SD62 (SOOKE)

DRAFT 2022/2023 CALENDAR

| JULY | | | | | | |
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| AUGUST | | | | | | |
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| SEPTEMBER | | | | | | |
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| OCTOBER | | | | | | |
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| NOVEMBER | | | | | | |
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| JANUARY | | | | | | |
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| FEBRUARY | | | | | | |
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| MARCH | | | | | | |
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| APRIL | | | | | | |
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| MAY | | | | | | |
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| JUNE | | | | | | |
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| 25 | 26 | 27 | 28 | 29 | 30 | |

■ Instructional
 ■ Non-Instructional
 ■ Vacation Period
 ■ Statutory Holiday



Ministry of Education

SCHOOL DISTRICT NO. 62 (SOOKE)
2022 - 2023 SCHOOL CALENDAR

| | |
|---|------------------------------------|
| Total Days in Session | 186 |
| Days of Instruction | 179 |
| Non-instructional Days | 6 |
| Administrative Day | 1 |
| School Year begins (All schools in session one-half day) | Tues., Sept. 6 |
| Non-instructional Day (District-Wide School Planning) | Mon., Sept. 19 |
| National Day for Truth and Reconciliation | Fri., Sept. 30 |
| Thanksgiving Day | Mon., Oct. 10 |
| Non-instructional Day – Professional Development (Provincial) | Fri., Oct. 21 |
| Remembrance Day | Fri., Nov. 11 |
| *Early Dismissal (three hours for all schools) | Thurs., Nov. 24 |
| Non-instructional Day – Professional Development (includes CUPE) | Fri., Nov. 25 |
| Last day Before Winter Break | Fri., Dec. 16 |
| Winter Vacation (incl. Christmas, Boxing Day and New Year's Day) | Mon., Dec. 19 – Mon., Jan. 2, 2023 |
| Schools Reopen | Tues., Jan. 3, 2023 |
| Non-instructional Day – Professional Development (Tri-District) | Fri., Feb. 17 |
| Family Day | Mon., Feb. 20 |
| Last Day before Spring Break | Fri., Mar. 17 |
| Spring Break | Mon., Mar. 20 – Fri., Mar. 31 |
| Schools Reopen | Mon., Apr. 3 |
| Good Friday | Fri., Apr. 7 |
| Easter Monday | Mon., Apr. 10 |
| *Early Dismissal (three hours for all schools) | Thurs., Apr. 20 |
| Non-Instructional Day – Professional Development | Fri., Apr. 21 |
| Victoria Day | Mon., May 22 |
| Non-instructional Day – Professional Development (includes CUPE) | Mon., May 29 |
| Last Day of School | Thurs., June 29 |
| Year-end Administrative Day | Fri., June 30 |

*Nov. 24 & April 20 will remain the Early Dismissal Days; however, the elementary and middle school parent-teacher interviews/conferences may be held at an earlier date if the local school community deems it to be beneficial for communicating student learning to parents.

SD 62 (SOOKE)

DRAFT 2023/2024 CALENDAR

| JULY | | | | | | |
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| AUGUST | | | | | | |
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| SEPTEMBER | | | | | | |
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| OCTOBER | | | | | | |
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| MARCH | | | | | | |
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| JUNE | | | | | | |
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■ Instructional
 ■ Non-Instructional
 ■ Vacation Period
 ■ Statutory Holiday

SCHOOL DISTRICT NO. 62 (SOOKE)
2023 - 2024 SCHOOL CALENDAR

| | |
|---|------------------------------------|
| Total Days in Session | 186 |
| Days of Instruction | 179 |
| Non-instructional Days | 6 |
| Administrative Day | 1 |
| School Year begins (All schools in session one-half day) | Tues., Sept. 5 |
| Non-instructional Day (District-Wide School Planning) | Mon., Sept. 18 |
| National Day for Truth and Reconciliation | Mon. Oct. 2 |
| Thanksgiving Day | Mon., Oct. 9 |
| Non-instructional Day – Professional Development (Provincial) | Fri., Oct. 20 |
| Remembrance Day | Mon., Nov. 13 |
| *Early Dismissal (three hours for all schools) | Thurs., Nov. 23 |
| Non-instructional Day – Professional Development (includes CUPE) | Fri., Nov. 24 |
| Last day Before Winter Break | Fri., Dec. 22 |
| Winter Vacation (incl. Christmas, Boxing Day and New Year's Day) | Mon., Dec. 25 – Fri., Jan. 5, 2024 |
| Schools Reopen | Mon., Jan. 8, 2024 |
| Non-instructional Day – Professional Development (Tri-District) | Fri., Feb. 16 |
| Family Day | Mon., Feb. 19 |
| Last Day before Spring Break | Fri., Mar. 15 |
| Spring Break | Mon., Mar. 18 – Thurs., Mar. 28 |
| Good Friday | Fri., Mar. 29 |
| Easter Monday | Mon., Apr. 1 |
| Day In Lieu of Mar. 29 Stat. Holiday | Tues., Apr. 2 |
| Schools Reopen | Wed., Apr. 3 |
| *Early Dismissal (three hours for all schools) | Thurs., Apr. 18 |
| Non-Instructional Day – Professional Development | Fri., Apr. 19 |
| Non-instructional Day – Professional Development (includes CUPE) | Fri., May 17 |
| Victoria Day | Mon., May 20 |
| Last Day of School | Thurs., June 27 |
| Year-end Administrative Day | Fri., June 28 |

*Nov. 23 & April 18 will remain the Early Dismissal Days; however, the elementary and middle school parent-teacher interviews/conferences may be held at an earlier date if the local school community deems it to be beneficial for communicating student learning to parents.

SD62 (SOOKE)

DRAFT 2024/2025 CALENDAR

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| JANUARY | | | | | | |
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| JUNE | | | | | | |
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■ Instructional
 ■ Non-Instructional
 ■ Vacation Period
 ■ Statutory Holiday



Ministry of Education

SCHOOL DISTRICT NO. 62 (SOOKE)
2024 - 2025 SCHOOL CALENDAR

| | |
|---|------------------------------------|
| Total Days in Session | 187 |
| Days of Instruction | 180 |
| Non-instructional Days | 6 |
| Administrative Day | 1 |
| School Year begins (All schools in session one-half day) | Tues., Sept. 3 |
| Non-instructional Day (District-Wide School Planning) | Mon., Sept. 23 |
| National Day for Truth and Reconciliation | Mon. Sept. 30 |
| Thanksgiving Day | Mon., Oct. 14 |
| Non-instructional Day – Professional Development (Provincial) | Fri., Oct. 25 |
| Remembrance Day | Mon., Nov. 11 |
| *Early Dismissal (three hours for all schools) | Thurs., Nov. 21 |
| Non-instructional Day – Professional Development (includes CUPE) | Fri., Nov. 22 |
| Last day Before Winter Break | Fri., Dec. 20 |
| Winter Vacation (incl. Christmas, Boxing Day and New Year's Day) | Mon., Dec. 23 – Fri., Jan. 3, 2025 |
| Schools Reopen | Mon., Jan. 6, 2025 |
| Non-instructional Day – Professional Development (Tri-District) | Fri., Feb. 14 |
| Family Day | Mon., Feb. 17 |
| Last Day before Spring Break | Fri., Mar. 14 |
| Spring Break | Mon., Mar. 17 – Fri., Mar. 28 |
| Schools Reopen | Mon., Mar. 31 |
| *Early Dismissal (three hours for all schools) | Thurs., Apr. 10 |
| Non-Instructional Day – Professional Development | Fri., Apr. 11 |
| Good Friday | Fri., Apr. 18 |
| Easter Monday | Mon., Apr. 21 |
| Non-instructional Day – Professional Development (includes CUPE) | Mon., May 12 |
| Victoria Day | Mon., May 19 |
| Last Day of School | Thurs., June 26 |
| Year-end Administrative Day | Fri., June 27 |

*Nov. 21 & April 10 will remain the Early Dismissal Days; however, the elementary and middle school parent-teacher interviews/conferences may be held at an earlier date if the local school community deems it to be beneficial for communicating student learning to parents.



School District 62 (Sooke)

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 - FESL Targets - Strategic Plan Targets - 5 Year capital Plan - Superintendent Growth Report |
| Review | | <p><i>3rd Quarter Report Package:</i></p> <ul style="list-style-type: none"> - Strategic Plan - FESL (if applicable) - Na'tsa'maht agreement - Financial forecast - Enrolment report - Minor & Major Capital Work | District Operations Plan |
| Complete | <ul style="list-style-type: none"> - BCSTA Annual General Meeting | | |
| Engage | <ul style="list-style-type: none"> - Host Staff Event | <ul style="list-style-type: none"> - Host Student Event | <ul style="list-style-type: none"> - Grad Year End Ceremonies |

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

RE: Na'tsa'maht Education Council Zoom Meeting held on February 23, 2022

We are honored 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: Scia'new Nation, Coast Salish; T'Sou-ke Nation, Coast Salish; the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the Nations SD62 works with.)

In Attendance:

| | | |
|---|--|--|
| Amanda Hamilton, Pacheedaht Nation | Jo-Ina Young, Métis Nation of Greater Victoria, (MNGV) | Marlys Denny, SD 62, Vice Principal, Na'tsa'maht Indigenous Education |
| Brandon Labbey-Krejci, M'akola Group of Societies | Jon Carr, SD 62, Principal, Na'tsa'maht Indigenous Education | Paul Block, SD 62, Associate Superintendent |
| Bryan Johnson, SD62, Lead Na'tsa'maht Renewal | Karryn Hall, Island Métis Family and Community Services Society | Stacey Charles, Sc'ianew Nation |
| Ceilidh Deichmann, SD62, PVP Association | Lindsay Lockhart, STA, Teacher's Union Rep | Sue Grundy, SD 62, Executive Operations Manager |
| Dianna Seaton, SD 62, School Trustee | Lorraine Velie, SD 62, Na'tsa'maht Indigenous Education Administrative Assistant | Tiffany Adams, Na'tsa'maht Indigenous Education Curriculum Coordinator Teacher |
| Dorothea Harris, University of Victoria | | Trish McNabb, CUPE Local 459 |
| Elder Henry Chipps, Sc'ianew Nation | | |
| Guest: | | |
| Russel Johnston, Royal Roads University | Darren Russell, SD62, Principal, Centre Mountain Lellum | Karen DeCicco, SD62, Principal, PEXSISEN |
| Alex Dolan, ISPARC | | |

Regrets:

| | | |
|--|--|--|
| Alita Tocher, M'akola Group of Societies | Kendra Gage, Hulitan Family and Community Services | Michelle Thut, T'Sou-ke Nation |
| Chief Russell Chipps, Sc'ianew Nation | Lynai Quatell, Hulitan Family and Community Services | Stacey Charles, Sc'ianew Nation |
| Clinton Kuzio, University of Victoria | Matthew Simpson, University of Victoria | Virginia Treadwell, Island Métis Family and Community Services Society |
| Julia Clifton, Hulitan Family and Community Services | | Vivian Leik, Camosun College |

1. Presentation:

1.1. Royal Roads University (RRU) Westshore Initiative - Russell Johnston

- RRU is in collaboration with Justice Institution of BC, Camosun College, and University of Victoria.
- How do we support students transitioning to Post Secondary Schooling? How do we improve success for not only Indigenous students but all students?
- RRU is looking at what we are doing now and what we would like to be doing.
- RRU has seen growth with Indigenous teachings. How can we have better access to teachings and learning opportunities?
- In the process of looking at curriculum, bring in Elders, and the idea of Outdoor Classrooms
- We are at the listening stage and are looking for community partners feedback
- If you would like to be include in this conversation, if have any input you would like to share please reach out to Russell Johnston Russ.3johnston@royalroads.ca.

1.2. ISPARC Island Métis Physical Literacy Resource - Alex Dolan, Project Coordinator, Schools Physical Activity Physical Literacy

- Indigenous Sport, Physical Activity & Recreation Council (ISPARC)
- ISPARC offers sports programing, including Sport camps, and Coach training
- Has been working for the past year on a School based project to create to create Activity Cards and Métis Jigging dance steps and coloring pages resource. SD62 was the first District in BC to receive these new resources. The Intro to Jigging, the Métis Dance resource is now available in SD62 school libraries.
- Many more school resources are available on their website.

[Resources - School Physical Activity and Physical Literacy in BC \(schoolpapl.ca\)](http://schoolpapl.ca)

1.3. New SD62 Schools - Opening Sept 2022 - Darren Russell & Karen DeCicco

- Shared a PowerPoint presentation

2. School District Update-Paul Block

2.1. New Schools: language & artwork

- Working with Sc'ianew! Nation to bring SENĆOŦEN language & Art work into Centre Mountain Lellum Middle School

- Working with Songhees First Nation to bring lək̓ʷəŋən language & Art work into PEXSISEN Elementary School
 - Meeting set with Ellie Dion, Education Liaison for a list of available Artists. Hoping to create an Artist Directory
 - Looking at how Songhees First Nation would like to engage with SD62 schools.

2.2. Na'tsa'maht Enhancement Agreement Renewal (NEAR)

Renewal Consultation Process Intended Outcomes:

- Revisit the current goals in the enhancement agreement, ensure the goals continue to create equity and enhance opportunities for Indigenous students and families.
- Ensure that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan.
- Ensure that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.

Consultation Process Timeline:

- General Public Survey as well as Employee Groups Survey (STA, CUPE and SPVPA). Electronic survey opens April 4th closing on Friday, April 22nd (3-week window)
- General Public Community Engagement Gatherings: April 11th Saseenos Elementary 5:30 to 7:30pm,
- General Public Community Engagement Gatherings: April 12th Ruth King Elementary 5:30 – 7:30pm (catered dinner)
- Student Input Forums: April 5th to 20th.
- April 6/7th - Levelled PVP Meeting Activity
- April 20th NEC Presentation and input conversation
- June: Final Revisions and completion of draft, submission for publication
- June 28th: Board Presentation at monthly Board meeting
- Thursday, September 29th Enhancement Agreement Signing and Celebration held prior to September 30th Truth and Reconciliation Day

New structure to be implemented:

- The advisory team to meet Bi-annual or annual to collect data on how we are doing, how are students doing, and how are the schools doing.
- Bring this data to the Na'tsa'maht Education Council

3. Na'tsa'maht Indigenous Education Department Update-Jon Carr & Marlys Denny

3.1. Community Connections through meetings with local Nations and establishing routine with partner groups

3.2. 1701 Cycle

- 1237 students receiving Culture/Language and Support Programming
- 379 ESD Students
- Indigenous student counts continue to increase

3.3. Reviewed 2022-23 Consent Form

- Online consent forms are now available through the SD62 Online Consent Forms Portal
 - Over 900 families accessed the portal this year
 - This eliminates the need for paper copies
 - This a great tracking tool

3.4. Graduation Celebration

- Will be integrated with each school base celebrations
- Due to Covid19 unfortunately there will be no stand-alone event this year
- First Grad Committee meeting is set for February 24th.

4. Adjournment

Next Meeting: April 20th via Zoom 1:00 - 3:00

Board Info Note

March 15, 2022

Agenda Item: 10.3 BCSTA Climate Change Survey

Background

- BC School Trustee's Association's Climate Change Working Group would like to understand how each district has been engaged in climate-change initiatives.
- The goal of conducting the survey is to review and document current best practices for lowering emissions in school districts across the province.
- The deadline for the survey is **April 8**.
- Staff feel this is an excellent opportunity to reflect the great work the Board and staff have done on the social responsibility objective of the Strategic Plan
- Staff will provide greater details at the meeting on the survey and work completed to date on the Climate Change file
- Staff suggest the Board consider the following motion:

Motion Requested: That the Board of Education of School District 62 (Sooke) direct staff to complete the BCSTA Climate Action Survey by April 8, 2022.

Board Info Note

Public Board Meeting

March 15, 2022

Agenda Item 11.1: Superintendent's Update

LEARNING

Secondary Graduation Celebrations

Trustees...open your calendars and dust off the formal wear! We are pleased to share that our Secondary schools will be returning to the more traditional venues and events for celebrating Commencement and Prom for our graduates this coming Spring. See below for details on venues and dates. This information is being shared with graduates and their families prior to Spring Break. Dry Grad events are also being planned and we will share details on those events next month.

Commencements

- Belmont: UVIC Centre Farquhar Auditorium – Sunday, June 12th at 11am & 3pm
- EMCS: UVIC Centre Farquhar Auditorium – Saturday, June 4 at 1pm
- Royal Bay: UVIC Centre Farquhar Auditorium – Sunday, June 5th at 11am and 2pm
- WestShore: Bear Mountain - Tuesday, June 21st

Prom

- Belmont: Crystal Gardens, Friday, June 24th
- EMCS: Crystal Ballroom at the Empress on Saturday, June 18th
- Royal Bay: Crystal Ballroom at the Empress on Friday, June 17th
- WestShore: Bear Mountain - Tuesday, June 21st

ENGAGEMENT

Na'tsa'maht Enhancement Agreement Renewal (NEAR) Update:

- The new moon beginning this week is PEXSISEN - The Moon of the Opening hands - the blossoming out moon.
- The Na'tsa'maht Enhancement Agreement Renewal is well underway, the terms of reference for the renewal process include:
 - Revisiting the current goals in the enhancement agreement, ensuring the goals continue to create equity and enhance opportunities for Indigenous students and families.
 - Ensuring that all partners and stakeholders understand the relationship between the Na'tsa'maht Enhancement Agreement and the Na'tsa'maht Indigenous Education Department's Operational Plan.
 - Ensuring that the Enhancement Agreement reflects the collective voice of all partners and stakeholders.
- As part of the original development of the Na'tsa'maht Enhancement Agreement, an Advisory Team



consisting of representation from the T'Sou-ke Nation, Sc'ianew Nation, Pacheedaht Nation and the Metis Association of Greater Victoria was created. A new team consisting of some of the original members as well as new members is in place to oversee the renewal process. The committee is implementing a consultation plan that mirrors the original plan implemented in 2016. This includes:

- Surveys for all Partner Groups and the General Public: Surveys will be open for three weeks beginning April 4th and closing April 22nd.
- Community Consultation Dinner Gatherings: Saseenos Elementary (April 11th) and Ruth King Elementary (April 12th).
- Student Forums at all Middle and Secondary Schools in April and May.
- Na'tsa'maht Indigenous Education Council Consultation Activity April 20th.
- Leadership Meeting Consultation Activity April 5th.
- In consultation with SD62's Manager of Strategic Communications, opportunities for involvement will be regularly communicated out to our families and communities.
- All survey and consultation data will be reviewed by the Na'tsa'maht Enhancement Agreement Renewal (NEAR) Advisory Team who will provide regular input and feedback as the draft of the new enhancement agreement is created.
- The final draft will be created by the end of June. An official signing ceremony is planned for September 29th in advance of Truth and Reconciliation Day (Friday, September 30th).

GROWTH

Student/Trustee Forum

- Thanks to students, staff and trustees who participated in our first Student Voice Forum. The opportunity for trustees to engage with students from our school district on the important topic of new school design was a real treat.
- Students were engaged and insightful, offering some great feedback that will be incorporated into the Board's principles for building new schools.

OTHER

Spring Break and Closure Week:

- Spring Break for SD62 begins on Monday, March 21 this year. Staff, students and families are looking forward to the break. Schools will return to session on Monday, April 4, 2022.
- The first week of the break is our regular Spring Break and will have activities and events occurring in our schools through community use. The second week is the week of closure. All staff have put addition time in over the course of the year to "earn" these days off. In addition, schools are closed to access in order to save on heating, lighting and other costs.
- When we return from Spring Break our Communicable Disease Safe Work Practices will have shifted to align with the PHO's revised orders on face coverings. Students, staff and visitors to schools will no longer need to wear masks, however those that choose to continue wearing them may do so at their own discretion.