



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

## **REGULAR BOARD MEETING**

**MONDAY, JUNE 10, 2019 – 4:00 PM**

House of Unity, Tsaxana Reserve

### **A G E N D A**

**Board of Education  
Vancouver Island West School District 84**

1. **CALL TO ORDER**
2. **APPROVAL OF AGENDA**
3. **ADOPTION OF MINUTES**
  - a. Regular Meeting of May 13, 2019
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
  - a. New Zealand Student Exchange Trip – Mr. Jeff Rockwell and Students
  - b. Canada-Wide Science Fair – Mrs. Katrina Kornylo and Students
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETING**
8. **TRUSTEE REPORTS**
  - a. School Reports
  - b. Working Relations Committee Meeting
9. **UNFINISHED BUSINESS**
10. **NEW BUSINESS**
  - a. Capital Plan 2019-2020
  - b. Capital Bylaw No. 2019/20-CPSD84-01
  - c. Capital Plan 2020-2021
  - d. School Fees 2019-2020
  - e. Codes of Conduct 2019-2020
  - f. District Education Plan - School Plans
11. **SUPERINTENDENT/SECRETARY-TREASURER'S REPORT**
  - a. District Update
  - b. Enrollment Report
  - c. Finance Warrants
12. **TRUSTEE INQUIRIES**
13. **PRESS AND PUBLIC INQUIRIES**
14. **NOTICE OF MEETING**
  - a. September 9, 2019 – 4 pm – School Board Office
15. **ADJOURNMENT**

*In partnership with our diverse communities, School District 84  
will provide all students with a quality education  
relevant to the demands of a modern society.*





**REGULAR MEETING OF THE BOARD OF EDUCATION  
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,  
HELD ON MONDAY, MAY 13, 2019  
AT KYUQUOT ELEMENTARY SECONDARY SCHOOL, KYUQUOT, BC**

**TRUSTEES PRESENT:** Arlaine Fehr, Chairperson (Gold River)  
Jenniffer Hanson, Vice-Chairperson (Kyuquot)  
Debbie Mann (Gold River)  
Allison Stiglitz (Tahsis)  
Andrew Smith (Zeballos)

**ALSO PRESENT:** Lawrence Tarasoff, Superintendent/Secretary-Treasurer  
Annie McDowell, Associate Director of Human Resources/Recorder  
Seven Members of Staff and Public

**CALL TO ORDER:**

Chairperson Fehr called the meeting to order at 4:15 pm and acknowledged that the meeting was taking place on Ka:'yu:'k't'h'/'Che:k'tles7et'h' Territory.

**APPROVAL OF AGENDA:**

**2019:R-027** MOVED: Trustee Stiglitz, SECONDED: Trustee Mann  
AND RESOLVED:  
"TO approve the agenda."

**ADOPTION OF MINUTES:**

**2019:R-028** MOVED: Trustee Hanson, SECONDED: Trustee Stiglitz  
AND RESOLVED:  
"TO adopt the minutes of the Regular Board Meeting of April 8, 2019."

**BUSINESS ARISING FROM THE MINUTES:**

Nil.

**PUBLIC INQUIRIES AND PRESENTATIONS:**

a. **Mr. Marty Szetela, Principal, Kyuquot Elementary Secondary School**

Mr. Szetela reported on a "Golden Year for Kyuquot School" – mostly because of a wonderful staff effort:

- A complete staff – no unfilled positions
- A competent staff – simply talented educators teaching within, in their fields of specialization
- Caring/compassionate, firm yet fair – loving teacher; not 'friend'
- Resourceful – many connections to high profile people who were pulled in as guest speakers
- Hard working and showing much initiative

The result of the work of the staff has led to a year packed with successful activities:

- An array of extracurricular and co-curricular activities
- New programs
- New policies (gathered into a Parent/Student Handbook)
- New expectations

Three areas of focus have been behaviour, academic rigour, and structure and systems – with many changes implemented. There is evidence that this has been successful:

- 100% graduation rate this year and anticipated 83% next year
- Many unsolicited compliments and observations about improved behavior
- Most students are listening to and following their teacher's instructions; defiance and disorderliness have dropped significantly, allowing teachers to focus on teaching rather than discipline
- Attendance has improved (still work to be done)
- Teachers are teaching (rather than disciplining)
- Students are taking notes, writing sentences and paragraphs rather than one-word answers, doing projects, and the abbreviation IDK is rarely seen anymore.
- Students are asking "will I graduate on time"
- Students are accepting without complaint that they need to be placed back in courses they failed.

Vice-Principal Manuel reported on this year's reading program for the Grade 2 students, which she and Ms. Jones delivers for 30 minutes each day in the classroom. It has been hugely successful with some of the students noticeably improving by a grade level and, best of all, the students are really enjoying it. Three of the older students have been involved as 'reading buddies', which has also been very helpful for this class.

Vice-Principal Manuel also reported that this was the first year that there were enough girls from Grades 7-12 to form a basketball team. With the help of Ms. Comeau, the team was formed in September and the girls practiced twice a week. They travelled to Victoria to meet with the University of Victoria women's team and, as a result, became more interested in fitness and the importance of their academics – with two of the girls now determined to attend UVic. In order to remain on the team, the girls must keep up with their school work. As a result, they are helping each other with homework which has had a positive effect on their academics and has set a good example for the student body as a whole.

Ms. Comeau reported on this year's Entrepreneurship Project, with the goal to have students come up with their own business ideas and market and sell their goods, which they did during the Christmas Market. The students raised about \$700, paid back the initial investors and received the profits. It was an empowering and engaging project which was enjoyed by all.

Kyuquot School enjoyed a very special week of fitness and health training in February. Canadian Boxing Champion Kathy Ure and her husband, Greg Mellon who summited Mt. Everest, volunteered their time to provide boxing training and cooking classes to raise awareness of the importance of a healthy lifestyle. They brought along their boxing equipment for students to use, which was supplemented by equipment donated by Ms. Randall's uncle. It was one of the most engaged weeks that has happened in the school this year, and at no cost to the school or District. The students really enjoyed it and it was very empowering for them. Since then, Ms. Randall has continued to offer boxing to her students as part of the PE Program.

Ms. Randall and Ms. Comeau applied for an 'Experiences Canada' grant for a student exchange program and, together with Mr. Szetela, accompanied a group of 23 Kyuquot students to Hamilton, Ontario this month. The goal was to expose the Kyuquot students to a different environment and that certainly happened by meeting different students and developing personal and social skills, and enjoying many activities in the Hamilton and Toronto areas. Kyuquot School will be hosting 27 students and chaperones from Hamilton on May 25<sup>th</sup> for one week to build on those skills and to empower the Kyuquot youth by showing the Ontario students how special it is to live in Kyuquot. A special thanks to Daisy Hansen and Janice John who will assist with the cultural activities that are important for Kyuquot.

Ms. Jones reported on the annual primary/intermediate trip to Camp Homewood, with this year's trip being an outstanding experience for this collaborative group of students. While at the experiential camp, students enjoyed staying in cabins with their chaperones, outdoor activities, animal husbandry, an obstacle course, riflery, archery, and much more. This was especially a great experience for the students who have difficulty succeeding in a classroom setting, and everyone can hardly wait for next year's trip!

Mr. Szetela outlined a list of the many other activities that have been happening each month at Kyuquot School. He also spoke about some of the challenges, such as maintaining an equitable

access to sports, education and electives, changing mindsets about the importance of regular attendance, how to lessen the impact of administrative burnout, how to create continuity in student access to counselling and well-being services in order to meet the needs of all students, establishing respect for facilities, retaining teachers, changing harmful mindsets, and maintaining energy and active courage.

Chairperson Fehr thanked the Principal for a great presentation, noting that the Board met with the Students' Council earlier in the day and one of the comments was, "This is more like a school now". She congratulated Principal Szetela and his staff on what had been seen today, and that students seem to be happier. When students are successful, they are motivated and happy and that is largely because of the leadership and the staff at Kyuquot School. The Board was also very pleased to be able to attend the ribbon-cutting ceremony for the new KESS Fitness Centre, which is a remarkable facility! Thank you to everyone who worked so hard to make this a reality for the students and staff of Kyuquot Elementary Secondary School.

### **CORRESPONDENCE:**

- Chair, Mission School District
- Chair, North Vancouver School District
- Assistant Deputy Minister of Education
- BC School Trustees Association
- BCSTA
- BCSTA
- Ray Watkins Elementary School
- Chair, SD38 (Richmond)
- BCSTA
- BCSTA
- BCSTA
- BCSTA
- BCSTA
- Chair, SD63 (Saanich)
- Chair, Quesnel School District
- BCSTA
- BCSTA
- Minister of Education
- BCSTA
- BCSTA
- BCSTA
- Copy of Letter to Assistant Deputy Minister of Education re Feedback on the Funding Model Review Recommendations
- Copy of Letter to Assistant Deputy Minister of Education re Funding Model Review Report
- Copy of Letter to Districts re Valuable Feedback Provided During the Ministry-Led Partner Meeting in Vancouver on February 15, 2019
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Update: Board of Directors Candidate Statements
- Headlines: Daily News for School Trustees
- Newsletter
- Copy of Letter to Minister of Education re Funding Model Review Recommendations
- BCSTA Weekly: Board Candidate Statements / AGM Late Motions / Free Menstrual Products for Students
- Headlines: Daily News for School Trustees
- Headlines: Daily News for School Trustees
- Headlines: Daily News for School Trustees
- Headlines: Daily News for School Trustees
- Copy of Letter to Ministry of Education re Implementing the Recommendations of the Funding Model Review Panel
- Copy of Letter to Minister of Education re Feedback on the Funding Model Review
- Headlines: Daily News for School Trustees
- BCSTA Weekly: AGM Next Week/Late Motion Deadlines/CSBA Survey
- Letter to Chairperson Fehr, SD84, re Ministerial Order that Appoints the Special Advisor to SD84
- Headlines: Daily News for School Trustees
- BCSTA Update: President's AGM Welcome
- Headlines: Daily News for School Trustees

- BCSTA · The Education Leader: Issue 26: AGM Keynote Profile: Gabrielle Scrimshaw/Challenges in French Education/Get to Know the IEC/Spotlight on Students
- BCSTA · BCSTA Weekly: AGM Begins Today/Report to Branches/Education Leaders
- BCSTA · Headlines: Daily News for School Trustees
- BCSTA · Headlines: Daily News for School Trustees
- BCSTA · Headlines: Daily News for School Trustees
- BCSTA · BCSTA Weekly: AGM Wrap-Up/CSBA Reminders/FMR Letters from Boards
- BCSTA · Headlines: Daily News for School Trustees
- BCSTA · Headlines: Daily News for School Trustees
- BCSTA · Headlines: Daily News for School Trustees
- BCSTA · Headlines: Daily News for School Trustees
- BCSTA · BCSTA Weekly: Disposition of Motions/Important Surveys/Trustees and Politicians Connect in Ottawa
- BCSTA · Headlines: Daily News for School Trustees

**2019:R-029**      **MOVED:** Trustee Smith, **SECONDED:** Trustee Stiglitz  
**AND RESOLVED:**  
*"TO receive and file the correspondence."*

#### **REPORT OF THE CLOSED MEETING:**

Chairperson Fehr reported on the discussion of three labour issues and the approval of administrative staff raises based on the BCPSEA grids.

#### **TRUSTEE REPORTS:**

##### **a. School Reports**

Trustee Stiglitz reported that the PAC's Annual Spring Bazaar, with about 30 tables, was very well attended by the community. Previous to that was the Science Fair organized by Ms. Jones and Mrs. Sanderson for all K-12 students. PAC provided financial support and assistance, and there were very good projects this year and congratulations to all of the students. The senior students just returned home from a great NSOP trip to Nootka Island.

Trustee Mann reported that Ray Watkins Elementary School held its Kindergarten registration on April 10<sup>th</sup> with a low attendance. Trustee Mann attended Jessie Miller's excellent presentation on 'Children and Technology' at Gold River Secondary School which was, unfortunately, poorly attended. On April 29<sup>th</sup> the Health Hub hosted a dinner in conjunction with PAC, prior to viewing the documentary, "Resiliency – Children with Trauma", which was very good. May 6<sup>th</sup> was photo day at Ray Watkins, as well as a community lunch. The Spring Fling Bazaar was last weekend and it was a good event!

Vice-Chairperson Hanson thanked Principal Szetela for his excellent presentation.

Trustee Smith reported on Zeballos School's Literacy Fair, which was well attended with families joining groups based on different genres of literacy. The salmon enhancement dinner was another big event to celebrate the alcove pond. Later this month, a delegation from Zeballos School will be going to the potlatch in Ahousat.

Chairperson Fehr reported on the Regional Science Fair Winners from Gold River Secondary School:

##### Grade 7/8 Experiment:

- 1st Place – Preston Lightle - "Are They Worth It?"
- 2nd Place – Heather Kornylo - "The Conundrum of Off-Ice Training"
- 3rd Place – Genie Laroche - "Lucid Dreams"

##### Grade 9/10 Study:

- 1st Place – Riley Last – "Tube-Y or Not Tube-Y: Traditional vs Modern Insulin Pumps"
- 2nd Place – Aurora McLachlan – "Pre-Workout Supplements"

- 3rd Place – Anya Banas - “Solar Panels or Slower Panels”

Grade 9/10 Experiment:

- 1st Place - Cameron Stirling – “Testing the Test”
- 2nd Place – Olivia Stratton – “Miracle Fruit Tablets”

Grade 9/10 Innovation:

- 1st Place - Daniel Kornlyo – “The Development of a Research Tool to Improve Snake Husbandry”

Grade 11/12 Experiment:

- 1st Place - Hana Kim – “Meet Lumi”
- 2nd Place – Soojin Lee - “Pop a Balloon”

Special Awards:

- BC Game Developers Innovation Award (Grade 9/10)- \$100 prize – Daniel Kornlyo
- BC Game Developers Innovation Award (Grade 11/12) - \$150 prize – Hana Kim
- BC Hydro Power Pioneers Award - \$100 prize – Anya Banas
- BS Science Teachers’ Award - \$100 Prize – Preston Lightle
- Engineers and Geoscientists of BC Award - \$50 – Daniel Kornlyo

Chairperson Fehr also reported that Mr. Rockwell will be the sponsor for the girls’ basketball team next year and the boys’ basketball team will be in a rebuilding year. The PAC meeting for May has been moved to the end of the month.

b. **BC School Trustees’ Association Annual General Meeting**

The theme of the Annual General Meeting, April 25-28, was “Supporting Effective Boards of Education”. There were a series of pre-conference workshops including Shelley Moore’s “Inclusion: What Does It Mean in Today’s Classroom?” and Deborah Grey’s “Strategic Planning Always Boils Down to People and Relationships” – deal with the details; have a mission, vision, values, goals, and objectives; people are more important than plans; brand yourself (boards).

The opening keynote speaker was Gabrielle Scrimshaw, a global thought leader in indigenous leadership. Canadian writer Monique Grey Smith spoke on “Weaving Love and Joy Into the Journey of Truth and Reconciliation”. Mr. Rob Fleming, Minister of Education, spoke on co-governance with boards, the Skills Summit in May, government to sponsor Special Education seats in universities, and interest rates on student loans will be abolished.

Dr. Chris Bart presented on “Aspiring Towards a Culture of Great Governance: The Role of the Board in Strategy and Governance”:

- Governance – system by which an organization is directed and controlled
- Misallocation, misappropriation, misrepresentation, misconduct
- Governance requirements for Trustees include four duties: fiduciary duty, loyalty, care and diligence (read packages and be prepared), and obedience (publicly support all Board decisions)
- Boards have three major responsibilities: oversight of Superintendent, etc., strategic oversight and financial oversight;
- Two roles: steward (watchdog of the organization) and team player (with management)
- Ask questions

Mr. John Noonan, Parliamentarian, and Ms. Audrey Ackah, BCSTA Legal Counsel, presented “What to Expect at the AGM: Clarity of Process and Rules of Order”:

- Give justice and courtesy for **ALL**
- Do only **one thing at a time**
- Only one motion on the floor at a time
- Person making motion needs to be recognized by the Chair
- Anyone from the room can call **SECOND** to a motion and need not be identified by the Chair

The delegates enjoyed an excellent performance by SD71's Queneesh Extreme Super Team Drummers. Other sessions attended by the SD84 Trustees included 'Building Child Care on School Grounds with the ChildCare BC New Spaces Fund', 'It's In the Cards', "Education Sector Emergency Preparedness Working Group Update", and an address by Official Opposition Education Critic, Dan Davies.

The business meeting on April 27<sup>th</sup> included candidate speeches, Credentials Committee Report, Legislative Committee Report, the 2019-2020 BCSTA Board of Directors election, debate of substantive and extraordinary motions, and the inauguration of the new Board:

- Past President – Gordon Swan
- President – Stephanie Higginson
- Vice-President – Carolyn Broady
- Directors – Valerie Adrian, Tim Bennett, Donna Sargent, and Mike Murray

**c. Vancouver Island School Trustees' Association Meeting**

This was a brief meeting held on April 26<sup>th</sup> to elect the new executive.

**d. Working Relations Committee Meeting**

The meeting of May 6<sup>th</sup> addressed the proposed amendments to three policies, the VIWTU's Teacher Teaching On Call (TTOC) call-out proposal which is postponed to the bargaining table, staffing update, interest on summer pay, and increased elementary prep time for next school year. The next meeting is scheduled for June 3<sup>rd</sup>.

**e. District Policy Review Committee Meeting**

The Committee met on May 13<sup>th</sup> and reviewed the feedback that was received after the proposed amendments to three policies had been circulated. As a result, the Committee agreed to reword Regulation 3 of Policy B.7, *Community Use of School Facilities*, as follows:

*"Approval from the Board must be obtained for any activity which will or may involve the consumption of alcoholic beverages on school property."*

- 2019:R-030** MOVED: Trustee Stiglitz, SECONDED: Trustee Smith  
AND RESOLVED:  
*"TO approve the housekeeping change to the proposed amendment to Regulation 3 of Policy B.7, Community Use of School Facilities, which was originally circulated, and to adopt the amended Policy B.7 as presented."*
- 2019:R-031** MOVED: Trustee Mann, SECONDED: Trustee Stiglitz  
AND RESOLVED:  
*"TO adopt amended Policy E.18, Sickness and Accidents (Students), as circulated."*
- 2019:R-032** MOVED: Trustee Mann, SECONDED: Trustee Stiglitz  
AND RESOLVED:  
*"TO adopt amended Policy E.1'9, Smoking or Vaping on School District Property, as circulated."*

The next meeting of the District Policy Review Committee will be scheduled in the new school year.

**UNFINISHED BUSINESS:**

**a. Preliminary Budget 2019-2020**

The preliminary budget was included in the agenda package. The Superintendent/Secretary-Treasurer explained that the budget is built on the expectation of one more student in the District, and with the direction from the Board to build the budget based on the current level of staffing to start up next year. Once the annual audit has been completed and the surplus is known, the budget will be revisited in



October at which time the Board will decide on the amount for unallocated surplus, and what can be used for other spending.

- 2019:R-033**     MOVED: Trustee Stiglitz, SECONDED: Trustee Hanson  
                  AND RESOLVED:  
                  *"TO have all three readings of the Annual Budget Bylaw in one reading."*

Trustee Smith read the Annual Budget Bylaw aloud.

- 2019:R-034**     MOVED: Trustee Stiglitz, SECONDED: Trustee Smith  
                  AND RESOLVED:  
                  *"TO adopt the Annual Budget Bylaw of the Board for the fiscal year 2019/2020, showing the estimated revenue and expense and the total budget bylaw amount of \$12,331,256 for the 2019/2020 fiscal year as prepared in accordance with the School Act."*

**b. Request from Tahsis Salmon Enhancement Society**

The Superintendent/Secretary-Treasurer reported that the Tahsis Salmon Enhancement Society has a large fundraiser each year and it has grown beyond the point where it will fit in the Tahsis Recreation Centre. This takes place in August, and the Society has requested use of the Captain Meares School gymnasium for the event. The Society will take responsibility of everything necessary, and requires the Board to approve this function as there will be alcohol served. The Society will sign a rental agreement that goes through the Operations Department.

Chairperson Fehr stated that it is a rare situation which is of benefit to the entire community, and as there is no other facility in the community for the event, the Board can consider this request.

- 2019:R-035**     MOVED: Trustee Stiglitz, SECONDED: Trustee Mann  
                  AND RESOLVED:  
                  *"TO approve the request from the Tahsis Salmon Enhancement Society under the criteria of District Policy B.7, Community Use of School Facilities."*

**NEW BUSINESS:**

**a. Commencement Ceremonies**

- CMESS – June 15 – 1:00 pm
- GRSS – June 14 – 6:00 pm
- KESS – June 8 – 1:00 pm
- Tsawalk – June 19 – 10:30 am
- ZESS – June 6 – 5:00 pm
  
- Nuu-chah-nulth Tribal Council – June 15 – 2:00 pm

**b. Trustee Attendance at Upcoming Ceremonies**

The local Trustee(s) will attend the commencement ceremonies, and Vice-Chairperson Hanson will attend the Tsawalk and NTC ceremonies.

**c. Capital Bylaw**

Postponed to the June Board meeting.

**d. June Board Meeting**

The Mowachaht/Muchalat First Nation will host the June Board meeting in the House of Unity at Tsaxana on June 10, 2019.

**SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:**

a. **District Update**

There are 24 teacher postings closing today and the hope is to have the vacancies filled as quickly as possible so that the second round of postings can be published. The goal is to be fully staffed as best we possible by the end of June.

b. **Enrollment Report**

The enrollment is at 522 students, a slight decrease from last month.

c. **Finance Warrants**

There is no finance report for this month.

d. **Student Teachers**

The Superintendent/Secretary-Treasurer expressed appreciation to the Principals and to the staff for the work that is being done with student teachers this year, and people have been appreciating fresh energy in the District. The next group arrives today from Vancouver Island University.

**TRUSTEE INQUIRIES:**

Nil.

**PRESS AND PUBLIC INQUIRIES:**

Nil.

**NOTICE OF MEETINGS:**

The next public meeting of the Board of Education will be held on June 10, 2019, at 4 pm, in the House of Unity on Tsaxana Reserve. The public is invited to attend. Any requests for additions to the agenda should be forwarded to the School Board Office two weeks prior to the meeting. Board meeting minutes are posted on the District's website at <http://www.sd84.bc.ca/board-meetings-school-district-84>.

**ADJOURNMENT:**

Chairperson Fehr declared the meeting adjourned at 5:40 pm.

## **ANNUAL PROGRAMS FUNDING AGREEMENT**

This Annual Programs Funding Agreement dated for reference the 1st day of March 2019, is in effect for the 2019/20 fiscal year period of April 1, 2019 to March 31, 2020.

BETWEEN: **Her Majesty the Queen in Right of the Province of British Columbia**,  
represented by the Minister of Education (the "Ministry")

OF THE FIRST PART

AND: **the Board of Education of School District No. 84 (Vancouver Island West)**  
(the "Board")

OF THE SECOND PART.

The parties agree as follows:

### **1. DEFINITIONS**

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Education, and includes the Deputy Minister of Education and any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Education of the Province of British Columbia;

"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry of Education, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

## 2. SCHEDULES

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Capital Projects between the Ministry of Education and School Districts

## 3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS

3.01 The Ministry will provide to the Board capital funding to be used for the purposes of the following Project:

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Kyuquot Elementary Secondary	SEP - Electrical Upgrades - Mechanical/Electrical Upgrades	\$305,000	Proceed to design, tender & construction. To be completed by March 31, 2020.
Supplementary Maintenance Facility	SEP - Mechanical Upgrades - Furnace & Heat Pump Upgrades	\$50,000	Proceed to design, tender & construction. To be completed by March 31, 2020.
Gold River Secondary, Ray Watkins Elementary, Kyuquot Elementary Secondary, Zeballos Elementary Secondary, Captain Meares Elementary Secondary	SEP - Health and Safety Upgrades - Lighting & Alarm System Upgrades	\$146,500	Proceed to design, tender & construction. To be completed by March 31, 2020.

- 3.02 The Ministry will, in no event, provide more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:
- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
  - b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
  - c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.
- 3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:
- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
  - b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

#### **4. BOARD OBLIGATIONS**

- 4.01 The Board will:
- a) carry out the Project in a manner that ensures:
    - i) delivery within budget;
    - ii) completion by March 31, 2020;
    - iii) scope details are fully met upon completion;
    - iv) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.

- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
  - c) procure the Project in accordance with the Capital Asset Management Framework;
  - d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
  - e) all communication related to the Capital Project conforms to the “Communications Protocol Agreement on Capital Projects between the Ministry of Education and School Districts” (provided as Schedule A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- 4.02 Provide written notice to the Ministry of Education immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the Request for Standing Offer (RFSO) arranged by the Association of School Transportation Services of BC (ASTSBC).
- 4.07 Reserve two (2) percent of the Total Funding amount provided under the Bus Acquisition Program in paragraph 3.01 as fee payment for ASTSBC’s administration services. The ASTSBC will invoice the Board once buses have been ordered. This fee is included in the Capital Funding Grant and is not an additional cost to the Board.

**5. EVENT OF FORCE MAJEURE**

- 5.01 In the Event of Force Majeure:
- a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
  - b) within five (5) Business Days of being notified of the Event of Force Majeure, the

Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.

- c) the course of action must be agreed to by the Ministry and the Board.
- d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
- e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

## **6. PUBLIC ANNOUNCEMENTS**

- 6.01 Any public announcement relating to the Project will be in accordance with the “Communications Protocol Agreement on Capital Projects between the Ministry of Education and School Districts” (provided as Schedule A).

## **7. NOTICE**

- 7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

- a) if to the Board:

School District No. 84 (Vancouver Island West)  
Box 100, Gold River, BC, V0P 1G0  
Attention: Lawrence Tarasoff, Superintendent of Schools & Secretary-Treasurer  
Email: ltarasoff@viw.sd84.bc.ca

- b) if to the Ministry:

Ministry of Education  
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1  
Attention: Damien Crowell  
Email: Damien.Crowell@gov.bc.ca

- 7.02 Any such notice or communication will be considered to have been received:

- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;

- b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
  - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
  - ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.



*2019/20 Annual Programs Funding Agreement for School District No. 84 (Vancouver Island West)*

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of Her Majesty the Queen )  
in Right of the Province of British Columbia )  
by a duly authorized designate of the )  
Minister of Education )

\_\_\_\_\_  
Authorized Signatory (For the Minister of Education)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board** )  
**of Education of School District** )  
**No. 84 (Vancouver Island West)** by its duly )  
authorized signatories )

\_\_\_\_\_  
Signatory (Secretary Treasurer)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Date Signed (Month/Day/Year)

**SCHEDULE A**

**COMMUNICATIONS PROTOCOL AGREEMENT ON CAPITAL PROJECTS BETWEEN THE  
MINISTRY OF EDUCATION AND SCHOOL DISTRICTS**

**PROJECT AGREEMENT STAGE**

**News Release**

After the Minister or designate signs a funding agreement with the school district for a capital project the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

**Signage**

All construction projects approved in the Ministry of Education's Capital Plan must be identified by a construction sign prominently displayed at the site. Signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. They are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the construction contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved construction budget. School districts are responsible for installing the signs. Sign design and installation steps are included in the Ministry of Education's School Construction Project Sign Protocol.

**GROUNDBREAKING STAGE**

**Public Announcements, Official Events or Ceremonies**

An official ceremony may be held to commemorate the ground-breaking for a project. No public announcement of a project under this protocol shall be made by either party without the prior consent of the other party.

The Ministry of Education shall receive **at least four (4) weeks' notice** of any proposed public announcement or official ceremony related to the ground-breaking for a capital project. The Provincial Minister or designated representative shall participate in such announcements or ceremonies, to take place at a mutually agreed upon date and location.

The parties shall co-operate in the organization of announcements or ceremonies. Messages and public statements for such events should be mutually agreed upon.

**News Release**

On the day of a ground-breaking ceremony the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

**OFFICIAL OPENING STAGE**

**Public Announcements, Official Events or Ceremonies**

## *2019/20 Annual Programs Funding Agreement for School District No. 84 (Vancouver Island West)*

A ceremony may be held to commemorate the official opening of a project. No public announcement of a project under this protocol shall be made by either party without the prior consent of the other party.

The Ministry of Education shall receive **at least six (6) weeks' notice** of any proposed public announcement or official ceremony related to the opening of a capital project. The Provincial Minister or designated representative shall participate in such announcements or ceremonies, to take place at a mutually agreed date and location.

The parties shall co-operate in the organization of announcements or ceremonies. Messages and public statements for such events should be mutually agreed upon.

### **News Release**

**On the day of an official opening ceremony**, the Ministry of Education may issue a news release. In all such news releases, the school district may have a quote from a designated representative.

### **Plaques**

The Ministry of Education may request the district provide and install, upon completion of major capital projects, a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by the Ministry of Education. Cost of the plaque is to be funded from the approved construction budget.

## **SCHOOL CONSTRUCTION PROJECT SIGN PROTOCOL**

All construction projects approved in the Ministry of Education's Capital Plan must be identified by a construction sign prominently displayed at the site. Signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Sign production must only be handled by Queens Printer.

Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the construction contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable.

A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved construction budget. These are the standard small sign size: 1951 mm x 1220 mm (C035\_u\_1951x1220). The school districts are responsible for installing the signs.

The steps from design to installation are as follows:

1. Project is announced;

*2019/20 Annual Programs Funding Agreement for School District No. 84 (Vancouver Island West)*

2. Government Communications and Public Engagement (GCPE) will have their graphics department create a construction sign;
3. The GCPE graphics department will create and send the approved file to Queens Printer for print production;
4. Queens Printer will notify GCPE when the sign is ready;
5. GCPE will notify the district when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx> ;
6. The school district orders, pays and arranges for the sign to be installed. (signs are to be post mounted in a visible location);
7. District will notify GCPE when the sign is installed and send photo as confirmation.

**CAPITAL PLAN 2019/20**

**CAPITAL BYLAW NO. 2019/20-CPSD84-01**

A BYLAW by the Board of Education of School District No. 84 (Vancouver Island West) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of Feb. 28, 2019 from the 2019/20 Capital Plan is hereby adopted.
2. This Bylaw may be cited as School District No. 84 (Vancouver Island West) Capital Bylaw No. 2019/20-CPSD84-01.

READ A FIRST TIME THE 10th DAY OF JUNE 2019;  
READ A SECOND TIME THE 10th DAY OF JUNE 2019;  
READ A THIRD TIME, PASSED AND ADOPTED THE 10th DAY OF JUNE, 2019.

**CORPORATE SEAL**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 84 (Vancouver Island West) Capital Bylaw No. 2019/20-CPSD84-01 adopted by the Board the 10<sup>th</sup> day of June, 2019.

\_\_\_\_\_  
Secretary-Treasurer



# ADDENDUM

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No. B.2

## ***Addendum to*** **SCHOOL FEES, CHARGES AND DEPOSITS**

Adopted: \_\_\_\_\_

The following fees are charged at School District 84 schools for the 2019-2020 school year:

### **CAPTAIN MEARES ELEMENTARY SECONDARY SCHOOL**

- Nil

### **GOLD RIVER SECONDARY SCHOOL**

- Nil

### **KYUQUOT ELEMENTARY SECONDARY SCHOOL**

- Nil

### **RAY WATKINS ELEMENTARY SCHOOL**

- Kindergarten Supplies \$25.00 (*optional*)
- Grade 1 Supplies \$25.00 (*optional*)
- Grade 2 Supplies \$25.00 (*optional*)
- Grade 3 Supplies \$25.00 (*optional*)
- Grade 4-7 Agenda Homework Books \$10.00 (*optional*)

### **TSAWALK LEARNING CENTRE**

- Nil

### **ZEBALLOS ELEMENTARY SECONDARY SCHOOL**

- Nil





# **CMESS Student Conduct Policy**

## **Purpose**

The Captain Meares School conduct policy has been created to ensure a safe, caring and orderly school environment that supports and upholds our school mission and the BC Human Rights Code. The staff of Captain Meares Elementary Secondary School is committed to creating and maintaining a learning environment free from discrimination on the grounds of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age. The Code of Conduct applies to students while at school, at a school related activity *or in other circumstances where engaging in the activity will have an impact on the school environment*. This includes cyber-bullying and other abuses of others through the internet or social media.

As per the BC Human Rights Code, no one shall publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons which will cause exposure to hatred or contempt.

### **Students will**

- Recognize and Value the diversity of sexual orientations, gender identities and expressions.
- Protect the dignity of all people across the sexual orientation and gender spectrum
- Practice equitable treatment and inclusion for all people of all sexual orientations, gender identities and expressions.

### **Student Expectations**

- You are responsible for your own actions.
- It is the responsibility of the school and the home to teach, model and reinforce appropriate behaviour.
- All behaviour has consequences.

### **Acceptable Behaviours**

- Respect yourself, others and property.
- Act in a safe manner at all times.
- Be actively engaged in your educational program.
- Show self-discipline in your actions.
- Inform staff member of bullying, intimidation and harassment behaviours.
- Act in a manner that brings credit to the school.

## **Unacceptable Behaviours (The “Bottom Line”)**

**Bullying** – Bullying is an act of violence. It is intentional repeated hurtful acts, words or other behaviours committed by one or more persons against another in an obvious or subtle way. Bullying will not be tolerated and may result in immediate suspension.

**Drugs and Alcohol** – Drug and Alcohol use, including possession, sales and usage will not be tolerated. A teacher needs only reasonable suspicion for suspension.

**Insubordination** – Open and willful defiance of a reasonable directive by a District employee will not be tolerated. Insubordination may result in an immediate one-day suspension.

**Attendance** – If a student is in open defiance of the attendance rules and expectations, the Principal will take necessary steps to correct this behaviour.

**Profanity** – Willful and violent swearing, inappropriate threatening gestures directed towards any District employee may result in suspension.

**Discrimination** – Any language or behavior that deliberately degrades, denigrates, labels, stereotypes, threatens or incites hatred, prejudice, discrimination, harassment towards others on the basis of their real or perceived sexual orientation or gender identification will not be tolerated and may result in immediate suspension or other form of discipline as decided by the Principal.

*Parents will be informed and involved in the resolution of breaches of the Student Conduct Policy.*

## **Disciplinary Procedures**

Discipline and the consequences of unacceptable behaviour will be restorative rather than punitive. Positive Behaviour Support and Restitution Self-Discipline are the models followed in the school. Consequences of unacceptable behaviour will take into account the students' age, maturity and special needs. Special considerations may apply to students with special needs if these students are unable to comply with the conduct policy due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

## Classroom

Teachers may decide on the actions necessary to redirect student behaviour. Teachers may choose from among the following options:

- speak to the students about their behaviour
- send students to the office for a time out (this sometimes needs to be the classroom where the principal is teaching)
- inform parents
- send homework not done due to off-task behaviour
- arrange appropriate restitution and consequences in partnership with principal, student and parents

## School

For serious misbehaviour such as violence, bullying, unsafe actions, possession of contraband, theft and vandalism, the following steps may be taken:

- the incident is investigated, usually by the principal, and notes will be kept
- parents will be informed and included in planning a response depending on the student's behaviour record, responses to the behaviour may be developed with the student
- students may be dismissed from school until the parent or guardian, the student and the principal can meet to plan an appropriate response
- serious behaviour problems may result in student punishment such as suspension, rather than on restitution
- discipline is progressive (consequences become more serious with increasingly severe misbehaviour or increasing frequency of behaviour)

**Note:** In all cases, the Principal will make the final decision in any disciplinary issue arising from breaches of the *Code of Conduct*.

## Safety and Security

In general, students may not leave school grounds during the school day except at noon hour. Specifically, students may not leave school grounds during the morning break or during instructional time **except when a note or telephone permission has been obtained from a parent or legal guardian**. Visitors to the school must present themselves at the school office to obtain permission to enter the school.

## **Smoking**

The Tobacco Control Act (section 2.2) forbids the use of all tobacco products on school grounds. Students violating this law will be subject to Board discipline Policy, including suspension from school.

## **Dress Code**

Students are expected to maintain a high standard of personal cleanliness and appropriate dress. The purpose of the dress code is to promote positive social behaviour in a pleasant school climate.

Students are required to:

- Dress appropriately wearing clothing which is in good taste and is appropriate for specific learning activities as required by teachers and administrators.
- Wear appropriate footwear at all times.

When, in the judgment of a teacher or administrator, a student's appearance or mode of dress is inappropriate according to reasonable school standards, the student will be required to make modifications to their attire. Students who refuse to comply will be subject to the school discipline procedure.

## **Attendance**

Regular attendance and punctuality are necessary for both student success and for the orderly functioning of the school. Parents are encouraged to support student success by insuring that students arrive at school on time. Parental permission is requested for all absences. Parents are asked to contact the main office at 250-934-6305 to report excused absences. Students who are absent are responsible for completing any missed work.

If a student is going to be absent for an extended period of time, parents should advise the school. If sufficient notice is provided, teachers may provide work in advance of a planned absence. It is not always possible to replace class time with self-study packages and students must be prepared to seek help when they return to school. It is the student's responsibility to make up missed work.

**GOLD RIVER SECONDARY SCHOOL**  
**STUDENT-PARENT HANDBOOK**  
**2019-2020**

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**Introduction**

Our school is committed to providing an opportunity for all students to become successful, contributing members of our community and society. In doing so, everyone is expected to share in the responsibility of creating a safe, caring school environment that is based on a school culture of mutual respect and trust.

Our code of conduct is posted on our website and within our school. A copy is given to each classroom, student/family and staff member each September. This Code of Conduct applies to all students and adults who are part of the Gold River Secondary School Community.

The Board of Education will take all reasonable steps to prevent retaliation by any person against any student who has made a complaint of a breach of the Code of Conduct.

As per the BC Human Rights Code, no one shall publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons which will cause exposure to hatred or contempt.

No one can deny or discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age of that person or class of persons.

## Respect - *ᱵᱷᱟᱨ*

	<b>Setting</b>				
	<b>Whole School</b>	<b>Educational Setting</b>	<b>Buses</b>	<b>Assembly</b>	<b>Technology</b>
<b>Self</b>	<ul style="list-style-type: none"> <li>• Use school appropriate manners, language and volume.</li> <li>• School appropriate dress.</li> <li>• Be on time.</li> <li>• Follow the direction of staff.</li> <li>• Keep locker and combination secure.</li> <li>• Know and follow emergency procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time.</li> <li>• Engage in your learning.</li> <li>• Follow classroom expectations.</li> <li>• Complete and/or submit required learning activities.</li> <li>• Electronics only with permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time.</li> <li>• Follow safety rules.</li> <li>• Enter and sit in an orderly manner.</li> <li>• Use caution when exiting/entering bus.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter/Exit in an orderly fashion.</li> <li>• Sit in assigned area.</li> <li>• Remain seated for the duration of the assembly.</li> <li>• Electronic, food, and drink free zone.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep password secure.</li> <li>• Use school approved sites.</li> <li>• Report incidents of cyber bullying.</li> <li>• Work stations are food and drink free zones.</li> </ul>
<b>Others</b>	<ul style="list-style-type: none"> <li>• Respect the personal boundaries and safety of others.</li> <li>• Respect the opinions of others.</li> <li>• Use polite and encouraging words.</li> <li>• Share with and include others.</li> </ul>	<ul style="list-style-type: none"> <li>• Support other learners.</li> <li>• Include others.</li> <li>• Respect fellow learners' work and workspace.</li> <li>• Be quiet when working (DL).</li> </ul>	<ul style="list-style-type: none"> <li>• Treat the driver and passengers with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen respectfully to the speaker or performer.</li> <li>• Respond and participate appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands on your own computer.</li> <li>• Focus on your own work.</li> </ul>
<b>Property</b>	<ul style="list-style-type: none"> <li>• Take pride in your school.</li> <li>• Use garbage and recycling containers.</li> <li>• Report problems to staff.</li> <li>• Clean up after self.</li> <li>• Ask before you borrow.</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of school equipment and resources.</li> <li>• Return items that you borrow.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat the bus with respect.</li> <li>• Report damage immediately to driver.</li> <li>• Leave the bus clean.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow gym/lobby expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect available technology and hardware.</li> <li>• Leave cables and peripherals attached.</li> </ul>

## Unacceptable Conduct

With clear expectations of acceptable conduct in place, a safe, caring and positive environment is promoted by everyone. Should unacceptable actions occur they will be dealt with through disciplinary action. Whenever possible, consequences must be preventative and restorative rather than merely punitive. Each student will be dealt with on an individual basis and consequences will take into consideration the intellectual, physical, sensory, emotional, or behavioral abilities of the student displaying unacceptable actions.

In our school community these actions are unacceptable:

Behaviours that:

- Interfere with the learning of others
- Create unsafe conditions

Acts of:

- Bullying, harassment or intimidation (including the internet)
- Physical violence
- Retribution against a person who has reported incidents

Illegal acts, such as:

- Possession, use or distribution of illegal or restricted substances
- Possession or use of weapons
- Theft of or damage to property

## Examples of Interventions

Contact parents

Detentions

“Loss of privileges” (Direct Supervision)

Warning

Counselling

Written apology

Thinking paper-reflection

Problem solving

Verbal apology

Supervised School service

Re-entry meeting with parent, teacher, counsellor,  
student & administration

Parents’ interview at school

Removal from situation

Restitution

Problem solving

Contracts

Suspension (In or Out of School)

## Notifications

School officials have a responsibility to advise other parties of student interventions of this code of conduct.

## Consequences

- Disciplinary action, whenever possible, will be preventative and restorative, rather than merely punitive.
- Students, as often as possible, will participate in the development of meaningful consequences.

Dress Code:

Students are expected to maintain reasonable standards of personal hygiene and cleanliness and to dress in a manner that is in keeping with the establishment and maintenance of a positive school climate. Parents are asked to ensure that students dress with good taste. Students are responsible that their dress is in good taste, appropriate for specific learning activities and not offensive through the display of words or visuals that involve and/or promote drugs or alcohol, are sexual in nature or demeaning to any individual or group.

Students are to refrain from wearing hoods at any time inside the school. Students are also not permitted to use or wear any electronic devices while inside the classrooms unless specifically permitted by the classroom teacher. This includes cell phones, CD players, MP3 or iPod players or similar devices.

Attendance and Punctuality:

Students are expected to attend classes and be on time except for illness, family need or those occasions when a staff member requires a student to be present for a discussion requiring immediate resolution.

Parents are expected to notify the school by phone or a signed note when a student will be absent or late due to illness or family need. If this is not done, it will be recorded as an unexcused absence or late.

If a student leaves the school during the day and is not returning to school for the remaining classes, it will be an unexcused absence if the office is not notified by a phone call or signed note from a parent.

Students who arrive late to school in the morning or after the lunch break are asked to sign in at the office before going to class. If a student is late between classes, they will be dealt with by the classroom teacher.

Visiting GRSS:

All guests are asked to report to the office when entering or leaving the school premises.

Ethical Use of Technology:

Students and parents/guardians are required to read, agree to, and sign the GRSS Acceptable Use of Technology Policy before students are allowed to access technologies in support of their learning. The staff realizes that enforcing such a policy is challenging and is no substitute for students exercising appropriate, responsible, ethical behaviour. Students violating the school's ethical use of technology policies will be subject to loss of privileges to use technology in support of learning and subject to the school's reasonable discipline policy.

Electronic Device Policy

Goal: to ensure optimum student learning

Videos and photographs are never to be taken with personal electronic devices at school.

Personal electronic devices CAN be used:

- Outside of classrooms:
  - Before and after school
  - During lunch hour
- Inside classrooms:
  - Every class including NSOP will have established guidelines for the use of personal electronic devices in that class.

Students, staff, and visitors are to follow all of the above expectations.

Consequences for violating this policy:



- 1<sup>st</sup> offence – person is to give their device to the staff member when asked
  - it will be taken to the Office
- 2<sup>nd</sup> offence – person is to give their device to the staff member when asked
  - it will be taken to the Office
  - student and parent/guardian will meet with the Principal or Vice-Principal

Smoking:

As of September 2, 2007 and March 31, 2008, our school is completely tobacco-free, as a result of recent changes to the *Tobacco Sales Act*, now renamed the *Tobacco Control Act*.

This means that from the moment students, staff or visitors enter school grounds, they can no longer smoke or use tobacco, or hold lighted tobacco, at any time, day or night, whether or not school is in session. Anyone who breaches this new legislative provision can face a fine of up to \$575. The Board of Education Policy E.19 supports this legislation.

Each year the school will conduct a smoking awareness/cessation program available to all students.

Emergency Drills/Procedures:

During all emergency drills or on the occasion of a genuine emergency all members of the school are expected to follow known and posted procedures, respond positively to all requests from school or emergency personnel and act in a manner that is appropriate to the situation.

**PLEASE DETACH LAST PAGE AND RETURN TO THE SCHOOL OFFICE**

**STUDENT –PARENT HANDBOOK/CODE OF CONDUCT**

**GOLD RIVER SECONDARY SCHOOL**

Student's Name (Please Print) \_\_\_\_\_

Student's Signature \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

**SEPTEMBER 2019**

**Kyuquot Elementary Secondary School  
Code of Conduct for 2019 - 2020**

**Purpose**

The Kyuquot Elementary Secondary School Code of Conduct is intended to establish a safe, caring, and respectful learning environment. This code applies to all students, staff, visitors, and representatives of KESS.

**Alignment with School District Policies**

School district policies pertinent to student behaviour will apply and inform all KESS student behaviour policies. District policies can be found on the district website.

**General Conduct Expectations**

1. Acceptable Behaviour

Acceptable behaviour promotes a positive and safe school environment, where all people are treated with kindness and respect. Each person in the school contributes to this environment by agreeing to the following:

- Doing his or her best to learn by attending class and participating in learning activities.
- Respecting others by treating everyone with kindness, honesty, and courtesy.
- Moving and playing in a safe, non-threatening manner.
- Keeping the school an attractive place by respecting the property and equipment.
- Monitoring and regulating their own behaviour so that it does not interfere with the learning environment for others.
- Reporting threats, unsafe conditions or concerns about classmates who may need help.

2. Unacceptable Behaviour

Conduct is unacceptable if it is unsafe, creates a sense of disorder, interferes with learning or is disrespectful or hurtful to self or others. Examples of unacceptable behaviour include but are not limited to the following:

- Poor attendance and/or excessive tardiness.
- Failure to participate in learning activities and assignments (seat warming).
- Acts of bullying, cyber bullying, harassment, or intimidation.
- Physical violence or a threat of physical violence.
- Illegal acts, such as possession, use or distribution of illegal or restricted substances, possession or use of weapons, theft of, or damage to property.
- Non compliance with staff instructions or directives.
- Discriminatory language or behaviour as described in the British Columbia Human Rights Code appearing below.

### 3. Discrimination

All behaviour shall adhere to and be consistent with the requirements and the spirit of the British Columbia Human Rights Code particularly with respect to Section 7 which requires the following:

A person must not publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that

(a) indicates discrimination or an intention to discriminate against a person or a group or class of persons, or

(b) is likely to expose a person or a group or class of persons to hatred or contempt

because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or that group or class of persons.

### **Rising Expectations**

As students get older, they develop greater understanding of their rights and responsibilities as students and community members. Older students are held to a higher standard of behaviour than younger students and the following expectations are added in relation to them.

- Conduct themselves as positive role-models for younger students.
- Take increased responsibility for their actions.
- Show a greater awareness of how their actions affect others including classmates, teachers, the school community, and the community at large.
- Accept greater consequences for unacceptable conduct.

### **Consequences**

Consequences for unacceptable behaviour will take into account individual circumstances and capacities. The severity and frequency of the behaviour as well as the age and maturity of the student will be taken into account.

Whenever possible consequences will be designed to be preventative and restorative, rather than punitive.

Students will be expected to reflect on their behaviour and demonstrate accountability by participating in developing logical and appropriate consequences.

When a victim is involved, restorative practices may be engaged. The consent of the victim will always be a prerequisite for proceeding with restorative practices.

### **Notification**

The school will notify parents in the event of serious breaches of the code of conduct, and in cases where another student has been victimized that student's parents will also be notified.

Additionally, the school may contact School District officials, police, or community agencies when necessary; furthermore, the Board will take all reasonable steps to prevent retaliation by any person against any student who has made a complaint of a breach of the Code of Conduct.



## Ray Watkins Elementary School Code of Conduct

2019-2020

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### **Introduction**

A positive school climate can only be achieved through a joint effort among school staff, students, parents and members of the community. Positive student behaviour is a key component in achieving this climate. In order for students to reach their potential in school, a positive learning environment without interference from fellow students is needed.

To this end staff, parents, students and individuals from the school community have developed a School Code of Conduct. A focus of this new policy is on the initial prevention (proactive approach) of behaviours, which may cause problems. Consequences for inappropriate actions are aligned as closely as possible to infractions. This policy will greatly assist in achieving a positive school climate. Also, individual classroom Student Behaviour policies and Codes of Conduct greatly assist in achieving a positive classroom and school climate.

Our code of conduct is posted on our website and within our school. A copy is given to each classroom, student/family and staff member each September. This Code of Conduct applies to all students and adults who are part of the Gold River Secondary School Community.

The Board of Education will take all reasonable steps to prevent retaliation by any person against any student who has made a complaint of a breach of the Code of Conduct.

As per the BC Human Rights Code, no one shall publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons which will cause exposure to hatred or contempt.

No one can deny or discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age of that person or class of persons.

### **To the Students**

Students at Ray Watkins Elementary School are expected to exhibit a commitment to learning and to achieving success. Our school has guidelines for appropriate student behaviour which reflect the school's philosophy of openness and mutual respect. The guidelines show that you are expected to take personal responsibility for your behaviour. This responsibility applies not only to your academic duties, but also to your use of school facilities, equipment, textbooks and supplies. Each responsible student contributes to the well-being and success of everyone at Ray Watkins Elementary School.

### **To the Parent**

School staff and parents, along with student consultation, were involved in the development of the School Code of Conduct. We want students to be fully informed of their responsibilities at Ray Watkins Elementary School. A consistent approach to positive behaviour will be achievable when all are aware of the School Code of Conduct. Parents are responsible to become familiar with the school policy and to also make your sons/daughters aware of this policy.

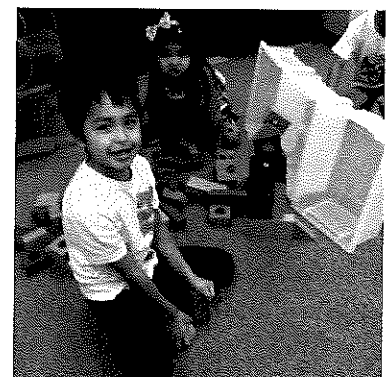
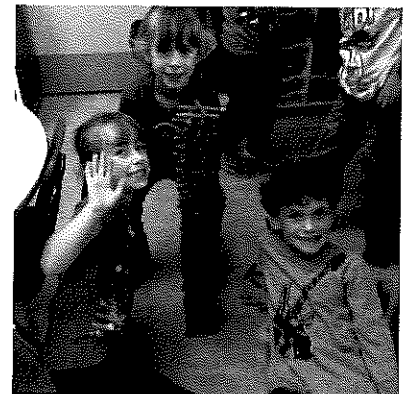
### **To the Staff**

The School Code of Conduct will assist in providing a safe and caring learning environment in order to allow for a positive learning atmosphere. All staff needs to be aware of all components of this Code of Conduct in order to ensure the consistent administration of this particular code.

### **Proactive Measures to Encourage Positive Behaviours**

Our school provides programs and activities, which will promote a positive and friendly atmosphere throughout the school year. It is also our hope that this positive atmosphere will prevail not only in school but also outside of the school within the community and at home. A sample of these programs and activities is as follows:

1. Student Leadership Program
2. Recognition of students' birthdays, achievements and positive student behaviour.
3. Opportunity to participate in periodic intramural activities: soccer, dodge ball, skipping, basketball etc.; and extracurricular activities: swimming, skating; skiing, snow tubing, rock climbing, soccer, etc.
4. School spirit days centered around a theme.
5. Special occasion parties (Halloween, Christmas, Valentine, etc.)
6. Involvement of students in concerts and talent shows (Christmas, Winter Carnival, etc.)
7. Student work displayed within the class, halls and foyer.
8. Special Events (Remembrance Day Service, Plays), guest speakers, guest entertainers and theatre groups, etc.
9. The singing of "O Canada" each morning
10. Student involvement in various programs and activities (WITS Program.)
11. Parent involvement (Parent Advisory Council, School Improvement Planning, lunch supports, field trips, club supervisors, etc.)





## **ACADEMIC SUCCESS**

### **Expected Behaviour**

You are expected to complete assignments on time and to the best of your ability. If you put forth your best effort and take pride in your work, then you are more likely to enjoy a successful school year.

### **Consequences of Misbehaviour**

If your assignments are unacceptable, you may be required to complete or redo them within a reasonable period of time determined by the teacher.

## **HONESTY**

### **Expected Behaviour**

You are expected to be honest in all your relationships with students, staff and community. Lying, stealing and cheating are unacceptable behaviours. You will benefit from your relations with others only by being open and honest in what you say and do. Dishonesty in your words, actions or written work has a negative effect on your reputation.

### **Consequence of Misbehaviour**

Dishonesty carries some very serious consequences. In the more serious cases of lying, cheating, or stealing, a meeting will be arranged with you, your parents and your teachers to discuss the situation and possible consequences.

## **ATTENDANCE, ABSENTEEISM & LATENESS**

### **Expected Behaviour**

You shall report to class promptly each day, ready, willing and able to work. All absenteeism requires office notification (eg. phone call, etc.). Habitual lateness and absenteeism will be reported to the office.

Punctuality is a form of courtesy towards your teacher and your classmates.

Punctuality is a learned skill in making good use of your time at home and at school. If you are late, you disrupt your class when you enter. Students who miss a great deal of time are certain to encounter difficulty in keeping up their school work. In order for you to achieve to your maximum potential, *regular attendance is essential*.

On some occasions, lateness and absences are unavoidable. However, if habitual lateness and absenteeism appear to be a problem, they will be investigated.

Parents will be contacted and students may be required to complete work that missed. Work that is not completed as a result of absenteeism could result in academic consequences for the student.

## **RESPECT FOR OTHERS**

### **Expected Behaviour**

As noted in the introduction of our School Code of Conduct, in order for students to reach their potential in school, a positive learning environment without interference from fellow students is needed. Students are expected to be considerate and respectful with all who attend our school both in and outside our classrooms. Tolerance and fairness are qualities which all students should strive to achieve.

### **Consequences of Misbehaviour**

Disrespectful or unacceptable behaviour usually will result in a warning by a teacher, teacher assistant or Lunch/Bus/Ground supervisor. The frequency and severity of the infraction will dictate the type and appropriateness of the consequences. *The staff recognizes that there is a function to all behaviour. All responses to inappropriate behaviours will be based on students' learning positive social conduct and will not be strictly punitive in nature.* In the case of subsequent behaviour problems, a phone call is made to the parents/guardians concerned or a Student Behaviour Information

## **APPROPRIATE LANGUAGE**

### **Expected Behaviour**

Your language will be such that it shows respect for staff and students. Name calling, swearing, crude, rude and obscene language (spoken, written, implied or gestured) are unacceptable. Being able to use appropriate and tasteful language is a valuable life skill. When language is offensive to others, hurt feelings may lead to further conflict.

### **Consequences of Misbehaviour**

The use of inappropriate or unacceptable language will result in such consequences as a warning, an apology or contact with the home.

## **STUDENT MOVEMENT**

### **Expected Behaviour**

In the morning, students should not arrive earlier than 8:30 a.m (unless prior arrangements have been made with a teacher). Students may go to the library or their classrooms upon arrival at school with the permission of their teacher, otherwise they are to play outside under regular supervision or be in the office foyer. Students are to enter the building in an orderly and efficient manner according to prearranged bell times. While in the building, students are to *walk* in a quiet orderly manner at all times.

During recess, students are to be outside (except for extremely inclement weather), in the library or in other prearranged supervised areas (computer lab, gymnasium, learning centre, classrooms).

At lunch time, all lunch students are to eat in lunchroom in a quiet, orderly manner and upon completion are to leave the lunchroom in the same condition prior to lunch - clean and tidy. unless attending a supervised school activity. All students shall remain on school property during

the school day (*Of course, the exceptions to this are bus students who have a permission letter on file and students who go home for lunch*).

These guidelines are necessary for security, order, and to ensure that all students are being safely looked after during the school day.

## **DESIGNATED AREAS AND SAFETY EQUIPMENT**

### **Expected Behaviour**

Students are only to be in areas of the school building (including gymnasium, computer lab, learning centre) with permission and supervision of a teacher or lunch supervisor. While outside, students are to use special equipment such as skate boards and roller blades in designated areas. Students must wear specified safety equipment when participating in certain activities-eg. Proper fitting helmets are to be worn when skate boarding, biking, skating, roller blading and using a scooter. Bikes are to be placed in bike racks upon arrival at school for everyone's safety.

These guidelines are necessary for your own safety and security of school property.

## **PERSONAL APPEARANCE**

### **Expected Behaviour**

You are expected to dress in a clean, neat, appropriate manner. Clothing with offensive/suggestive words, slogans or pictures is considered inappropriate, as well; any clothing that promotes alcohol, drugs or tobacco products is inappropriate in the school. The following are considered examples of unacceptable clothing: belly shirts, tube tops, short shorts, etc. Revealing clothing is not to be worn by students. Hats and all types of headwear (including hoodies) are to be removed during the national anthem and in class if that is part of the classroom rules. The general community is encouraged to support and comply with this expected behaviour. Coats and outside footwear are to be removed and neatly arranged in the classroom. Inside footwear is to be worn at school.

Proper attire promotes good personal hygiene and safety.

### **Consequences of Misbehaviour**

If you wear inappropriate clothing, you will be required to cover it with a sweatshirt, turn the clothing inside out, etc., or replace it with appropriate clothing from home.

## **CARE OF SCHOOL PROPERTY**

### **Expected Behaviour**

Students will respect all school property as well as the property of others. Your desk and floor area around it are to be kept neat and tidy. School furniture is to be used for the purpose intended. School text and library books, desks, tables or other school furniture items are not to be marked on in any way with a pencil, pen, crayon, marker, whiteout, scissors, etc. Students are expected to assist in keeping the school and school grounds litter free. You are expected to treat the school and equipment indoors and outdoors with the same care and respect as you would your own valuable personal possessions.

In taking care of school property you display pride in yourself and your school; you also help to maintain attractive surroundings and useful facilities, which contribute to successful learning for you and your fellow students.

**Consequences of Misbehaviour**

If a student damages school property, they will be expected to pay for repair or replacement costs. If a textbook or library book is destroyed, lost or stolen, students will be required to pay the replacement cost. Intentional damage to school property is a crime under law. This is your school, let's all work together to keep it clean and attractive.

**EXTRA-CURRICULAR ACTIVITIES**

**Expected Behaviour**

On school buses, at extra curricular activities or on field trips, all relevant school rules apply. Students are expected to participate to the best of their ability during extra-curricular activities unless unable to for medical reasons. You should remember that during these activities you represent your school. Don't let your misbehaviour ruin the opportunity for others. Always let others know that you are proud to be a student at *Ray Watkins Elementary School*.

**Consequences of Misbehaviour**

Appropriate disciplinary action will be taken. A serious offence could result in your removal from the activity or event, and exclusion from further activities is possible.

**TOBACCO, ALCOHOL and DRUGS**

**Expected Behaviour**

Tobacco, alcohol or illegal drugs are not permitted on school property. While on school property all individuals are expected to be free from the influences of alcohol and illicit drugs. Smoking is not permitted in school or on school grounds by any individuals at any time (as per School Board Policy). The use of tobacco, alcohol, and illegal drugs is dangerous and illegal.

**Consequences of Misbehaviour**

Appropriate disciplinary action will be taken as per board policy. Parents/guardians will be notified.

**ALTERNATIVE AFTER-SCHOOL ARRANGEMENTS**

**Expected Behaviour**

The school must be notified in writing (or by phone if really necessary), of any requested change in student's regular after-school arrangements. Unless an emergency arises, the school should be notified before 2:00 p.m. on the day of the requested change. Students will not be allowed to make changes in transportation without permission from their parents and teacher.

Due to bus regulations, a student is only permitted to ride on their assigned bus. Parents are to inform their sons/daughters about alternate arrangements concerning where they are to go if school is cancelled during the day due to a storm or for whatever reason (school power failure, plumbing problem, etc.) Students are discouraged from using the school phone to make arrangements.

### **Reason for Behaviour**

For your own safety and protection, parents/guardians and teachers should be informed of your whereabouts.

### **Consequences of Misbehaviour**

Permission may be denied to utilize the school phone to make after school arrangements and parents/guardians may be informed of the appropriate policy.

## **TECHNOLOGY**

### **Expected Behaviour**

Students are expected to utilize technology for the betterment of their education. Students are not to access web sites, which are unacceptable within the school (*sites containing pornography, obscene and profane material, and any form of nonmonitored chat lines*). Students are not to have online access without classroom adult supervision. Technology (*on a website or in other ways*) is not to be used to develop materials that substantially interferes with the education process. In this case, all individuals are not to develop material which may be indecent, abusive, false or insulting. While at school, students are not to have in their possession cameras (video or still) or any other personal electronic devices (eg. iPods, mp players, etc.).

New and affordable technologies allow more readily available Internet access for students both in and outside of school. Technology has greatly increased the ability to both receive and transmit information within and outside the school. Privacy can be invaded by taking inappropriate pictures, either video or still. Listening to personal electronic devices while at school will interfere with learning. When used appropriately, technology among other things, can enhance curriculum.

### **Consequences of Misbehaviour**

For minor offences, students will be spoken to by school staff and warned with possible removal of technology privileges. For more serious offences, a meeting will take place with the student concerned, staff, administration and parents/guardians to discuss the situation. Action taken could result in withdrawal of technology privileges, suspension from school for a short or long period of time, removal of cameras and personal electronic devices from school.

## **SERIOUS OFFENCES**

For serious misbehaviour such as violence, bullying (including the use of the internet and social media to threaten, intimidate, harass or belittle others), unsafe actions, possession of contraband, theft and vandalism, the following steps may be taken:

1. the incident is investigated, usually by the principal, and notes will be kept
2. parents will be informed and included in planning a response depending on the student's behavior record, responses to the behavior may be developed with the student
3. students may be dismissed from school until the parent or guardian, the student and the principal can meet to plan an appropriate response
4. serious behavior problems may result in student punishment such as suspension, rather than on restitution
5. discipline is progressive (consequences become more serious with increasingly severe misbehaviour or increasing frequency of behavior)

## SCHOOL BUS RULES

### The driver is in full charge of the school bus.

1. Obey his/her instructions.
2. Be on time. The bus will not wait.
3. Talk to the driver only if absolutely necessary.
4. Keep the seat assigned to you by the driver.
5. Use appropriate language while on the bus without yelling or making loud noises.
6. Ride on the bus quietly.
7. Stay seated when the bus is in motion.
8. Keep windows closed unless the bus driver permits otherwise.
9. Keep your entire body within the bus.
10. Nothing is to be thrown inside the bus or out of the windows.
11. Spitting is prohibited on the bus as well as out of opened bus windows.
12. When the bus is in motion, keep the aisle of the bus clear at all times.
13. When it is necessary to cross the road in front of the school bus, walk 3 meters (10 feet) in front of the school bus to a point where you can see the driver; cross the center of the highway, STOP, LOOK, and LISTEN and cross the highway when it is safe to do so.
14. If there is no sidewalk, walk well over on the left side of the road when walking to and from the bus stop. Never stand or play on the road while waiting for the bus.
15. The aisle of the school bus should be neither wholly nor partially obstructed by any person sitting in such a manner that the person's body or any part thereof, extends beyond a seat into the aisle.
16. Eating and drinking refreshments on the bus will be at the bus driver's discretion

***NOTE: As per school board policy, students may lose bussing privileges for a short term or long term basis, depending on the lack of appropriate school bus behaviour.***

**TSAWALK LEARNING CENTER  
CODE OF CONDUCT**

**2019-2020**

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**Introduction**

Our learning centre is committed to providing an opportunity for all students to become successful, contributing members of our community and society. In doing so, everyone is expected to share in the responsibility of creating a safe, caring environment that is based on a culture of mutual respect and trust.

Our code of conduct is posted on our website and within our centres. A copy is given to each student/family and staff member every September. This Code of Conduct applies to all students and adults who are part of the Tsawalk Learning Centre Community.

The Board of Education will take all reasonable steps to prevent retaliation by any person against any student who has made a complaint of a breach of the Code of Conduct.

As per the BC Human Rights Code, no one shall publish, issue or display, or cause to be published, issued or displayed, any statement, publication, notice, sign, symbol, emblem or other representation that indicates discrimination or an intention to discriminate against a person or a group or class of persons which will cause exposure to hatred or contempt.

No one can deny or discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public because of the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age of that person or class of persons.

# Respect - ?iisaak

	<b>Setting</b>		
	<b>Whole School</b>	<b>Educational Setting</b>	<b>Technology</b>
<b>Self</b>	<ul style="list-style-type: none"> <li>• Use school appropriate manners, language and volume.</li> <li>• School appropriate dress.</li> <li>• Be on time.</li> <li>• Follow the direction of staff.</li> <li>• Know and follow emergency procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in your learning.</li> <li>• Follow classroom expectations.</li> <li>• Complete and/or submit required learning activities.</li> <li>• Electronics only with permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep password secure.</li> <li>• Use school approved sites.</li> <li>• Report incidents of cyber bullying.</li> <li>•</li> </ul>
<b>Others</b>	<ul style="list-style-type: none"> <li>• Respect the personal boundaries and safety of others.</li> <li>• Respect the opinions of others.</li> <li>• Use polite and encouraging words.</li> <li>• Share with and include others.</li> </ul>	<ul style="list-style-type: none"> <li>• Support other learners.</li> <li>• Include others.</li> <li>• Respect fellow learners' work and workspace.</li> <li>• Be quiet when working (DL).</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands on your own computer.</li> <li>• Focus on your own work.</li> </ul>
<b>Property</b>	<ul style="list-style-type: none"> <li>• Take pride in your school.</li> <li>• Use garbage and recycling containers.</li> <li>• Report problems to staff.</li> <li>• Clean up after self.</li> <li>• Ask before you borrow.</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of school equipment and resources.</li> <li>• Return items that you borrow.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect available technology and hardware.</li> <li>• Leave cables and peripherals attached.</li> </ul>



## Unacceptable Conduct

With clear expectations of acceptable conduct in place, a safe, caring and positive environment is promoted by everyone. Should unacceptable actions occur they will be dealt with through disciplinary action. Whenever possible, consequences must be preventative and restorative rather than merely punitive. Each student will be dealt with on an individual basis and consequences will take into consideration the intellectual, physical, sensory, emotional, or behavioral abilities of the student displaying unacceptable actions.

In our school community these actions are unacceptable:

Behaviours that:

- Interfere with the learning of others
- Create unsafe conditions

Acts of:

- Bullying, harassment or intimidation (including the internet)
- Physical violence
- Retribution against a person who has reported incidents

Illegal acts, such as:

- Possession, use or distribution of illegal or restricted substances
- Possession or use of weapons
- Theft of or damage to property

## Examples of Interventions

Contact parents or guardians	Re-entry meeting with parent, teacher, counsellor, student & administration
Loss of privileges (Direct Supervision)	Parent/Guardian interview at school
Warning	Removal from situation
Counselling	Restitution
Written apology	Problem solving
Thinking paper-reflection	Contracts
Problem solving	Suspension (In or Out of School)
Verbal apology	
Supervised School service	

## Notifications

School officials have a responsibility to advise other parties of student interventions of this code of conduct.

## Consequences

- Disciplinary action, whenever possible, will be preventative and restorative, rather than merely punitive.
- Students, as often as possible, will participate in the development of meaningful consequences.

Dress Code:

Students are expected to maintain reasonable standards of personal hygiene and cleanliness and to dress in a manner that is in keeping with the establishment and maintenance of a positive school climate. Parents are asked to ensure that students dress with good taste. Students are responsible that their dress is in good taste, appropriate for specific learning activities and not offensive through the display of words or visuals that involve and/or promote drugs or alcohol, are sexual in nature or demeaning to any individual or group.

Ethical Use of Technology:

Students and parents/guardians are required to read, agree to, and sign the Acceptable Use of Technology Policy before students are allowed to access technologies in support of their learning. The staff realizes that enforcing such a policy is challenging and is no substitute for students exercising appropriate, responsible, ethical behaviour. Students violating the school's ethical use of technology policies will be subject to loss of privileges to use technology in support of learning and subject to the school's reasonable discipline policy.

Electronic Device Policy

Goal: to ensure optimum student learning

Videos and photographs are never to be taken with personal electronic devices at school.

Personal electronic devices CAN be used:

- Outside of classrooms:
  - Before and after school
  - During lunch hour
- Inside classrooms:
  - Every class will have established guidelines for the use of personal electronic devices in that class.

Students, staff, and visitors are to follow all of the above expectations.

Consequences for violating this policy:

- 1<sup>st</sup> offence – person is to give their device to the staff member when asked
  - it will be taken to the Principal's office
- 2<sup>nd</sup> offence – person is to give their device to the staff member when asked
  - it will be taken to the Principal's office
  - student and parent/guardian will meet with the Principal or Vice-Principal

Smoking:

Our school is completely tobacco-free, as a result of recent changes to the *Tobacco Sales Act*, now renamed the *Tobacco Control Act*.

This means that from the moment students, staff or visitors enter the school, they can no longer smoke or use tobacco, or hold lighted tobacco, at any time, day or night, whether or not school is in session. Anyone who breaches this new legislative provision can face a fine of up to \$575. The Board of Education Policy E.19 supports this legislation.

Each year the school will conduct a smoking awareness/cessation program available to all students.

Emergency Drills/Procedures:

During all emergency drills or on the occasion of a genuine emergency all members of the school are expected to follow known and posted procedures, respond positively to all requests from school or emergency personnel and act in a manner that is appropriate to the situation.



## Zeballos Elementary Secondary School Code of Conduct 2019-2020

### **Purpose:**

The Zeballos Elementary Secondary School Code of Conduct provides a framework for a safe, caring, and respectful learning environment within the school.

### **Expectations:**

Acceptable behaviours promote a positive and safe school environment, where all people are treated with kindness and respect. Every member of the school community contributes to this environment by agreeing to the following code:

### **ISAAK**

**I will respect learning** by attending classes and participating in learning activities.

**I will respect others** by treating everyone with kindness, honesty, and courtesy.

I will play in a safe, non-threatening manner, out of **respect for myself** and others.

I will show **respect for the school** by respecting the property and equipment.

### **Behaviours:**

Unacceptable behaviours are those that are disrespectful or hurtful to others, and interfere with learning. Some examples are: bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours, illegal acts (possession of drugs, alcohol, or weapons, leaving the school without permission, refusal to listen to school staff, unsafe play, swearing, and interfering with the learning of others.

### **Consequences:**

Consequences for unacceptable behaviour are logical, and take into account the severity and frequency of the behaviour, as well as the age and maturity of the student. Consequences are designed to be preventative and restorative, not punitive. **Students are expected to reflect on their behaviour and to be involved in changing that behaviour so that it does not hurt others.** Teachers and Principal work together with parents to help students achieve their best.

**The school has a responsibility to notify others** in the event of serious breaches of the Code of Conduct. **The school will contact parents and guardians first.** They may also notify school district officials, police, or community agencies when necessary. The school and the Board will take all reasonable steps to ensure that students are safe and protected when they have made a complaint of a breach of a code of conduct.

**As students get older, the expectation for their behaviour rises because of their greater understanding of their rights and responsibilities** as students and community members. Older students are held to a higher standard of behaviour than younger students because they are role-models for others.

### **Discrimination:**

Discrimination is prohibited by the BC Human Rights Code which states that there cannot be discrimination 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.

### **Community:**

Ehattesaht and Nuchatlaht communities support the Zeballos staff in establishing these guide lines, based on trust and love, to help and protect students as they move from being children to taking their places as adults in the community.

Revised: June 8 2017

Sept 2018

May 2019



# School Planning Template



## Captain Meares Elementary Secondary School

### School Context

In this section give a brief overview of the school, including:

- School mission / vision / values
- Population (student, staff)
- Key demographic indicators
- Areas of focus
- Special programs

**Mission Statement:** Our purpose is to provide a positive environment enabling learners to acquire the knowledge, skills and attitudes for their personal fulfillment and to empower them to become healthy and contributing citizens.

Student Population: 23

Present Grades: 1 - 12

Teaching Staff: 3

Support Staff: 2

Administrative Assistant: 1

**Demographics:** 3 grd 1's, 1 grd 3's, 1 grd 4, 2 grd 5's, 1 grd 6, 3 grd 7's, 1 grd 8's, 3 grd 9's, 3 grd 10's, 1 grd 11, 4 grd 12's

Our school is a large well maintained facility that features a full court gym, a comfortable library, a music room, a culinary arts room, two computer labs, a humanities room, an art room/shop, and a large sports field.

Although there are no major industries in Tahsis, there are small service industries and low cost housing. Families entering the school are drawn to Tahsis because it is affordable for low income earners.

#### Areas of focus:

- Identifying and supporting student needs and strengths
- Supporting and enhancing literacy and numeracy
- Supporting mental and physical health
- Promoting Arts through ensemble band program
- Supporting work and skills responsibility with student prepared weekly community lunch program
- John Howard Society Counsellor one day a week (May)

<p><b>Scanning</b>  <b>“What’s going on for our learners?”</b></p> <p><i>Present some useful information on key areas of learning (literacy, numeracy, social / emotional development).</i></p> <p><i>Possible sources of information might include:</i></p> <ul style="list-style-type: none"> <li>• <i>Reporting data</i></li> <li>• <i>Classroom assessments (DART, EPRA, DWW)</i></li> <li>• <i>Provincial Assessment (FSA, Provincial exams)</i></li> <li>• <i>Attendance</i></li> <li>• <i>Office referrals</i></li> <li>• <i>Survey data (MDI, satisfaction survey)</i></li> <li>• <i>Other relevant data on how students are doing</i></li> </ul>	<p>Presently 67% of our Junior/Senior students (10/15) are on an IEP with significant challenges in numeracy, literacy, and emotional self regulation.</p> <p>FSA results were poor to unsatisfactory (Too small a sampling for an accurate percentage). Students were observed to struggle with word problems in numeracy and reading comprehension in literacy.</p> <p>33% of the Senior and Junior High students struggle with mental illness and self regulation.</p> <p>50% of the student population are chronically late however, 97% of the students attend regularly.</p> <p>One out of three students is at least one grade global skill level below based on provincial performance standard averages.</p> <p>There is an over-all satisfaction with the school and its programs amongst parents and stake holders. The students are generally happy with the school and its programs.</p>
<p><b>Focus</b>  <b>“What does our focus need to be?”</b></p> <p><i>Present 1 – 3 goal statements to focus priorities for improving student learning</i></p>	<p><b>Goal 1</b>  To improve literacy and numeracy for all of our students through active intervention. We believe that a strong foundation in literacy is the cornerstone of learning.</p> <p><b>Goal 2</b>  To implement a consistent restorative behaviour model in the school that encourages self regulation, mental health, responsibility for actions, while fostering a caring and respectful environment. (This has been one of the most persistent obstacles to student academic success).</p>

<p><b>Developing a Hunch</b>  <b>“What factors are leading to this situation? How are we contributing to this situation?”</b></p>	<ol style="list-style-type: none"> <li>1. Insufficient counselling and mental health support availability.</li> <li>2. Small staff spread too thin</li> <li>3. LART time at a premium</li> <li>4. School academic culture can improve</li> <li>5. Teaching a wide range of multiple grades simultaneously, especially core subjects.</li> <li>6. Math and Science specialist only two days a week.</li> </ol>
<p><b>Professional Learning</b>  <b>“How and where can we learn more about how to address this situation?”</b></p>	<ol style="list-style-type: none"> <li>1. Research mental health curriculums that support strategies in self regulation.</li> <li>2. Research successful multi-grade teaching methods and strategies.</li> <li>3. Research academic success programs in marginalized communities.</li> <li>4. Establish the need for increased staffing and LART support.</li> <li>5. Research classroom training programs for EA’s</li> </ol>
<p><b>Taking Action</b>  <b>“What will we do differently?”</b></p> <p><i>Present school strategies (actions to be taken) directed towards the goals identified in the Focus section.</i></p>	<ol style="list-style-type: none"> <li>1. Provide more opportunities to inservice staff on mental health and mindfulness strategies.</li> <li>2. Acquire another teacher to provide more daily support for Math and Science.</li> <li>3. Implement an efficient multi-grade management strategy based on previous successful research.</li> <li>4. Begin to foster a stronger academic culture.</li> </ol>
<p><b>Checking</b>  <b>“Have we made enough of a difference?”</b></p> <p><i>How will we know if we are making enough of a difference? What evidence would give us this information? When will we be checking?</i></p>	<p><b>Goal 1</b></p> <ol style="list-style-type: none"> <li>1. Improved skill development demonstrated on school wide writes in relation to Performance Standard Rubrics.</li> <li>2. Observed improvement in numeracy and literacy daily assessments.</li> <li>3. Observed improvement in reading comprehension.</li> <li>4. DART results demonstrating improvement in reading levels.</li> </ol>

**Goal 2**

1. Observed decrease in explosive emotional incidents on a monthly basis recorded.
2. Observed successful and consistent use of mindfulness strategies.
3. Regular and documented use of the John Howard Society Counsellor by students.
4. Observed improvement in classroom behaviour and atmosphere.



# School Planning Template



## Gold River Secondary School

### School Context

In this section give a brief overview of the school, including:

- School mission / vision / values
- Population (student, staff)
- Key demographic indicators
- Areas of focus
- Special programs

In addition to the district mission statement, our school has two mission statements: "To become a strong example of rural education" & "to provide quality education to lead students toward success."

Currently we have 99 students enrolled at GRSS. 50 students from Gold River, 37 students who identify as Aboriginal and 12 international students. The International program has earned over 12 FTE this year and is a significant part of our school community and programs.

We have 22 staff members (11 CUPE and 11 VIWTU) who are dedicated to the academic, physical, social and emotional health of our students.

Our school is fortunate to host NSOP (Nootka Sound Outdoor Program) and to welcome International students to our community.

### Scanning

**"What's going on for our learners?"**

*Present some useful information on key areas of learning (literacy, numeracy, social / emotional development).*

*Possible sources of information might include:*

- *Reporting data*
- *Classroom assessments (DART, EPRA, DWW)*
- *Provincial Assessment (FSA, Provincial exams)*
- *Attendance*
- *Office referrals*
- *Survey data (MDI, satisfaction survey)*
- *Other relevant data on how students are doing*

Our teachers follow the Ministry of Education curriculum and aspire to help all our students reach for a Dogwood Graduation.

Our school schedule is on a linear calendar all students are enrolled in 8, or more, school courses.

This year our graduation class is 14 students that is comparable with last year's class.

Our students are enrolled in 33 blocks of core classes and 20 blocks of electives.

Term 1 student grade distribution reveals approximately 1/3 have A average, 1/3 have B average and 1/3 have a C average with 68 incomplete grades out of 675 records. Term two is much the same with grades trending down and 101 incomplete grades out of 664 records.

Early Student Learning Survey data suggests students at GRSS feel the school is a place where they belong and are welcome, that teachers care for them and a place where they learn; students feel safe at GRSS.

Teachers are concerned that the current organizational structure does not meet the needs of many of our students. There is concern that behavior challenges interfere with the learning and that many students are performing below grade level. There is a repeated call for targeted programming and in-service support for scheduling.

Informal conversation with students has yielded learning interests in real life skills, expanded internet access and changes to distance learning model, increased course choice, and more electives. The students appreciate the timetable and have expressed confidence in the "school system."

### Focus

**"What does our focus need to be?"**

GRSS teaching staff will develop instructional strategies in increase student engagement and discipline in learning.

GRSS teaching staff will poll student body and develop a course calendar that reflect student interest and need.

GRSS administration will redesign distance learning program, including

<p><i>Present 1 – 3 goal statements to focus priorities for improving student learning</i></p>	<p>technology, ADST and shop. GRSS staff and community volunteers will build existing athletic programs and develop athletic programs to support student all aspects of student growth.</p>
<p><b>Developing a Hunch</b> “What factors are leading to this situation? How are we contributing to this situation?”</p>	<p>Students at GRSS have many abilities and talents and school programs offer many opportunities for extra-curricular programming. GRSS students also participate in a robust tradition of travel with student exchanges, athletic and academic competition. Lack of cellular networks and limited internet connectivity at school has positive inter-personal dynamics. The teachers at GRSS feel strongly that an there are enough students exhibiting academic delay in basic skills, and lack of age appropriate discipline, that inclusionary models are currently insufficient to student need.</p>
<p><b>Professional Learning</b> “How and where can we learn more about how to address this situation?”</p>	<p>Professional Learning opportunities could include:  Teaching staff will develop grade/division/subject professional learning communities to develop action research that is relevant to the needs of the students. Professional Learning Communities could be made to inquire and discuss scheduling and timetable changes &amp; potential implications for both. Monthly in-service meetings will be held in order to support teacher instruction of how to best deliver inclusionary curricula.</p>
<p><b>Taking Action</b> “What will we do differently?”</p> <p><i>Present school strategies (actions to be taken) directed towards the goals identified in the Focus section.</i></p>	<p>Additional time will be invested in timetabling. Teachers will be polled to discover what courses teachers are enthusiastic to instruct. Students will be polled in order to discover which elective choices are most popular with the student body. The <i>day-to-day</i> timetable will be amended to support teacher wellness and student learning. The protocol of School Based Team Meetings will be reviewed and recomunicated so that everyone understands the responsibilities of teachers, learning assistance resource teachers and administration. Term reviews of IEP students and interim-reports (made by teachers) will be distributed to all stakeholders.</p>
<p><b>Checking</b> “Have we made enough of a difference?”</p> <p><i>How will we know if we are making enough of a difference? What evidence would give us this information? When will we be checking?</i></p>	<p>We will know we are making a positive difference when:</p> <ul style="list-style-type: none"> <li>• There are greater number of students participating in athletic teams</li> <li>• Teachers will use actions-for-learning, and other supports, to develop inclusionary models of instruction and support in their classes</li> <li>• School staff will create an alternative timetable and course offerings for student use in 2019-2020</li> <li>• The School Based Team model will be fully described to all GRSS staff, and all instructional staff will be able to clearly articulate the process and procedures (including understanding discrete staff responsibilities) of School Based Teams.</li> <li>• Individual Education Plans are quickly modified and all strategies are being consistently implemented.</li> </ul>

## **Kyuquot Elementary Secondary School**

### **Spring 2019 School Plan**

**Marty Szetela, Principal**

## **SCHOOL CONTEXT**

### **Location and Demographics**

Kyuquot Elementary Secondary School (KESS) is a small British Columbia public school in the Vancouver Island West School District (SD #84) located adjacent to the Kyuquot-Checleset First Nation. The community has a population of about 195, fifty-two (52) of which are students from grades 1 – 12. Getting here is a challenge as the community is only accessible by floatplane or boat. The community is right on the coast and sheltered by an extensive, unique, and magnificent island archipelago and surrounded by beautiful North West Coast Vancouver Island wilderness. The climate is West Coast Temperate Rain Forest.

Ninety-three percent (all but three) of the students are First Nations students and most of those are from the Kyuquot and Checleset Nations, and reside in the local village of Houpsitas, within the treaty nation (Maa Nulth Treaty signed April 1, 2011). There are active efforts to revitalize the local Nuu-Chah-Nulth/Checleset language and culture and the school sees itself as a partner in this endeavor.

### **Student Characteristics**

Notwithstanding the beauty of the area, the isolation presents many challenges. Apart from canoeing, kayaking, and hiking, there is a lack of leisure activities, amenities, and opportunity and many students have said that living in Kyuquot is boring. Students often exclaim that they enjoy school and see it as an antidote to boredom. Kyuquot students, in general, are bright, capable, and resilient. They are also quite interested in and talented in athletics.

### **Mission, Vision, and Values**

It is unknown to the current administration team if the school has a contemporary mission and vision statement and list of values. In the absence of this and time to go through a development process the following have been informally adopted by the new administration team as working references.

## Mission Statement

KESS will strive to be an educational institution where every learner will cross the stage with dignity, purpose, and options. (based on the work of Linda Kaser and Judy Halbert)

## Vision Statement

KESS will be an institution that . . .

- Works together with parents
- Where constructive academic activities are always undertaken
- Where students' mental health needs are recognized, validated, and addressed
- Where teaching staff collaborate to promote each other's growth as professionals
- Where teaching staff care about one another and assist one another in all aspects of life including personal wellness
- Where students and staff have an attached relationship imbued with a sense of warmth and fondness for one another
- Where laughter often enters "the classroom and the staffroom"
- Where students and staff collaborate and work closely together in mutually respectful

## Values:

- Responsibility and Commitment
- Excellence
- Genuine Enduring Relationships
- Courage
- Rationality and Objectivity
- Fairness
- Experimentation
- Collegial Support
- Openness to Feedback, Analysis, and Criticism
- Communication
- Joy

## **SCANNING**

Observations about the current situation include the following:

1. Primary students are enjoying reading
2. High school students have difficulty making inferences
3. It is common to hear students of all levels remark that they like school
4. Laughter and smiles are common on the faces of students and staff
5. When evening or weekend study/help sessions are offered for high school students, it is not uncommon to have many students attend
6. Attendance has improved
7. The student body seems to have a uniquely high liking and aptitude for sports
8. Students are struggling with Math and a disproportionate number are behind grade level

9. Student surveys this past Spring revealed that over 50% of high school students wanted more electives, including music and shop classes
10. A small number of students have struggled with the higher standards in the high school this year, but many of those same students showed interest in hands-on initiatives like woodcarving and woodworking
11. Parent respondents to a school-developed questionnaire expressed a high degree of satisfaction with the school and the structured approach
12. Students are learning to value education and identify themselves as learners
13. All students from Grades 1 to 12 consistently struggled during a baseline data check last Fall to answer the Big Three: What are you learning? How's it going? What next?
14. Student behaviour is very good

## **FOCUS**

The following four goals have been selected.

1. Students will see themselves as learners who can answer the Big Three: What are you learning, How's it going and What's next
2. Students will meet or exceed the learning outcomes at their grade or IEP goal, achieving this in a variety of ways, with differing levels of supports and equitable access to resources and opportunities
3. Students will experience learning in a wide variety of ways and in a variety of courses including those that are envisioned by the BC curriculum and those that facilitate a more varied, independent, and personally relevant path to graduation

## **DEVELOPING A HUNCH**

Hunches about what might be holding students back include the following:

- Poor attendance has resulted in some students failing to meet expectations at grade level
- Student learning in multi-graded configurations presents unique challenges
- The school's move towards a more structured approach has resulted in success for many students, but others have not been able to successfully engage
- Students would like more hands-on activities and have asked for more tech/shop electives
- The school's shop has become a storage area and doesn't have ventilation (dust extraction) systems which would allow it to operate as a tech/shop room

## **PROFESSIONAL LEARNING**

The following areas of professional learning would help with the goals identified.

- Teaching multi-graded classrooms with the principles of Universal Design for Learning
- Public and private grant applications
- Public/private partnerships
- Assessment for Learning

## **TAKING ACTION**

- Support the use of the principles of Universal Design for Learning
- Uncover a means of supporting more available choices in elective courses for students
- Find a grant to build a Tech Shop
- Find a grant to build a Food Preparation Centre
- Explore alternate allocations of staff that might preserve the benefits of the more structured program while re-engaging students who haven't been successful
- Create school structures that allow teachers to collaborate, learn from each other, observe each other, and learn about Assessment for Learning, and Universal Design for Learning, together

## **CHECKING**

With our goals in place, and a starting idea on actions which will help the school achieve its goals we would expect to see the following:

- The six students who disengaged from school will complete the year at least partially engaged
- Teachers feel confident that they are meeting the needs of all students within a split class
- The attendance rate for engaged students will improve
- The attendance rate for unengaged students will improve
- Students making projects in a shop class
- Students entering trades programs after graduating
- Students have more choice in electives
- High graduation rates
- Less teacher stress over students who are attending irregularly
- Students will regularly be heard asking questions about their learning
- Students will be able to easily answer the Big Three questions

# School Planning Template

**Ray Watkins Elementary School**

<p><b>School Context</b></p> <p>In this section give a brief overview of the school, including:</p> <ul style="list-style-type: none"> <li>• School mission / vision / values</li> <li>• Population (student, staff)</li> <li>• Key demographic indicators</li> <li>• Areas of focus</li> <li>• Special programs</li> </ul>	<ul style="list-style-type: none"> <li>- Mission – Provide a community in which students develop responsible, caring behaviour, nurture positive attitudes and acquire the knowledge, skills and habits necessary to succeed.</li> <li>- Pop. – 111 (K-7), 11.5 Teachers (Including 1<sup>st</sup> Call TTOC), 1 CYCW, 5 SNEA, 1 ASLI, 1 PR</li> <li>- Two communities served – Tsaxana (26%) – Gold River (74%) – Total with First Nation ancestry in pop.(44%), Families generally lower/middle class socioeconomic - large “at risk” population (ACEs, Mental Health)</li> <li>- Previous areas of focus: Literacy, Connectedness (student/staff relationships), SEL</li> <li>- PALS, 6/7 Adventure, 3-7 International</li> </ul>
<p><b>Scanning</b>  <b>“What’s going on for our learners?”</b></p> <p><i>Present some useful information on key areas of learning (literacy, numeracy, social / emotional development).</i></p> <p><i>Possible sources of information might include:</i></p> <ul style="list-style-type: none"> <li>• Reporting data</li> <li>• Classroom assessments (DART, EPRA, DWW)</li> <li>• Provincial Assessment (FSA, Provincial exams)</li> <li>• Attendance</li> <li>• Office referrals</li> <li>• Survey data (MDI, satisfaction survey)</li> <li>• Other relevant data on how students are doing</li> </ul>	<p>“We need an awareness of the students we have and what is going on for them.”</p> <p>School Culture and Climate</p> <ul style="list-style-type: none"> <li>- Vandalism way down from previous years (spaced out, nearly non-existent)</li> <li>- Significantly less office referrals from Intermediate classes (as compared to previous 3 years)</li> <li>- FSA results - low</li> <li>- DART/EPRA/DWW – writing skills low</li> <li>- MDI/EDI – high at risk population (highest in BC)</li> <li>- Attendance – slightly higher this year (compared to last, still have a small group of students with concerning absenteeism rates)</li> <li>- Looking at connectedness between staff and students, students and students, staff and each other, high awareness amongst staff</li> <li>- Bathroom breaks, going for food – breaks/avoidance of class work</li> <li>- Late slips – mostly the same students</li> <li>- “Appearance” for some to be more emphasis on international/outdoor success than regular programming</li> </ul>

	<ul style="list-style-type: none"> <li>- Communication amongst staff members is variable</li> <li>- Communication with District level staff, mainly through Principal</li> </ul> <p>Academic/interventions</p> <ul style="list-style-type: none"> <li>- Anecdotal and intake assessments– increasing trend of students arriving in Kindergarten without the skills needed to immediately be successful in school</li> <li>- Int. learners with lots of Literacy/ Math needs</li> <li>- No formal early intervention plans</li> <li>- ‘Missing’ key art/drama/music components</li> <li>- Not enough time for student learning in the day (scheduling issue?, are we prioritizing some types of learning over others?, too many interruptions?, etc)</li> <li>- Need for more connection and physical activity when learning</li> </ul> <p>SEL</p> <ul style="list-style-type: none"> <li>- Classes not adequately equipped to manage the emotional needs of students</li> <li>- Emotional issues can and do derail lessons and instruction</li> <li>- More information and focus on the social and emotional needs of our students, our classes (interpersonal) and ourselves has begun to shift overall school climate for the better</li> </ul> <p>Home support</p> <ul style="list-style-type: none"> <li>- Highly variable of experience for each student</li> <li>- General trend of family disengagement/ often difficult to get a hold of homes when there are concerns or even for regular communication (newsletters, email, etc)</li> <li>- Larger scope of family dynamic shifts, we have seen a negative impact on students emotional state and academic supports</li> <li>- In some cases basic needs not always being consistently met – sleep, food, etc</li> </ul>
<p><b>Focus</b>  <b>“What does our focus need to be?”</b></p> <p><i>Present 1 – 3 goal statements to focus priorities for improving student learning</i></p>	<p>SEL and Connection</p> <ul style="list-style-type: none"> <li>- According to research students who feel connected to their peers and teachers are more successful and are more willing to take personal risks with their learning. We would like to improve student learning by making Connection and increasing each student’s ability to connect and regulate themselves (SEL) as a priority in our school.</li> </ul>



	<p>Experiential approach to learning</p> <ul style="list-style-type: none"> <li>- Our second goal is designed to embrace the research and momentum we have around enhancing academic and social/emotional learning through experiential learning. Promoting healthy risk taking (inclusive of social, emotional, educational and physical risks), we would like to expand ourselves beyond the traditional classroom constraints to build on our student's sense of place and self through various hands on experiences.</li> </ul> <p>Early Intervention</p> <p>"When intervention is delayed, it takes four times as long to intervene in fourth grade as it does in kindergarten because of brain development and because of the increase in content for the students to learn as they grow older." National Institute of Child Health and Human Development (USA)</p> <ul style="list-style-type: none"> <li>- Our goal here is to look at the structure and resources we have available and see how changing these structures over a few years in a thoughtful transition could optimise how we support struggling learners to grade 3 (looking at: universal interventions, resources, staff and student strengths, timing, intensity, sustainability).</li> </ul>
<p><b>Developing a Hunch</b>  <b>"What factors are leading to this situation? How are we contributing to this situation?"</b></p>	<p><i>SEL and Connection</i></p> <p>Kids are experiencing anxiety for a number of reasons (worry over the environment, items in the news, issues at home or with peers, etc.). We also know that having a connection to an adult who believes they can succeed is important for students' success. We think that by establishing connections between staff and students, as well as between students by explicitly teaching students ways of connecting in a social environment and managing their emotions in socially appropriate ways we can increase students' success in school (academically and socially).</p> <p>Other things to consider: Technology and its' effect on students ability to interact, the influence of media and technology on normalizing unrealistic ideas of success and relationships and the Truth and Reconciliation calls to action</p> <p><i>Experiential Approach to Learning</i></p> <p>Despite living in a place with many opportunities to establish a sense of place it seems students are not as connected to the land as we would expect. We think the draw of technology is</p>

	<p>more of a priority for students so we want to combat that by providing more learning opportunities for students to interact with the world around them.</p> <p><i>Early Intervention</i>  We have a high number of students who are missing important knowledge and skills in literacy and numeracy. As students move on through the grades most of those students fall further and further behind. We think a focused approach in the early grades (preK-3) to address these learning gaps will lead to stronger cohorts of students in these areas. We also think that by addressing these gaps before students reach the intermediate grades the students’ social/emotional well-being will be improved.</p>
<p><b>Professional Learning</b>  “<b>How and where can we learn more about how to address this situation?</b>”</p>	<p><b>Professional Learning</b>  Note: It is understood that teachers are responsible for their own professional learning. While there may be professional learning activities and opportunities suggested to enhance our efforts, ultimately teachers will decide for themselves what they will do.</p> <p>Ongoing Teacher Professional Development  AFL opportunities  Staff/Student Connections Meetings  Collaboration opportunities  Book studies  Trauma informed practice  Mind Up (resource)  Ensouling our Schools (resource)</p>
<p><b>Taking Action</b>  “<b>What will we do differently?</b>”</p> <p><i>Present school strategies (actions to be taken) directed towards the goals identified in the Focus section.</i></p>	<p>We have come together to create a list of possibilities, which is reflected below. Our goal is to choose one idea at a time from each area (knowing that some actions will overlap between our three areas of focus) to explore and implement as a whole school group. By the end of June we plan to update this section to reflect our choices and we will continue to update and review this throughout the next three school years at monthly staff meetings and Student/staff connections meetings.</p> <p>SEL and Connection</p> <ul style="list-style-type: none"> <li>- whole school connections – “X” block teacher led clubs – showing/sharing your passions-</li> <li>- SEL classroom support/strategies (what does this look like?), mental health first aid, mental health literacy, etc</li> </ul>

- divide vulnerable students into connection groupings so each staff member has 1-3 students to check in with regularly. Make these explicitly known to all in the form of a list. Debrief at each student/staff connections meeting.
- Mind-Up resource
- Common language and criteria for SEL goals for students and staff
- self-evaluation/progress matrix by students
- creating a connection for isolated/marginalized students within the student body, ie. friends/booster/supporters
- home/classroom communication
- whole school initiatives
- Pathways

#### Early Intervention/Academic structures

- Early Intervention strategies/structure (what does this look like?)
- how can a small school provide key art/drama/music components consistently?
- more outdoor learning opportunities (what does this look like?)
- restructuring existing school supports
- work on defining core staff literacy and numeracy beliefs that guide our decision-making and instruction.
- preserve literacy and numeracy time (nothing else happens at these times)
- try to find ways for students to have 'more time'
- negative changes in academic performance as the start point for SEL and connection interventions
- common staff Math literacy
- Early intervention and effects on existing intermediate students (working at primary levels)
- home/classroom communication
- whole school initiatives
- Pathways

#### Experiential approach to learning

- outdoor classroom
- school garden
- makerspace
- robotics/ coding
- support for classes for field trips

	<ul style="list-style-type: none"> <li>- Cardboard Challenge</li> <li>- Adventure 6/7</li> <li>- short outside activities to connect with nature</li> <li>- longer projects to connect students with the consequences of consumerism/consumption</li> <li>- day field trips for all grades</li> <li>- using the community resources more</li> <li>- whole school initiatives</li> </ul>
<p><b>Checking</b>  <b>“Have we made enough of a difference?”</b></p> <p><i>How will we know if we are making enough of a difference? What evidence would give us this information? When will we be checking?</i></p>	<p>Student connectedness: observations and anecdotal records, vulnerable student groups and check ins</p> <p>Attendance/ lates</p> <p>Monthly meetings: staff meeting check in, student/staff connections meetings and PAC meetings</p> <p>EDI and MDI results, Student Learning Survey</p> <p>Academic achievement</p> <p>Reduction of school based referrals at the intermediate level</p> <p>Pathways tracking</p> <p>Student led conferences</p> <p>Home/ classroom communication</p>

# School Planning Template

Nisaika Kum'tuks



## School Context

In this section give a brief overview of the school, including:

- School mission / vision / values
- Population (student, staff)
- Key demographic indicators
- Areas of focus
- Special programs

**Vision:** Children will feel connected to land, community and family. Children will see themselves as learners. They will have pride in the path they are walking.

**Mission:** At Nisaika Kum'tuks we will guide the children on their learning journey with compassion, love and patience.

**Values:**

We value an inclusive learning community where each child feels a sense of belonging.

We value a flexible learning environment where each child's individual needs are met so that they can experience success.

We value a safe learning environment where children can make choices and feel confident to take risks in their learning and relationships.

We value generosity where children give of themselves and place the needs of others above their own needs.

Nisaika Kum'tuks is a school of 35 students ranging from Kindergarten to grade 7. We have one administrator, four teachers and two support staff.

## Scanning

**“What’s going on for our learners?”**

*Present some useful information on key areas of learning (literacy, numeracy, social / emotional development).*

FSA: Students meeting expectations 90% of the time. Each learner is an individual and has their own learning needs. Social/Emotional learning is an area where many students struggle. We notice it is an area where much time and attention is required to help students regulate.

<p>Possible sources of information might include:</p> <ul style="list-style-type: none"> <li>• Reporting data</li> <li>• Classroom assessments (DART, EPRA, DWW)</li> <li>• Provincial Assessment (FSA, Provincial exams)</li> <li>• Attendance</li> <li>• Office referrals</li> <li>• Survey data (MDI, satisfaction survey)</li> <li>• Other relevant data on how students are doing</li> </ul>	
<p><b>Focus</b>  <b>“What does our focus need to be?”</b></p> <p><i>Present 1 – 3 goal statements to focus priorities for improving student learning</i></p>	<p>Goals:</p> <ol style="list-style-type: none"> <li>1) Address emotional needs of the learners will be a priority.</li> <li>2) All students will learn to read thoughtfully and reflect on what they read.</li> </ol>
<p><b>Developing a Hunch</b>  <b>“What factors are leading to this situation? How are we contributing to this situation?”</b></p>	<p>All student are learners. However, emotional barriers effect how students are able to learn. Contributing factors may be past trauma, health issues, unstable home situations, lack of self-efficacy. If a child is in a state of stress and anxiety, they will not be able to learn effectively.</p>

<p><b>Professional Learning</b>  <b>“How and where can we learn more about how to address this situation?”</b></p>	<ul style="list-style-type: none"> <li>• Professional sharing between staff.</li> <li>• Book study “Ensouling Our Schools” by Jennifer Katz. To help guide us to create a “healing school”</li> <li>• Work on the question, “How can we reimagine school to make learning assessable to all students?”</li> <li>• Develop a co-teaching model</li> </ul>
<p><b>Taking Action</b>  <b>“What will we do differently?”</b></p> <p><i>Present school strategies (actions to be taken) directed towards the goals identified in the Focus section.</i></p>	<p>We need to create an environment where student feel safe and supported. We need to address the individual needs of each student in a way that is flexible.</p> <ul style="list-style-type: none"> <li>• Small learning groups for Math (math labs) and reading instruction to accommodate individual learning needs.</li> <li>• Weekly staff meetings to create plans for individual learners.</li> <li>• Provide flexible learning structures for students, including multi age groupings.</li> <li>• Implement the “Zones of Regulation Framework”</li> </ul>
<p><b>Checking</b>  <b>“Have we made enough of a difference?”</b></p>	<p>Assessment:</p> <ul style="list-style-type: none"> <li>• Observations of students are engagement in learning and play.</li> <li>• Behaviour tracking sheets to record when students are not self-regulated as well as when they are self-regulating.</li> </ul>

*How will we know if we are making enough of a difference? What evidence would give us this information? When will we be checking?*

- Self assessments by students.
- Observations will be daily and ongoing.



# School Planning Template



## Tsawalk Learning Centre

### School Context

In this section give a brief overview of the school, including:

- School mission / vision / values
- Population (student, staff)
- Key demographic indicators
- Areas of focus
- Special programs

#### **Mission**

To provide a safe, trusting, and community supported environment that works with youth to reconnect with their learning in a way that supports self-growth and helps them on their life journey.

#### **Vision**

We are a trauma informed school that supports our learners through an Indigenous lens bringing light to their spirits so that they may find balance in their (spirit?), academic, emotional, and physical lives.

#### **Values**

Tsawalk literally means the number one. In naming our Centre we subscribe to the term *heeshuk-ish tsawalk*, which means *everything is one*. It was coined and used by Chief Umeek (E. Richard Atleo) to describe a Nuu-chah-nulth worldview. We aim to embody the latter meaning of this word with our students.

We embrace and implement the First Peoples Principles of Learning.

We acknowledge and nurture our learners' individual interests and passions in order to support their well being and help them to thrive.

We foster well-being and positive personal identity as a crucial component of academic growth.

***Population/demographics/area of focus/special programs***

Tsawalk serves a diverse group of youth ages 13-19 many of whom have been disconnected from their learning for upwards of 6 months. As a community of learners, we collaborate together to share meaningful learning experiences and unconditional support to thrive and grow in our life journey of being, belonging and becoming. We recognize that learning involves persistence, patience and time, and through nurturing and uplifting the interests and passion of our individuals, learners can achieve more wellbeing and can thrive. As a staff, we work collaboratively to offer a well-designed program that is both structured and flexible to empower each learner to connect to their own learning process, to connect with others in our learning centre and the community. Our curriculum is woven with the Land, Sea, Community program offered by our community partners. Students learn traditional teachings through wilderness experiences with Elders and Indigenous knowledge keepers. Our Elders offer guidance and care of our learners spiritually. Their wisdom ensures that our students feel culturally safe and proper protocol is followed.

## Scanning

### “What’s going on for our learners?”

*Present some useful information on key areas of learning (literacy, numeracy, social / emotional development).*

*Possible sources of information might include:*

- Reporting data
- Classroom assessments (DART, EPRA, DWM)
- Provincial Assessment (FSA, Provincial exams)
- Attendance
- Office referrals
- Survey data (MDI, satisfaction survey)
- Other relevant data on how students are doing

The Tsawalk Program, developed in partnership with the Nanaimo Aboriginal Center, Mid-Island Métis Association, Boys and Girls Club of Central Vancouver Island and School District 84, is an alternate educational program for learners, aged 13-19 years, who have been out of school or at risk of being out of school due to social, emotional or behavioral challenges that make it difficult for them to function in a regular setting. Approximately 75% of our learners identify as Indigenous. Some learners struggle with conventional ways to communicate learning. Many of our learners are in foster care or separated from their families and culture. Our unique curricular focus is through the lens of the First Peoples Principles of Learning with a secondary focus on Core Competencies. Learning outcomes are measured in our learners’ self-assessed progress along the continuum of Core Competencies and demonstration of behaviours for success.

Attendance  
Engaging in extra curriculars  
Course completion  
Connection to services  
Surveys - students, families, community

## Focus

### “What does our focus need to be?”

*Present 1 – 3 goal statements to focus priorities for improving student learning*

Continue to develop our inquiry based model and effective strategies for giving feedback to learners and support their self assessment in developing core competencies.

By having a deeper understanding of intergenerational trauma, we create caring, safe and empowering opportunities for successful life transitions.

“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors”(FPPL): we will continue to develop well being and positive personal identity through an Indigenous lense by affirming an Indigenous approach to thinking, sharing and being in a collaborative community that supports learning journeys for

	<p>youth and each other in our professional lives working with youth. (Indigenizing the model)</p>
<p><b>Developing a Hunch</b>  <b>“What factors are leading to this situation? How are we contributing to this situation?”</b></p>	<p>Academics are driven by individuals’ passion/spirit. Once learners recognize their beliefs &amp; values, the academics will come. We embrace an ethic of care and our aim is to ‘bring light to spirit.’ nurture the spirit first, and then find balance around the other 3 directions of the Medicine Wheel: physical, mental and emotional.</p> <p>We follow the inquiry based model, which means learning comes from an intrinsic place, is student centred, and is often based on interests and passions of the learner. We strive to develop independent thinkers in an integrated learning system that helps learners develop skills for the next steps in their journey.</p>
<p><b>Professional Learning</b>  <b>“How and where can we learn more about how to address this situation?”</b></p>	<p>Hire a mentor to work with staff on inquiry and effective feedback models.</p> <p>Review information and research on trauma informed schools, as well as seek out trainings to attend as a team.</p> <p>Research and investigate well being in education.</p> <p>Research and investigate ways to further support the learning and well being of youth in need of additional behavioral support.</p> <p>Use our AFL funds next year to develop a plan of well being for our centres to include becoming trauma informed.</p>

## **Taking Action**

### **“What will we do differently?”**

*Present school strategies (actions to be taken) directed towards the goals identified in the Focus section.*

As a community of learners, we will participate together in traditional circle activities focused on indigenizing our curriculum and our school culture, to lead to greater well being.

Develop an effective feedback loop: consulting youth, parents, partners and then putting their feedback into practice.

Continuing action steps:

- Land and Sea Cultural Program
- Sitting in Traditional Circle weekly with the Cuystwi Indigenous Youth Wellness Program
- Offering cultural travel experiences
- Develop more effective individualized learning plans
- Recognize the importance of our Indigenous Elders' wisdom and essential contribution
- Continue our extensive community connections which means inviting in community members and getting out into the community in meaningful ways

We develop policies and procedures to track and celebrate individual student growth.

We will work to maintain contact with Tsawalk graduates and where appropriate involve them in a mentorship role (such as through VIU). This will allow us to continue monitoring student wellbeing, provide long term data to support current learners, and create community and cultural ties between current students and former students pursuing a good life.

## Checking

**“Have we made enough of a difference?”**

*How will we know if we are making enough of a difference? What evidence would give us this information? When will we be checking?*

We will work to develop and implement assessments to measure:

- Qualitative assessment of the Core Competencies: increased communication skills (including proficiency with self-assessment), critical and creative thinking, self-motivation and regulation, sense of self and positive identity, and stronger ties to community and culture
- Quantitative assessment of wellbeing
- Increased attendance individually and retention rates
- Evidence of change: High school and course completion and successful supported transitions (post sec, workforce...) along with an understanding of healthy independence and a clear confidence in what comes next on their life journey

# School Planning Template (DRAFT)



Zeballos Elementary Secondary School

## School Context

In this section give a brief overview of the school, including:

- School mission / vision / values
- Population (student, staff)
- Key demographic indicators
- Areas of focus
- Special programs

### Mission Statement:

To provide a safe and caring environment where learners are encouraged to develop the knowledge, skills and attitudes to foster excitement for life-long learning, and become confident, considerate, positive contributors to society (existing mission statement)

### Population:

- 42 students (18 K-3; 10 gr4-7; 7 gr8-9; 7 gr10-12)
- 13 staff ( 1-administrator; 1- LART; 4-classroom teachers; 2 – EAs; 2 – NEWs; 1 – Custodian/Bus Drivers; 1 – Custodian/Noon Hour Supervisor; 0-YCCW )

### Demographics:

- Majority FN students
- Most FN students are Ehattesaht with a small group from Nuchatlaht
- 17 IEPs (40% K-7; 60% 8-12)

### Areas of focus:

- Identifying and supporting individual student needs
- Supporting and promoting Culture and Language
- Supporting and enhancing literacy and numeracy

## Scanning

**“What’s going on for our learners?”**

*Present some useful information on key areas of learning (literacy, numeracy, social / emotional development).*

*Possible sources of information might include:*

Gathering and compiling data. The following are observational and anecdotal:

- Many students are working toward being at grade level
- FSAs – challenges of non-compliance to complete and difficulty with level of tasks required
- Provincial Exams – not enough data to comment
- K-7 Attendance is generally consistent and regular with a few specific exceptions
- 8-9 attendance is generally consistent with few exceptions

<ul style="list-style-type: none"> <li>• Reporting data</li> <li>• Classroom assessments (DART, EPRA, DWW)</li> <li>• Provincial Assessment (FSA, Provincial exams)</li> <li>• Attendance</li> <li>• Office referrals</li> <li>• Survey data (MDI, satisfaction survey)</li> <li>• Other relevant data on how students are doing</li> </ul>	<ul style="list-style-type: none"> <li>• 10-12 Attendance is about 70% regularly attending –</li> <li>• Most of the office referrals are for a small group of students in the school who are working on conforming to the school behaviour expectations and learning to self-regulate and make better decisions</li> <li>• MDI – no data</li> <li>• SLS – waiting for data</li> <li>• There have been some issues in the communities that have seen an increase in the demand for counselling services</li> </ul>
<p><b>Focus</b></p> <p><b>“What does our focus need to be?”</b></p> <p><i>Present 1 – 3 goal statements to focus priorities for improving student learning</i></p>	<p>(Compiled from surveys collected from students, staff, parents-guardians, and community members at our community dinner hosted on March 13, 2019 – 35 surveys were collected)</p> <ol style="list-style-type: none"> <li>1) Increase and enhance Culture and Language Programming</li> <li>2) Support overall health of students with a focus on the social-emotional (PBS, Bullying Prevention, Health Relationships, Counselling Support)</li> <li>3) Maintain and increase expectations in behaviour, academics and overall respect</li> </ol>
<p><b>Developing a Hunch</b></p> <p><b>“What factors are leading to this situation? How are we contributing to this situation?”</b></p>	<ol style="list-style-type: none"> <li>1) Community and Local FNs desire for Culture and Language to be an integral part of school programming and effort to comply with the recommendations of the TRC</li> <li>2) Observational and anecdotal evidence of student behaviours, attitudes, and requests for support suggests that an emphasis needs to be placed on programs, services, and instruction that support and enhance personal well being and health relationships</li> <li>3) Regular feedback from parent-guardians and staff highlight the need to continue and expand our expectations of students in respect, behaviour, and academics.</li> </ol>



## Professional Learning

**“How and where can we learn more about how to address this situation?”**

- 1) Community consultation; FN Elders and cultural experts, workshops, learning partnerships, Pro-D opportunities
- 2) Increase support from and access to counselling and other services from organizations such as VIHA, FNHA, NTC and the Ehattesaht and Nuchatlaht Nations and SD84. Workshops, guest speakers, staff development and Pro-D.
- 3) Community consultation; increased use of SBT for these areas; staff development at staff meetings; enhanced school-parent/guardian communication

## Taking Action

**“What will we do differently?”**

*Present school strategies (actions to be taken) directed towards the goals identified in the Focus section.*

- 1) Culture and Language
  - a. Continue with daily/weekly culture and language instruction K-12
  - b. Coordinate learning opportunities with the Ehattesaht and Nuchatlaht First Nations
  - c. Organize for more workshops, guests, and events and activities
  - d. Begin long range year plans for cultural programming
- 2) Supporting Student Health
  - a. Bullying Prevention Program
  - b. Access additional support resources from organizational partners
  - c. PBS – Led by school team
  - d. Increased use of referrals
  - e. Increasing the role of the SBT in this area
  - f. More integration of health curricula and resources into regular instruction
  - g. Increased school-home communication
- 3) Expectations
  - a. Behaviour – Increase of PBS and recognition of positive and appropriate behaviours – increased communication with home – consistent application of consequences when determined necessary
  - b. Academics – more emphasis placed on hands-on /alternate project based work – connecting academic effort to participation in certain school activities and events (criteria for participation in events and activities) – more frequent communication with parents/guardians
  - c. Respect – rewarding and recognizing respectful

	behaviour (PBS) – recognition program
<p><b>Checking</b>  <b>“Have we made enough of a difference?”</b></p> <p><i>How will we know if we are making enough of a difference? What evidence would give us this information? When will we be checking?</i></p>	<ol style="list-style-type: none"> <li>1) Culture and Language <ol style="list-style-type: none"> <li>a. Evidence of seeing, hearing, and experiencing language in the school (artifacts of events, activities, and learnings)</li> <li>b. Community Feedback – Satisfaction expressed by our FN communities and learning partners about our program through regular consultation and feedback</li> </ol> </li> <li>2) Supporting Student Health <ol style="list-style-type: none"> <li>a. More referrals and evidence of counselling taking place at the school</li> <li>b. Fewer office referrals</li> <li>c. Raised expectation that all staff are using and following the school behaviour procedure so there is consistency in deal with students</li> <li>d. Evidence of students self-regulating and using coping strategies to deal with emotions</li> <li>e. More evidence of positive behaviours (PBS)</li> <li>f. More two way communication with home about student issues and student support</li> </ol> </li> <li>3) Expectations <ol style="list-style-type: none"> <li>a. Fewer behaviour referrals</li> <li>b. Improved grades, fewer “I”s</li> <li>c. More feedback about positive behaviours and respect than negative feedback</li> <li>d. More parental engagement.</li> </ol> </li> </ol>

**Vancouver Island West School District 84**  
**ENROLLMENT REPORT 2017-2018**  
**As of June 6, 2019**

Grade	CMESS	ESPERANZA	GRSS	KESS	RWES	TSAWALK	ZESS	CONT ED	TOTALS
K	1			1	12		5		19
1	3			6	15		3		27
2	0			6	24		3		33
3	1			5	25		5		36
4	1			2	14		2		19
5	2			5	21		2		30
6	1			2	13		2		18
7	3			4	18		4		29
8	1		15	4		8	3		31
9	3		20	4		13	4		44
10	3		27	6		16	1		53
11	1		20	6		18	3		48
12	4		15	1		40	3	74	137
<b>Totals:</b>	<b>24</b>		<b>97</b>	<b>52</b>	<b>142</b>	<b>95</b>	<b>40</b>	<b>74</b>	<b>524</b>

CMESS - Captain Meares Elementary Secondary School

ESPERANZA - Esperanza Elementary Secondary School

GRSS - Gold River Secondary School

KESS - Kyuquot Elementary Secondary School

RWES - Ray Watkins Elementary School

TSAWALK - Tsawalk Learning Centre

ZESS - Zeballos Elementary Secondary School

CONT ED - Continuing Education



June 4, 2019

To: Board of Education School district No. 84 (Vancouver Island West)

From: Natalie Lowe Accountant

Subject: May2019 Financial Review

**Executive summary**

As at May 31, 2019, eleven months or 92% of the 2018/19 fiscal year and nine months or 90% of the school calendar year has elapsed. The budget amounts shown in this report are the 2018/19 amended budget amounts based upon the Fall 2018 actual enrolment for 2018/19.

At this time, the year to date revenue and expenses are trending as predicted in comparison to the budget for the school district.

**Revenues**

At the end of June 2018 the District had an operating surplus of \$1,036,442 of which \$555,000 was allocated for use in the current year leaving an unrestricted surplus of \$481,442.

To the end of May 2019, the District received \$8,697,908 out of a predicted \$8,992,918 in operating funding (not including special purpose fund). This is 97% of the total grants to be received

To the end of May 2019 the District received \$3,416,198 for the LEA (2017-2,960,000)

**Expenditures**

See attached

Operating expenses remaining last year were 18% of budget. Currently the variance is 13.9% of budget so the District is right on track with spending.



School District No. 84 (Vancouver Island West)  
 2018/2019 Summary Financial Analysis

31-May-19

DESCRIPTION	EXPENDITURE CURRENT YEAR	CURRENT BUDGET	REMAINING	% REMAINING	PRIOR YEAR
PRINCIPAL & VP SALARIES	\$ 1,236,792	\$ 1,378,806	\$ 142,014	10.3%	24.90%
TEACHERS SALARIES	\$ 2,879,038	\$ 3,289,119	\$ 410,081	12.5%	7.90%
SUPPORT STAFF SALARIES	\$ 660,815	\$ 803,772	\$ 142,957	17.8%	12.50%
EDUCATIONAL ASST SALARIES	\$ 432,970	\$ 457,018	\$ 24,048	5.3%	10.70%
OTHER PROFESSIONAL SALARIES	\$ 314,625	\$ 388,455	\$ 73,830	19.0%	26.00%
SUBSTITUTE SALARIES	\$ 323,008	\$ 338,919	\$ 15,911	4.7%	24.60%
EMPLOYEE BENEFITS	\$ 1,297,672	\$ 1,491,876	\$ 194,204	13.0%	12.00%
SERVICES	\$ 1,188,334	\$ 1,294,150	\$ 105,816	8.2%	13.20%
SUPPLIES	\$ 544,356	\$ 874,313	\$ 329,957	37.7%	16.90%
UTILITES	\$ 324,857	\$ 376,750	\$ 51,893	13.8%	11.60%
	<b>\$ 9,202,467</b>	<b>\$ 10,693,178</b>	<b>\$ 1,490,711</b>	<b>13.9%</b>	<b>18.60%</b>

added \$150,000 from increase in funding  
 in Principals and Support staff

