



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

REGULAR BOARD MEETING

MONDAY, JUNE 8, 2020 – 4:00 PM

By Zoom

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 11, 2020
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETING**
8. **TRUSTEE REPORTS**
 - a. School Reports
 - b. Working Relations Committee Meeting
9. **UNFINISHED BUSINESS**
 - a. COVID-19
 - b. Strategic Plan
 - c. Graduation Ceremonies
10. **NEW BUSINESS**
 - a. School Fees 2020-2021
 - b. School Codes of Conduct for 2020-2021
 - c. District Education Plan – School Plans
 - d. Capital Planning – 2021-2022
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 MEETINGS**
 - a. September 14, 2020 – 4 pm – School Board Office, Gold River
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 11, 2020
BY ZOOM**

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
Two Staff Attendees

CALL TO ORDER:

Chairperson Fehr called the meeting to order at 4:10 pm, and acknowledged the traditional territories of the Mowachaht/Muchalat First Nation, the Nuchatlaht First Nation, the Ehattesaht First Nation, and the Ka:yu:k't'h'/Che:k'tles7et'h' First Nation.

APPROVAL OF AGENDA:

2020:R-024 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO approve the agenda."

ADOPTION OF MINUTES:

2020:R-025 MOVED: Trustee Stiglitz, SECONDED: Trustee Smith
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of April 14, 2020."

BUSINESS ARISING FROM THE MINUTES:

Nil.

PUBLIC INQUIRIES AND PRESENTATIONS:

Nil.

CORRESPONDENCE:

- BC School Trustees Association
 - BCSTA
 - BCSTA
 - BCSTA
 - BCSTA
 - BCSTA
 - BCSTA
 - BCSTA
- BCSTA Headlines: Daily News for School Trustees
 - BCSTA Headlines: Daily News for School Trustees
 - Copy of Letter from BCSTA President to the Minister of Education re Appreciation of Combined COVID-19 Response in Public Education
 - BCSTA Weekly: BCSTA Strategic Plan Year-End Report; BCSTA's Business Travel Insurance; Day of Mourning Update; Vimy Foundation Student Resources; Opinion h- Helping Parents Through COVID-19; Letters; Upcoming Events & Dates
 - BCSTA Weekly: News & Notes: FIPPA and Online Learning; Update – FOI Request Extension; Ad Hoc Committee and Working Group Reports; Technology Loans; Day of Mourning Learning Materials; Family Violence During COVID-19; NASBE Policy Update on Continuous Learning; Opinion – International Students and COVID-19; Upcoming Events & Dates; Reminders
 - BCSTA Headlines: Daily News for School Trustees

- BCSTA · BCSTA Weekly: News & Notes: Provincial Council Synopsis; Back-to-School Planning During COVID-19; K-12 Public Sector Employment Continuity; COVID-19 FAQs; QEBSA Statement on Re-Opening of Schools; Virtual Counselling for BC Youth Ages 12-24; Good News in Education; Zoom Updates; Letters
- BCSTA · BCSTA Headlines: Daily News for School Trustees
- ZESS · ZESS Newsletter

2020:R-026 MOVED: Trustee Hanson, SECONDED: Trustee Smith
AND RESOLVED:
"TO receive and file the correspondence."

REPORT OF THE CLOSED MEETING:

Chairperson Fehr reported on the discussion of two labour issues and one land issue.

TRUSTEE REPORTS:

a. School Reports

Trustee Stiglitz reported that there was a recent article in The Mirror about the Captain Meares students socially distancing together in the community garden, working on farm to school activities.

b. District OH&S Committee Meeting

Trustee Stiglitz attended the recent District OH&S Committee meeting. The Committee's terms of reference were reviewed, and thank you to Harmony Nielsen from Captain Meares School for agreeing to be the co-chair to represent employees. The Committee conducted its annual review of accident/incident/investigation reports, violence in the workplace reports, trends, and statistics. Each worksite is required to complete an Evaluation of its Joint Health and Safety Committee, as well as an Annual First Aid Assessment – both due by June 30th. There was discussion around keeping worksite doors closed to keep out insects and rodents, as well as winter safety and snow/ice removal responsibilities. The next meeting will be scheduled for October 2020.

UNFINISHED BUSINESS:

a. Preliminary Budget 2020-2021

The Superintendent/Secretary-Treasurer provided a Powerpoint presentation on the preliminary budget for 2020-2021.

2020:R-027 MOVED: Trustee Stiglitz; SECONDED: Trustee Hanson
AND RESOLVED:
"TO have all three readings of the Annual Budget Bylaw in one reading."

2019:R-028 MOVED: Trustee Mann, SECONDED: Trustee Hanson
AND RESOLVED:
"TO adopt the Annual Budget Bylaw of the Board for the fiscal year 2020-2021, showing the estimated revenue and expense and the total budget bylaw amount of \$13,055,660 for the 2020-2021 fiscal year as prepared in accordance with the School Act."

b. Strategic Plan

The Superintendent/Secretary-Treasurer is presently working on getting the Board's Strategic Plan into a publishable document to reflect the feedback from community consultation meetings on the District's mission, vision and values as well as the District's Education Plan. The Strategic Plan will include:

- an acknowledgement of the traditional territories;
- a message from the Board about the Strategic Plan;
- the mission, vision and values as finalized by the communities;

- the Education Plan to support student well-being and success;
- a series of measures of improvements that the Board is expecting to see over the five years of the Strategic Plan.

c. **COVID-19**

The Superintendent/Secretary-Treasurer reported that the Province will be opening up some non-essential services after Victoria Day. The Province of BC has done well in flattening the curve, with currently just a few new cases of COVID. The government is aiming to ease up to 60% contact which should keep the curve relatively flat while enabling some resurgence of education, social and government services. The preliminary talk is to have some of the students going to school on a more regular basis sometime between now and the end of June, to provide in-class learning and support for families. More information will be available this week from the Ministry of Education.

The Superintendent/Secretary-Treasurer stressed that health and safety comes first, and parents will have the choice to have their children at home or at school, and communities' feelings will be taken into account as well. The District as a whole has been doing a good job supporting employees, students and families, and working very hard to make sure that students have as many learning opportunities as possible during this time.

Chairperson Fehr expressed appreciation to all of the staff for the work that is being done for students, and to all the parents who have their children at home and are finding out firsthand what it is like to be a teacher - whether a professional teacher teaching in a new way or a parent presenting it for the first time.

d. **School Calendar 2020-2021**

The Ministry has approved the District's School Calendar 2020-2021 and it will be distributed to staff and families by the end of May.

NEW BUSINESS:

a. **Graduation in an Uncertain Time**

The Superintendent/Secretary-Treasurer reported that the Principals at Zeballos and Tsawalk are currently working with the potential graduates and will be talking about a graduation ceremony if the students complete their work. Gold River Secondary School is currently working on details around their grad ceremony, as is Kyuquot School where there will be seven grads this year. Most schools are planning on having some type of year-end wrap-up activity, suitable for their community. Regardless of how events turn out, some people will be disappointed with grad this year but it seems like that is always the cause because everyone has opinions on the subject. In the end, after all the consultation and discussion, it really does fall with the school administration to make the final decisions and the Principals are committed to doing what it is their grads would like to do, in a healthy, safe and responsible manner.

SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:

a. **District Update**

The Superintendent/Secretary-Treasurer reported that, while dealing with COVID-19, the District is also dealing with budget and staffing. The Zeballos School Principal posting is now closed and interviews will take place in the near future. The first round of teacher postings has been published with a number of vacancies to fill. Unfortunately, some staffing will have to wait until the budget and enrollment can be confirmed at the start of next school year.

b. **Enrollment Report**

The enrollment is holding stable at 460 students (without Continuing Education), which was where the District started in September 2019. Most of the decrease next year results from the number of Kindergarten students in September 2020 being less than the number of Grade 12 students leaving in June 2020.

c. Finance Warrants

Financially, COVID-19 has improved the budget to some point as it has limited travel and meeting costs.. At the beginning of May, about 20% of the school year was left and about 19.9% of the budget left, so very close in terms of how the District is trending in terms of its spending this year. Hopefully this will result in a slightly larger surplus which will alleviate some of the pressure around the 2020-2021 preliminary budget in September.

PRESS AND PUBLIC INQUIRIES:

There was an inquiry around remedy and if it is cheaper to pay remedy than it would be to split classes. The Superintendent/Secretary-Treasurer explained that the Ministry and the BCTF worked out a Memorandum of Agreement that became part of the Provincial Collective Agreement so there are rules about how things get dealt with when there are class size violations. Districts have to make best efforts to be in compliance with the language so, for example, if a K-Grade 3 split has 21 students, that is too big so would need to be two classes. However, in School District 84, the K-3 splits tend to have 12 students in them which would be fine for one class but, if there were nine designated students in the class, then that would equal 21 students which would require two classes and, in this case, would be funded by the Ministry's CEF (Classroom Enhancement Fund) and, as students then move in or out, the District would pay remedy. The Collective Agreement language for SD84 says not more than two students with a designation per class which does not mean that the class will be split if the size is ok but rather, that remedy will be provided. If the numbers are less than the maximum, then there is no extra money for splitting classes – only for remedy. People have mentioned in the past that remedy is not ideal; however, the provincial parties have decided this is what will be in place until the conclusion of this Collective Agreement.

With reference to the budget, there was an inquiry if there would be any funds available to assist SD84 students to, hopefully, go on to the regional and national science fairs next school year, noting that the Board has provided funding in previous years. The 2020-2021 Canada-Wide Science Fair will be held in Ottawa and the cost per sponsor teacher and student is about \$1825/person which covers accommodations and travel. Although some fundraising is done locally, the time is short between the regional results and the national deadlines. The Superintendent/Secretary-Treasurer stated that there is some funding in the budget to support any of the schools that qualify for provincial or national competitions.

TRUSTEE INQUIRIES:

In response to Trustee Mann's inquiry about District scholarships, the deadline to submit applications was extended this year due to COVID-19 and arrangements will be made soon for the District Scholarship Committee interviews.

NOTICE OF MEETING:

The next public meeting of the Board of Education will be held on Monday, June 8, 2020, at 4:00 pm – either by Zoom or at the School Board Office (to be announced). The public is invited to attend. Any requests for additions to the agenda should be forwarded to amcdowell@viw.sd84.bc.ca 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:

At 5:07 pm:

2020:R-029 MOVED: Trustee Hanson, SECONDED: Trustee Mann
AND RESOLVED:
"TO adjourn."

ADDENDUM

No. B.2

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

Adopted: _____

The following fees are charged at School District 84 schools for the 2020-2021 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 2020-2021

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

2020-2021

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 - ?iisaak

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

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 behavior. 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:

1st offence – person is to give their device to the staff member when asked

- it will be taken to the Office
- 2nd 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.

STUDENT –PARENT HANDBOOK/CODE OF CONDUCT

GOLD RIVER SECONDARY SCHOOL

Student's Name (Please Print) _____

Student's Signature _____

Parent's Signature _____

Date _____

SEPTEMBER 2020

Kyuquot Elementary Secondary School Code of Conduct for 2020 – 2021

Purpose

The Kyuquot Elementary Secondary School Code of Conduct is intended to establish a safe, caring, and respectful learning environment.

Alignment with School District Policies and ERASE (Expect Respect and Safe Education)

School district policies and ERASE resources pertinent to student behaviour will apply and guide KESS student behaviour policies. District policies can be found on the district website. ERASE is a government website promoting safe schools found at <https://www2.gov.bc.ca/gov/content/erase>.

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, others, or property. 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.
- Violating a school rule (ex. Indoor shoes only in Fitness Centre).
- Subtle resistance to or inappropriately questioning staff requests

- Subtle disrespect of adults in tone of voice attitude, or glares.
- Back talk, denial, delays in cooperating.
- Writing on desks, marking or damaging desks, slamming or kicking doors, damaging school walls or equipment.
- 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

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.

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. This is especially important given that we are a grade 1 to 12 school. That large age range means that consequences for a grade 1 student, for example, for the same inappropriate behavior, are likely to be quite different from those assigned to a grade 12 student. Typical consequences based on the behavior of an older high school student are listed below as a guide. Every student is treated as an individual. Consequences for younger or less aware students may be less.

Student conflicts will be assessed as either Peer Conflict, Mean Behaviour, or Bullying as described on the British Columbia ERASE website. Our response will adjust accordingly.

Level 1: Consequences range from warning to detention and/or parent meeting

- Horseplay, running in halls
- Inappropriate language
- Tardiness
- Disobedience
- Breaking school rules
- Leaving school grounds without permission
- Disrupting class/assembly
- Leaving class w/o permission
- Persistent class misbehavior
- Misuse/abuse of property
- Mean behavior
- Misuse of Internet or computers

Level 2: Consequences range from detention and/or parent meeting to being sent home and/or in-school suspension

- Repeated level 1 incidents
- Truancy (first offence)
- Forged notes
- Cheating/Plagiarism
- Safety Violations
- Physical aggression
- Direct defiance
- Smoking on school property
- Missing teacher-assigned detentions

Level 3: Consequences range from being sent home and/or in-school suspension to out-of-school suspension and RCMP contact

- Repeated level 2 incidents
- Fighting
- Bullying
- Theft
- Drug or alcohol offences
- Aggression Towards Staff
- Vandalism
- Serious safety issue

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. 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.

Ray Watkins Elementary School Code of Conduct

2020-2021

Introduction

A positive school climate can only be achieved through a joint effort among school staff, students, parents and members of our communities. Positive student behaviour is a key component in achieving this desired 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 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 Ray Watkins Elementary School community.

The school and 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, supplies and other resources. 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 help 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 Programs
2. Recognition of students' birthdays, achievements and positive student behaviour.
3. Opportunity to participate in periodic sporting activities: soccer, skipping, basketball, swimming, skating, skiing, rock climbing, the Mud Bowl, cross country, track and field, etc.
4. School spirit days centered on a theme.
5. Field Trips
6. Special occasion parties (Halloween, Christmas, Valentine, etc.)
7. Involvement of students in concerts and talent shows (Christmas, talent shows, Missoula Theatre, etc.)
8. Student work displayed within the class, halls and foyer.
9. Special Events - Remembrance Day Service, Plays, guest speakers, guest entertainers, theatre groups, etc.
10. The singing of "O Canada" each morning and student led announcements
11. Student involvement in various programs and activities (ie, WITS and WITS Leads Programs)
12. 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 on time 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/grounds 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/or 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. In extreme or persistent cases, the school and family will meet to come up with a plan to support the child.

STUDENT MOVEMENT

Expected Behaviour

In the morning, students should not arrive earlier than 8:30 am (unless prior arrangements have been made with a teacher). Students may go to the library (if supervised) 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 (excluding the gym), students are to *walk* in a respectful orderly manner at all times.

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

At lunch time, all regular lunch students are to eat in lunchroom in a respectful, 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 regular lunch students shall remain on school property for the duration of the lunch period and throughout the day (*of course, the*

exceptions to this are students who have a permission letter/phone call from their home). Any student returning to the school grounds during the lunch hour will also need to stay at school unless permission has been given from home.

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 school staff member. 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. Revealing clothing is not to be worn by students. The following are considered examples of unacceptable clothing: belly shirts, tube tops, short shorts, etc. Hats and all types of headwear (including hoodies) are to be removed during the national anthem, for school assemblies 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 texts 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 potentially 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, marijuana, alcohol, vaping or illegal drugs (and their paraphernalia) 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 or vaping is not permitted in school or on school grounds by any individuals at any time (as per School Board Policy). The use of tobacco, marijuana, alcohol, vaporizers and illegal drugs is dangerous and illegal for minors.

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), of any requested change in a student's regular after-school arrangements. Unless an emergency arises, the school should be notified before 2:45 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 or profane material, and any form of nonmonitored social media*). Students are not to have online access without classroom adult supervision. Technology (*on a website or in other ways*) is also 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 can interfere with learning. When used appropriately, technology among other things, can enhance curriculum and support learning.

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.

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 or 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, but may include both.

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 bus driver or supervisor 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 if applicable.
 5. Use appropriate language while on the bus without yelling or making loud noises.
 6. Ride on the bus respectfully.
 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 roadway, STOP, LOOK, and LISTEN and cross the roadway 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.***



CODE OF CONDUCT

2020-2021

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.



Tsawalk Learning Centre

#1 – 1559 Estevan Road, Nanaimo, B.C., V9T 3Y3
1585 Bowen Road, Nanaimo B.C., V9S 1G4



Respect - ʔiisaak

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



Tsawalk Learning Centre

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1585 Bowen Road, Nanaimo B.C., V9S 1G4



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
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
Parent/Guardian 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.



Tsawalk Learning Centre

#1 – 1559 Estevan Road, Nanaimo, B.C., V9T 3Y3
1585 Bowen Road, Nanaimo B.C., V9S 1G4



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:

- 1st offence – person is to give their device to the staff member when asked
 - it will be taken to the Principal's office
- 2nd 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:



Tsawalk Learning Centre

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1585 Bowen Road, Nanaimo B.C., V9S 1G4



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 for 2020-21

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 and needs of the individual 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.

School Planning 2020-2021



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: 26

Present Grades: K - 12

Teaching Staff: 3

Support Staff: 2

Administrative Assistant: 1

Demographics: Students from grade K to 12.

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)

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*

Presently 10/15 of our Junior/Senior students are on an IEP with significant challenges in numeracy, literacy, and emotional self regulation.

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.

Some Senior and Junior High students struggle with mental illness and self regulation.

Student tardiness is a reoccurring challenge.

There is an over-all satisfaction with the school and its programs amongst parents and stake holders based on parent surveys. The students are generally happy with the school and its programs based on electronic survey information and informal discussions.

Focus

“What does our focus need to be?”

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

Goal 1

To improve (a) numeracy (b) literacy for all of our students through active intervention. We believe that a strong foundation in literacy is the cornerstone of learning. (2019 – 2020) continuing (2020 – 2021).

Goal 2

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. (2019 – 2020) continuing (2020 – 2021).

Developing a Hunch

“What factors are leading to this situation? How are we contributing to this situation?”

1. (Goal 1) School academic culture can improve through more affirmation and recognition.
2. (Goal 2) limited counselling and mental health support availability.
3. (Goal 2) Need for staff to reach a common restorative philosophy on student discipline. (2020 – 2021).

Professional Learning

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

1. (Goal 1) Research successful multi-grade teaching methods and strategies and provide in-servicing. (2019 – 2020) - continued (2020 – 2021)
2. (Goal 1) Research academic success programs in marginalized communities and provide in-servicing. (2019 – 2020) - continued (2020 – 2021)
3. Research classroom training programs for EA’s (2020 -2021)
4. (Goal 2) Research mental health curriculums that support strategies in self regulation and implement them. (2020-2021)

Taking Action

“What will we do differently?”

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

1. (Goal 1) Acquire another teacher to provide more daily support for Math. (2019 – 2020) - achieved
2. (Goal 1) Begin to foster a stronger academic culture through public recognition of academic progress and excellence. (2019 -2020) – continued (2020 – 2021)
3. (Goal 1) Institute a regular measurable evaluation system for reading comprehension to track progress more effectively. (2020 – 2021)
4. Add face to face counselling availability. (2019-2020) achieved.
5. (Goal 1) Bring back a modified honor roll system. (2020 – 2021)
6. (Goal 2) Provide more opportunities to in-service staff on mental health and mindfulness strategies. (2019-2020) – continued (2020 – 2021)
7. (Goal 2) Work together to facilitate and establish a common staff philosophy on restorative discipline. (2020 – 2021)

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?

Goal 1

(a) Numeracy

In the 2019 – 2020 year, the students had access to an **additional teacher** which enabled a split schedule to allow the teacher to focus on a smaller number of students.

Grade ten numeracy assessment, two out of five of our students who rewrote the test moved from level 1 to level 2 proficiency.

In informal discussions, the students who participated in the numeracy test felt more confident and better prepared to take the numeracy test this year.

(b) Literacy

There were no measurable indications that literacy improved. All of the students who took the provincial literacy assessment were in the “developing” category. Individual marks on specific sections indicated gaps in comprehension.

There were three additional assemblies in the 2019 – 2020 school year that focussed on academic recognition.

Collecting base line literacy assessment information for primary and elementary levels.

Goal 2

In 2019 – 2020 We had a **new Counsellor** from the John Howard Society working every Wednesday afternoon from 1:00 to 4:30 - 35 minute sessions - Florence Miller. Students transported to Health Center Tahsis.

Recorded incidents of explosive emotional incidents were reduced from an average of 3 times a week to 2 times a month. Although not all of the students took advantage of the counsellor, there were three students that made regular contact.

School Planning Document



Gold River Secondary School - 2020

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, 34 students who identify as Aboriginal and 11 international students.

We have 21 staff members (6 CUPE and 10 VIWTU and 4 excluded/other) 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.

The International Program is a significant part of our school community and programs.

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 18 students which is comparable with last year's class. Our students are enrolled in 25 blocks of core classes and 23 blocks of electives.

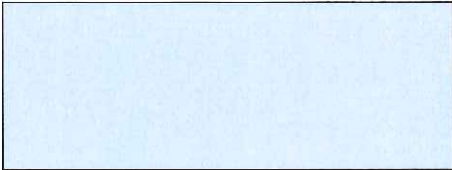
For the first two terms of the 2019-2020 school year there is consistency from the previous year. The term 1 student grade distribution reveals that, out of 717 individual records, there were 267 'A' grades awarded, 181 'B' grades awarded and 229 'C+' or lower grades awarded. Additionally, there were 40 'Incomplete' or 'In progress' comments. In Term 2 there were 712 individual records, there were 243 'A' grades awarded, 154 'B' grades awarded and 256 'C+' or lower grades awarded. Additionally, there were 59 'Incomplete' or 'In progress' comments.

Student Learning Survey data suggests students at GRSS feel strongly that 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.

There are 17 number of students on our 6-year grad completion rate data set. Of those 17, two were early grads the year before and two are International students who did not graduate in British Columbia. Another student was held back a year at the request of the family. This results in 12 students in the in the grad cohort in June 2019. Of those

	<p>12 students there were 9 graduates in June 2019. One student completed a required Numeracy Assessment and received a Dogwood Diploma in November 2019 and two students did not graduate in June 2019.</p> <p>In June 2020 there are 22 students in our 5-year completion rate data. Of those 22 three are out of district, two are International students, two did not meet basic requirements to graduate and one student will receive an Evergreen Certificate as a result of IEP expectations. Sixteen (16) students will graduate from GRSS in June 2020.</p> <p>Teachers continue to voice concerns that there are many cognitive and behavioral needs of students in our care. While teachers are working hard to mitigate shortfalls in student learning there is a lot of work to be done to support student academic achievement at GRSS. Numeracy and Literacy continue to be a struggle for many students though there is some positive feedback from Provincial assessments. The 12 grade 12 students who wrote the Numeracy assessment in January 2020 were quite successful; 3 students achieved a 1, 4 achieved a 2, 4 achieved a 3 and 1 student earned a 4.</p> <p>GRSS students value a consistent timetable and block rotation and have expressed confidence in the “school system.”</p>
<p>Focus “What does our focus need to be?”</p> <p><i>Present 1 – 3 goal statements to focus priorities for improving student learning</i></p>	<ol style="list-style-type: none"> 1. To increase the rate of graduation for all students. 2. To increase the course completion rate for all students. 3. To increase the student participation in the promotion of social-emotional learning at GRSS. 4. To increase student engagement.
<p>Developing a Hunch “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 competitions.</p> <p>Lack of cellular networks and limited internet connectivity at school has positive inter-personal dynamics.</p> <p>GRSS staff require more knowledge and support to meet diverse student needs in a secondary school setting.</p>
<p>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<p>Professional Learning opportunities could include:</p> <p>Teaching staff will develop grade/division/subject professional learning communities to develop action research that is relevant to the needs of the students.</p> <p>Continue collaboration with SET-BC to develop inclusionary classroom supports.</p>

	<p>Professional Learning Communities could be made to inquire and discuss scheduling and timetable changes & potential implications for both.</p> <p>Monthly in-service meetings will be held in order to support teacher instruction of how to best deliver inclusionary curricula.</p> <p>Enhance the School Based Team Meetings protocols and increase frequency of meetings using computer technology (virtual meetings via Zoom or other video conferencing tools).</p>
<p>Taking Action “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>GRSS teaching staff will continue to develop instructional strategies in increase student engagement and discipline in learning.</p> <p>GRSS teaching staff have offered a wide variety of student learning elective opportunities to increase student engagement.</p> <p>GRSS teaching staff are supporting the growth and development of a student council.</p> <p>GRSS staff and community volunteers will build existing athletic programs and develop athletic programs to support all aspects of student growth. Continue with the current block rotation and timetable.</p> <p>Continue to work with, and develop, the student council with the intention to support social emotional education.</p> <p>Enhance computer technology and course offerings at GRSS.</p> <p>Modify the Code of Conduct to redefine the school electronic use policy.</p> <p>Expand alternative instructional days (eg, Basketball Jamboree, Post-Secondary Institute, Mental Health Awareness, etc.) to include a greater variety of themes and professional development days.</p>
<p>Checking “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"> • There is successful completion of Numeracy and Literacy assessment. • There will be decreases in the number of students receiving ‘In-progress’ or ‘Incomplete’ on course reporting. • When a student receives an ‘In-progress’ or ‘Incomplete’ on a report card; the student successfully meets outcomes and receives a passing percentage/letter-grade. • Numeracy and Literacy Assessment scores will match the Provincial Average. • There are greater number of students participating in athletic teams and student council activities • Teachers will use actions-for-learning, and other supports, to develop inclusionary models of instruction and support in their classes



- SBT Referrals will be used widely to report on student achievement and align/share instructional strategies that are proving useful.
- Individual Education Plans are quickly modified and all strategies are being consistently implemented.

Kyuquot Elementary Secondary School School Plan Revised, Spring 2020

SCHOOL CONTEXT

Location and Demographics and Context

Kyuquot Elementary Secondary School (KESS) is the most isolated school in SD 84. It is located adjacent to the Kyuquot-Checleset First Nation. The community has a population of about two hundred (200), about fifty (50) of which are students of the school. The community is only accessible by floatplane or boat. Most teachers and residents get in and out of the community by boat, which after the forty-minute water taxi, is followed by a treacherous 75-kilometer logging road stretch until reaching pavement about twenty-five kilometers north of Woss. The isolated location presents considerable challenges in relation to logistics and costs to both the school and the district. The challenges to KESS are substantial and important to understand, but are beyond the scope of this report.

Student Characteristics

While canoeing, kayaking, fishing, and hiking opportunities are abundant, some students say that living in Kyuquot is boring. There is a lack of other leisure activities and amenities. Students, all of which, for the 2020-2021 school year are expected to be First Nations students, often exclaim that they enjoy school and see it as an antidote to boredom. Kyuquot students, in general, are bright, capable, and resilient. However, for uncertain reasons, many students are two to three years behind grade level in numeracy and literacy.

Mission, Vision, and Values

Mission Statement

The school does not have a formal mission statement. While one is in development, on an interim basis, we are guided by the district mission statement as well as the following phrase:

KESS will provide every student with an education which allows them to "cross the stage with dignity, purpose, and options" (based on the work of Linda Kaser and Judy Halbert).

Vision Statement

The school does not have a vision statement. While one is under development the following statement serves in the interim.

Students at KESS are engaged in project-based and interdisciplinary educational experiences which are useful, experiential, relevant, and personalized. Progress is assessed on a continuum. Ministry requirements for discrete end-of-year "did the student pass" judgements are met, but also skillfully circumnavigated in response to the local context. There is no failing. There is only different pacing. Students feel secure knowing this, and that their individual educational trajectories are honoured. They are also secure knowing that their mental and physical health needs are recognized, and validated. Teaching staff participate in each other's professional growth, and seek personal and professional development opportunities that correlate with the targets of the educational program. Students and staff are often seen interacting with a sense of respect, warmth and pride. Community members and parents are visibly present and involved. Laughter is often heard throughout the building.

Values

A formal identification of priority values for the school is not in place. In the interim the following values are highlighted.

- Responsibility
- Respect
- Forgiveness and Healing
- Effort
- Caring
- Courage
- Joy
- Fairness
- Dialogue
- Experimentation
- Empowerment
- Adaptability
- Openness

SCANNING

Observations about the current situation include the following:

1. Primary students enjoy reading and listening to stories.
2. It is common to hear students remark that they like school.
3. Laughter and smiles are common on the faces of students and staff.

4. Attendance is highly inconsistent and well below the provincial average.
5. The student body seems to have a uniquely high liking and aptitude for sports and recreation.
6. Students struggle with both numeracy and literacy and a disproportionate number are well behind grade level.
7. Students take classes in multi/split classes of grades 1 – 3, 4 – 7, and 8 – 12.
8. Student FSA performance averages to “not yet”.
9. Students struggle with completing assessments.
10. Historically, very few KESS students have attempted post-secondary education, and of the few who have tried, none have lasted more than a year.
11. Student surveys revealed that over 50% of high school students wanted more electives, including music and shop classes.
12. All students from Grades 1 to 12 consistently struggled during a baseline data check to answer the Big Three: What are you learning? How’s it going? What next?
13. Student behavior is exceptional.
14. Several of the teachers have gone well beyond normal expectations in providing extracurricular and unique learning experiences.
15. Students are drawn to connect with teachers. However, an unusually high rate of teacher turnover makes connections short-lived and discourages many students.
16. The parent community is highly committed to their children’s happiness and development into respectful adults.
17. Parents often take students out of school to go to town, adding to poor attendance.
18. By the time a typical student graduates, he/she has missed two years’ worth of class time.

DEVELOPING A HUNCH

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

- Poor attendance is the number one contributor to falling behind grade level.
- Student learning in multi-graded configurations presents unique challenges which are difficult to address without district support.
- High teacher turnover rates have a widespread effect on the school and its students.
- Students would like more hands-on activities and have asked for more tech/shop electives.

- The small student population does not permit staffing for specialist functions such as school counselor. Administrators get pulled in too many directions to completely fill these gaps.
- When students are absent, they seldom take responsibility for finding out what they have missed.

SUCCESSSES FROM LAST YEAR'S PLAN

- We implemented consequences for skipping school and being late to help combat attendance issues.
- Student punctuality improved significantly (though attendance did not).
- We conducted several experiential learning trips that helped with the Core Competencies and Social-Emotional learning. Attending the Ucluelet Youth Conference, and an international student visit and camp trip are two examples.
- Students in Outdoor Education were provided with ample hands-on learning opportunities, including canoe training through NSOP.
- We took a risk in offering several new electives giving students more choice. These included Music, Spanish, Tech, Art, and Outdoor Education. Students clearly enjoyed the new electives options.
- We provided a professional quality Fitness Centre led to more health promotion in our school during the day and in an extra-curricular capacity. Student enjoy using the FC and take pride in having it.
- We designed a reading block to improve literacy.
- We facilitated the formation of and collaborated with a new First Nations' Parent Club.
- We worked with the Nation to improve learning.
- We organized many fundraising events to support programs and connect with the community.
- We organized a field trip to North Island College for older students.

FAILURES FROM LAST YEAR'S PLAN

- Attendance remained poor.
- Engagement during Covid-19 induced changes was worse than expected.
- The 'Big three' were not accomplished due to poor continuity in classes due to poor attendance. Most of our students could not articulate the big three if asked this year.
- We were unable to provide a woodworking elective.
- We did not engage and/or retain students with a history of disengagement as we had hoped.

FOCUS GOALS

1. Students will become independent learners who can answer “the BIG THREE” questions: What am I learning, how is it going and what’s next?
2. Through exposure to broad topics and experiences students will develop passions and interests which they will continue to pursue after graduation.
3. Students will be just as well prepared as their peers, provincially, to successfully transition to post-secondary education in trades, college, and university.
4. Student numeracy and literacy scores will move towards the provincial mean.

OBJECTIVES AND STRATEGIES

1. Continue to offer Music, Art, Outdoor Education, Spanish and Technology.
2. Acquire equipment and re-purpose the school's shop for offering a woodworking class which incorporates hand tool and small power tool projects as well as traditional carving.
3. Re-design the daily blocks to support personalized and self-paced learning.
4. In the high school, implement an interdisciplinary project-based curriculum.
5. In the high school organize students into cohorts rather than grade levels.
6. At all levels, ensure that educators are focussing on big ideas and core competencies.
7. Provide a daily reading block.
8. Provide formalized lessons and learning in mindfulness, and socioemotional learning.
9. Provide a daily recreation block.
10. Get parents on board with attendance needs and requirements.
11. Explore the possibility of offering an in-house alternate learning centre for disengaged students.
12. Make the role of the LART and students' IEP and special education needs a cornerstone of educational planning and programming.
13. Use Google Classroom constructively to support learning independence, documentation of curriculum and to enhance opportunities for students to catch-up.
14. Hold students accountable for their attendance, punctuality and learning.
15. Provide students with an education equitable in choice, quality, resources and facilities to that which is afforded students in larger and less isolated schools.
16. Provide students with a personalized learning path that overcomes significant downsides of learning in multi-split classes including.
17. Infuse curriculum with Kyuquot-Checleset cultural connections.

PROFESSIONAL LEARNING

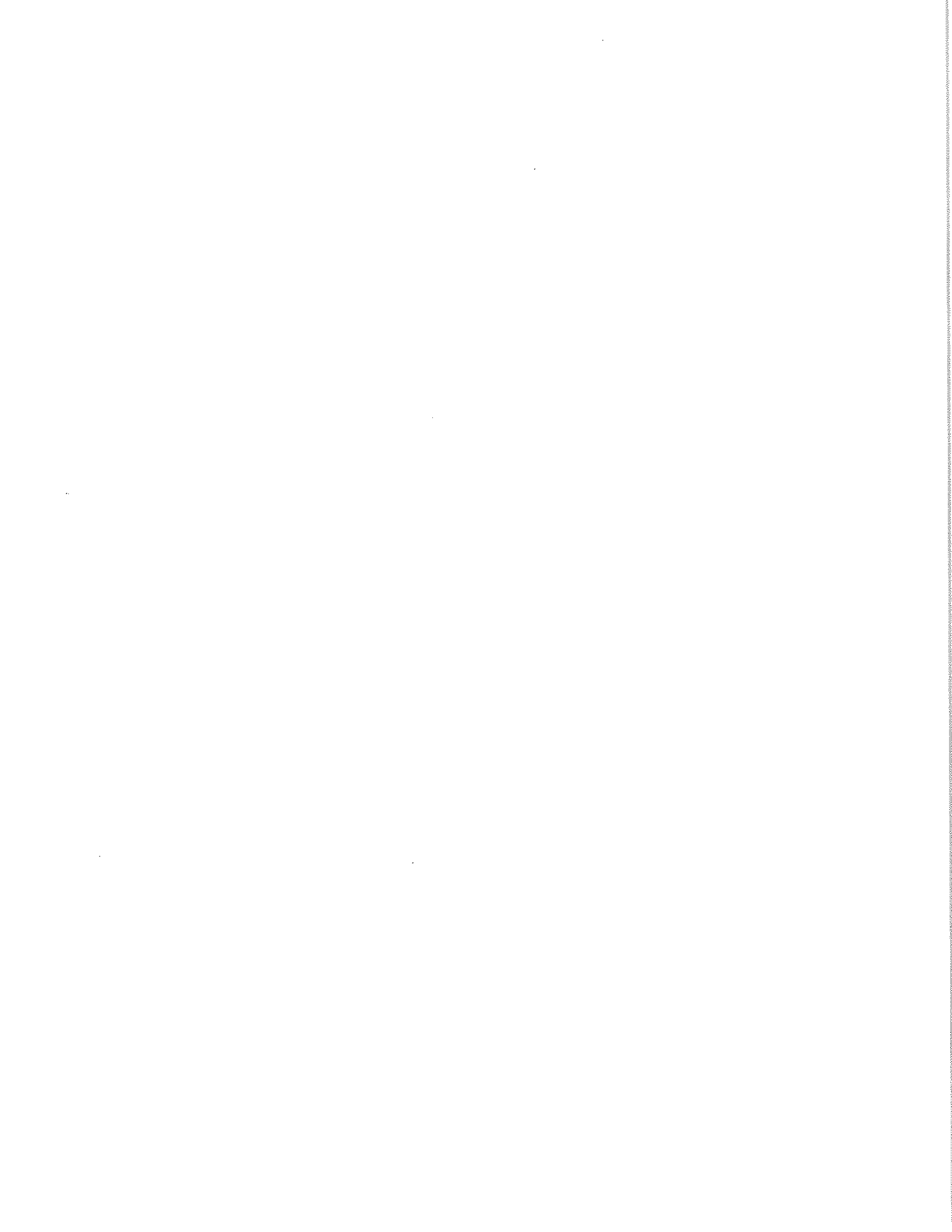
The following areas of professional learning would help with the goals identified.

- How to personalize learning for every student within multi/split classes.
- Assessment for Learning and its role in personalized learning.
- 'Delta Learns' assessment literacy/learning targets.
- Universal design for learning
- Project-based and interdisciplinary learning
- Assessment of literacy skills/levels
- Programs and approaches for boosting/developing reading levels in students already behind

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:

- All age-eligible students engaged to the best of their ability.
- More parents seen in the school and participating in school life.
- Attendance rates will approach the provincial average.
- Students who have been away have clear means and knowledge of how to catch up.
- Students will arrive on time.
- More students hand work in on time.
- Students making projects in a shop class.
- Students entering post-secondary programs after graduating.
- Students have more choice in electives.
- High graduation rates.
- Students will regularly be heard asking questions about their learning.
- Students will be able to easily answer the Big Three questions.



School Plan

Nisaika Kum'tuks



2020

School Context

- School mission/vision/values
- Population (student, staff)
- Key demographics
- 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, in multi-age groupings. We have one administrator, four teachers, one Educational Assistant and 3 Indigenous Support workers.

Special Programs

- 1) Elder Support: We have the privilege of having 2 Elders in our space once a week. They bring knowledge, stories, songs and teachings to the children.
- 2) P.E. activities in the community including gymnastics and swimming lessons.
- 3) Hul'q'umin'um' language lessons.
- 4) Monday hot lunch program and Breakfast program for all students.
- 5) English Language Learners (ELL)
- 6) Indigenous Art Program

<p>Scanning “What’s going on for our learners?”</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"> • <i>Reporting data</i> • <i>Classroom assessments (DART, EPRA, DWW)</i> • <i>Provincial Assessment (FSA, Provincial exams)</i> • <i>Attendance</i> • <i>Office referrals</i> • <i>Survey data (MDI, satisfaction survey)</i> • <i>Other relevant data on how students are doing</i> 	<p>Each learner is an individual and has their own learning needs.</p> <p>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> <p>Our learners, especially in Octopus clan are physical learners. They need to be active through the day.</p> <p>Attendance is consistent for most learners. Most students are at school by 9:30. Some children come to school without breakfast and/or an adequate lunch. Communication with parents is ongoing through parent conferences, PAC, School Facebook page, texts and phone calls.</p> <p>Reporting Data: FOX CLAN Reading: Most learners without identified learning needs are reading at grade level. Many learners have identified learning needs that require an IEP. FSA: Students meeting expectations 80% of the time. All students have made progress in their learning as reported with PM benchmarks, performance standards and rubrics.</p> <p>OCTOPUS CLAN All students have made progress in their learning as reported with PM benchmarks, inventory checklists, and performance standards.</p>
<p>Focus “What does our focus need to be?”</p>	<p>Goals:</p> <ol style="list-style-type: none"> 1) Addressing emotional/social needs of the learners will be a priority. 2) All students will learn to read thoughtfully and reflect on what they read.

<p><i>Present 1 – 3 goal statements to focus priorities for improving student learning</i></p>	
<p>Developing a Hunch “What factors are leading to this situation? How are we contributing to this situation?”</p>	<p>All students 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>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<ul style="list-style-type: none"> • Professional sharing between staff. • Professional book focus - “The Behaviour Code” by Minahan and Rappaport • Work on the question, “How can incorporating inclusion teaching practices support the student to move forward with their learning” • Continue to develop a co-teaching model. • Running Records in-service: November and December 2019. April 2020 we will meet again to practice and review how to effectively use running record to assess and to guide our teaching. • In service September 2019: Trauma informed approach to teaching with all of NAC staff. • In service October 2019: Self-care strategies. • Two staff attended “Go Educator Mental Health” training

Taking Action

“What will we do differently?”

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

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.

- Small learning groups for Math (math labs) and reading instruction to accommodate individual learning needs.
- Weekly staff meetings to create plans for individual learners. (SBT)
- Provide flexible learning structures for students, including multi age groupings.
- Continue to embed the First Nations Principles of learning into our daily practice by listening and learning from our Elders. (Elder Sally and Elder Greg)
- Implement the “Zones of Regulation Framework”
- Breakfast programs starting March 2020
- Use competency based IEP’s to better align with the curriculum.

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?

Assessment:

Goal 1

- Incidents of crying have decreased throughout the year.
- Number of violent incident reports from last year have decreased by 75%
- Behaviour tracking sheets to record when students are not self-regulated show a decrease in number of incidents.
- Self-assessments by students show they are able to articulate their feelings at school.

Goal 2

- Student’s stamina for reading is increasing.
- Students show excitement and enthusiasm for new books (students are requesting we get certain books for the library)
- Older students are presenting readers theatre for the younger students.
- Younger students are asking to read to adults.

- | | |
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| | <ul style="list-style-type: none">• PM bench mark assessment show increase in reading levels since September 2019 for all students. |
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School Planning Template

Ray Watkins Elementary School
2019/20 update

<p>School Context</p> <p>In this section give a brief overview of the school, including:</p> <ul style="list-style-type: none"> • School mission / vision / values • Population (student, staff) • Key demographic indicators • Areas of focus • Special programs 	<ul style="list-style-type: none"> - Mission – Provide a community in which students develop responsible, caring behaviour, nurture positive attitudes and acquire the knowledge, skills and habits necessary to succeed. - Pop. – 109 (K-7), 11 Teachers (Including 1st Call TTOC), 1 CYCW, 5 SNEA, 1 ASLI, 1 PR - Two communities served – Tsaxana (26%) – Gold River (74%) – Total pop. with First Nation ancestry (44%), RWES Families generally lower/middle class socioeconomic - larger than provincial average “at risk” population (ACEs, Mental Health) - Previous areas of focus: Literacy, Connectedness (student/staff relationships), SEL - PALS, 6/7 Adventure, 3-7 International
<p>Scanning “What’s going on for our learners?”</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"> • 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 	<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"> - Vandalism way down from previous years (spaced out, nearly non-existent), trend continued in 2019/20 - Significantly less office referrals from Intermediate classes (as compared to previous 3 years) , trend continued in 2019/20 - FSA results – low, trend continued in 2019/20 - DART/EPRA/DWW – writing skills low, trend continued in 2019/20 - MDI/EDI – high at risk population (highest in BC) , trend continued in 2019/20 - Attendance – slightly higher this year (compared to last, still have a small group of students with concerning absenteeism rates), remained close to the same - Looking at connectedness between staff and students, students and students, staff and each other, high awareness amongst staff, improvement on MDI scores in this area

- Bathroom breaks, going for food – breaks/avoidance of class work, **isolated to a small group of students/ enhanced food support helped in this area**
- Late slips – mostly the same students, **trend continued in 2019/20**
- “Appearance” for some to be more emphasis on international/outdoor success than regular programming
- Communication amongst staff members is variable, communication was better this year, **still often channelled through the office**
- Communication with District level staff, mainly through Principal, **this mostly stayed the same**

Academic/interventions

- Anecdotal and intake assessments– increasing trend of students arriving in Kindergarten without the skills needed to immediately be successful in school, **trend continued in 2019/20 (also a Teacher change for K/1 classes this year)**
- Intermediate learners with lots of Literacy/ Math needs, **trend continued in 2019/20**
- No formal early intervention plans, **trend continued in 2019/20**
- ‘Missing’ key art/drama/music components, some classes do better than others in these areas, music is the one area that most struggle to provide.
- Not enough time for student learning in the day (scheduling issue?, are we prioritizing some types of learning over others?, too many interruptions?, etc)
- Need for more connection and physical activity when learning

SEL

- Classes not adequately equipped to manage the emotional needs of students, **some training provided for groups and individuals. More counselling support in place this year.**
- Emotional issues can and do derail lessons and instruction, **trend continued in 2019/20**
- 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, **trend continued in 2019/20**

Home support

	<ul style="list-style-type: none"> - Highly variable of experience for each student, trend continued in 2019/20 - 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), trend continued in 2019/20 (during COVID shutdown was more pronounced) - Larger scope of family dynamic shifts, we have seen a negative impact on students emotional state and academic supports, trend continued in 2019/20 - In some cases basic needs not always being consistently met – sleep, food, etc, trend continued in 2019/20. Enhanced food support through the school helped address food security issues.
<p>Focus “What does our focus need to be?”</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"> - 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. <p>Experiential approach to learning</p> <ul style="list-style-type: none"> - 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. <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"> - 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,

	<p>staff and student strengths, timing, intensity, sustainability).</p>
<p>Developing a Hunch “What factors are leading to this situation? How are we contributing to this situation?”</p>	<p><i>SEL and Connection</i> 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> 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 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>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<p>Professional Learning 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>Taking Action “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>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"> - SEL classroom support/strategies (what does this look like?), mental health first aid, mental health literacy, etc - 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. – not fully developed this year, ongoing - Mind-Up resource, majority of staff are using this resource - Common language and criteria for SEL goals for students and staff– not fully developed this year, ongoing - Self-evaluation/progress matrix by students - Creating a connection for isolated/marginalized students within the student body, ie. friends/booster/supporters – discussed and connected regularly throughout the year - Home/classroom communication – was very good this year - Whole school initiatives – was implemented and planned well to support classroom times, changed dramatically after spring break due to school shut down due to COVID-19 response - Pathways (grade 6 & 7) – not yet implemented

- Work with Brendan McCann(OT) using the NSM (Neuro Sequential Model) for schools - **not fully developed this year, ongoing**

Early Intervention/Academic structures

- Early Intervention strategies/structure (what does this look like?) **District Literacy support, LART focus on Primary support, manageable class splits and class sizes**
- How can a small school provide key art/drama/music components consistently? **Still developing**
- More outdoor learning opportunities (what does this look like?)
- Restructuring existing school supports – **as described above**
- Work on defining core staff literacy and numeracy, **not fully developed this year, ongoing**
- Beliefs that guide our decision-making and instruction,
- Preserve literacy and numeracy time (nothing else happens at these times) – **considered as much as possible during scheduled classroom interruptions**
- Try to find ways for students to have 'more time', **not fully developed this year, ongoing**
- Negative changes in academic performance as the start point for SEL and connection interventions, **SBT support used this model when applicable**
- Common staff Math literacy, **not fully developed this year, ongoing**
- Early intervention and effects on existing intermediate students (working at primary levels), **unable to measure at this point**
- home/classroom communication, **much better this year**
- whole school initiatives, **was implemented and planned well to support classroom times, changed dramatically after spring break due to school shut down due to COVID-19 response**
- Pathways
- Work with Brendan McCann(OT) using the NSM (Neuro Sequential Model) for schools - **not fully developed this year, ongoing**

Experiential approach to learning

- outdoor classroom, **funding cancelled by district**

	<ul style="list-style-type: none"> - school garden, AFL supported and is functional, greenhouse to be finished before September 2020 - makerspace, - robotics/ coding, AFL STEAM room begun, functional but not yet at full capacity - support for classes for field trips, ongoing (funds available) - Cardboard Challenge, ongoing - Adventure 6/7, ongoing - short outside activities to connect with nature, ongoing - longer projects to connect students with the consequences of consumerism/consumption, not yet fully developed - day field trips for all grades, ongoing - using the community resources more, ongoing - whole school initiatives, was implemented and planned well to support classroom times, changed dramatically after spring break due to school shut down due to COVID-19 response
	<p>Student connectedness: observations and anecdotal records, vulnerable student groups and check ins</p> <p>Attendance/ lates: have stayed relatively consistent with last year's numbers, students who are late tend to be a small but consistent group. A core group of students also tend to be absent more than usual with around 10 students missing more than 30 days each by March.</p> <p>Monthly meetings: staff meeting check in, student/staff connections meetings and PAC meetings – Ongoing and connected, great arenas for communicating student concerns to whole staff for better support</p> <p>EDI and MDI results, Student Learning Survey – EDI and MDI were completed and showed a an uptick in how students feel supported</p> <p>Academic achievement – current data suggests not much change has occurred in this area</p> <p>Reduction of school based referrals at the intermediate level – referrals increased from September to April</p> <p>Pathways tracking – not yet implemented for 6/7</p>

	<p>Student led conferences – some classes used this strategy, all with great success</p> <p>Home/ classroom communication – significant uptick in communication for all classes after March break (during school shut down), Communication was becoming better in nearly all classrooms previous to the shut down.</p>
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2020-2021 School Plan



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:

- 43 students (12 K-2; 10 gr3-6; 10 gr7-9; 11 gr10-12)
- 14 staff (1-administrator; 1- LART; 4-classroom teachers; 1 Admin. Assistant; 2 – EAs; 2 – NEWs; 1 – Custodian/Bus Drivers; 1 – Custodian/Noon Hour Supervisor; 1-YCCW)

Demographics:

- Majority FN students
- Most FN students are Ehattesaht with a small group from Nuchatlaht
- 14 IEPs (30% K-6; 70% 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).

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
- Numeracy Assessments – students who have written achieve “1” on the 4 point scale
- K-7 Attendance is generally consistent and regular with a few specific exceptions

<p><i>Possible sources of information might include:</i></p> <ul style="list-style-type: none"> • <i>Reporting data</i> • <i>Classroom assessments (DART, EPRA, DWW)</i> • <i>Provincial Assessment (FSA, Provincial exams)</i> • <i>Attendance</i> • <i>Office referrals</i> • <i>Survey data (MDI, satisfaction survey)</i> • <i>Other relevant data on how students are doing</i> 	<ul style="list-style-type: none"> • 8-9 attendance is generally consistent with few exceptions • 10-12 Attendance is about 70% regularly attending – • Most of the office referrals continue to be 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 • There continue to be serious issues in the communities that have seen a further increase in the demand for counselling services
<p>Focus</p> <p>“What does our focus need to be?”</p> <p><i>Present 1 – 3 goal statements to focus priorities for improving student learning</i></p>	<ol style="list-style-type: none"> 1) Increase and enhance Culture and Language Programming 2) Support overall health of students with a focus on the social-emotional (PBS, Bullying Prevention, Health Relationships, Counselling Support) 3) Maintain and increase expectations in behaviour, academics and overall respect
<p>Developing a Hunch</p> <p>“What factors are leading to this situation? How are we contributing to this situation?”</p>	<ol style="list-style-type: none"> 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 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 3) Regular feedback from parent-guardians and staff highlight the need to continue and expand our expectations of students in respect, behaviour, and academics.

	<p>4) Specific concerns in 2019-20 about respect in the school</p>
<p>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<ol style="list-style-type: none"> 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 4) Increased use of NEWs to connect with our FN communities 5)
<p>Taking Action “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>	<ol style="list-style-type: none"> 1) Culture and Language <ol style="list-style-type: none"> a. Continue with daily/weekly culture and language instruction K-12 (accomplished – continue to expand) b. Coordinate learning opportunities with the Ehattesaht and Nuchatlaht First Nations (ongoing) c. Organize for more workshops, guests, and events and activities (ongoing) d. Begin long range year plans for cultural programming (ongoing) 2) Supporting Student Health <ol style="list-style-type: none"> a. Bullying Prevention Program (not formally implemented – ongoing) b. Access additional support resources from organizational partners (ongoing) c. PBS – Led by school team (ongoing) d. Increased use of referrals (accomplished but need to be maintained)Increasing the role of the SBT in this area (accomplished but need to be maintained) e. More integration of health curricula and resources into regular instruction (needs to be implemented) f. Increased school-home communication (accomplished but needs to be maintained) 3) Expectations <ol style="list-style-type: none"> a. Behaviour – Increase of PBS and recognition of positive and appropriate behaviours (needs to be increased) – increased communication with

	<p>home (needs to maintained and increased) – consistent application of consequences when determined necessary (working but needs to be maintained)</p> <p>b. Academics – more emphasis placed on hands-on /alternate project based work (needs work) – connecting academic effort to participation in certain school activities and events (criteria for participation in events and activities) (much better but needs to be maintained) – more frequent communication with parents/guardians (continue to increase)</p> <p>c. Respect – rewarding and recognizing respectful behaviour (PBS) – recognition program (done but needs to be maintained and increased)</p>
<p>Checking “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>1) Culture and Language</p> <p>a. Evidence of seeing, hearing, and experiencing language in the school (artifacts of events, activities, and learnings) (accomplished – needs to be expanded)</p> <p>b. Community Feedback – Satisfaction expressed by our FN communities and learning partners about our program through regular consultation and feedback (more consultation and solicitation of feedback needs to occur)</p> <p>2) Supporting Student Health</p> <p>a. More referrals and evidence of counselling taking place at the school (more referrals occurred and more supports were accessed – needs to be maintained and expanded)</p> <p>b. Fewer office referrals (decrease after the start of the year but still consistent referrals are sent to the office)</p> <p>c. Raised expectation that all staff are using and following the school behaviour procedure so there is consistency in deal with students (ongoing maintenance of this expectation needs to continue)</p> <p>d. Evidence of students self-regulating and using coping strategies to deal with emotions (evidence that this occurred with some students but more work needs to happen in this area)</p> <p>e. More evidence of positive behaviours (PBS) (evidence that this occurred with some</p>

students but more work needs to happen in this area)

- f. More two way communication with home about student issues and student support (more communication occurred but needs to be maintained and expanded)

3) Expectations

- a. Fewer behaviour referrals (continuing trend to fewer referrals – continue to work on this)
- b. Improved grades, fewer “I”s (continue to see I’s at the high school level – area for continued improvement)
- c. More feedback about positive behaviours and respect than negative feedback (continue to receive concerns about behaviours – PBS is an area for improvement)
- d. More parental engagement. (continuing trend towards more engagement but needs to continue to be a focus each year)

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, DWW)*
- *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 weaving together the Core Competencies with the First Peoples Principles of Learning. 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
Student directed goals from Student Learning Plan
Course completion
Connection to services
Surveys - students, families, community
Extensive Mental Health Assessments

Focus

“What does our focus need to be?”

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

In developing our interdisciplinary inquiry based model we will support goal setting and effective strategies for giving feedback to learners as they develop their self assessment in core competencies.

Developed two interdisciplinary units that included Math, ELA, Science and Social Studies

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

Entire team took part in a trauma informed workshop in September. We also did Pro D around the Poly Vagal Theory. Have been using weekly circle to engage learners

	<p>in the concept of trauma, and have had both of your physical spaces evaluated by a consultant.</p> <p>“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors”(First Peoples Principles of Learning): we will continue to develop well being and positive personal identity through an Indigenous lens by affirming an Indigenous approach to thinking, sharing and being in a collaborative community that supports learning journeys for youth and each other in our professional lives working with youth. (Indigenizing the model)</p> <p>Enhanced weekly offerings for Land and Sea, offer two Indigenous languages throughout the year, local carve once a week, Art start grant for Forest Project which was one of our two interdisciplinary units, Grant for Boarder X project in collaboration with Nanaimo Art Gallery, and Monthly Elders Lunch</p>
<p>Developing a Hunch</p> <p>“What factors are leading to this situation? How are we contributing to this situation?”</p>	<p>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. Focusing on self-regulation and balance first, academics are then driven by individuals' passion/spirit. Once learners recognize their beliefs & values, we will work with them to develop their academic skills to allow them to pursue their passions.</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>

Professional Learning

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

Hire a mentor to work with staff on inquiry and effective feedback models.

Met weekly with Lynn Brown who served as a mentor and supported the development of a collaborative planning approach and creation of interdisciplinary units that had inquiry as a key component.

Review information and research on trauma informed schools, as well as seek out training to attend as a team.

See notes from above: Training in September, visit of both spaces by consultant.

Research and investigate ways to further support the learning and well being of youth in need of additional behavioral support.

See above: Poly Vagal etc.

Use our AFL funds next year to develop a plan of well being for our centres to include becoming trauma informed.

See above

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.

We did this in many ways this year and the positive feedback has been fantastic. We are definitely on the right track. See a few lists of activities above also had powerful speakers join circle to share topics like Moose Hide Campaign, LGTBQ awareness etc.

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

We had several community lunches to invite community stakeholders in for a conversation about the program and their respective learners. We also got Tsawalk added to the Student Learning Survey this year.

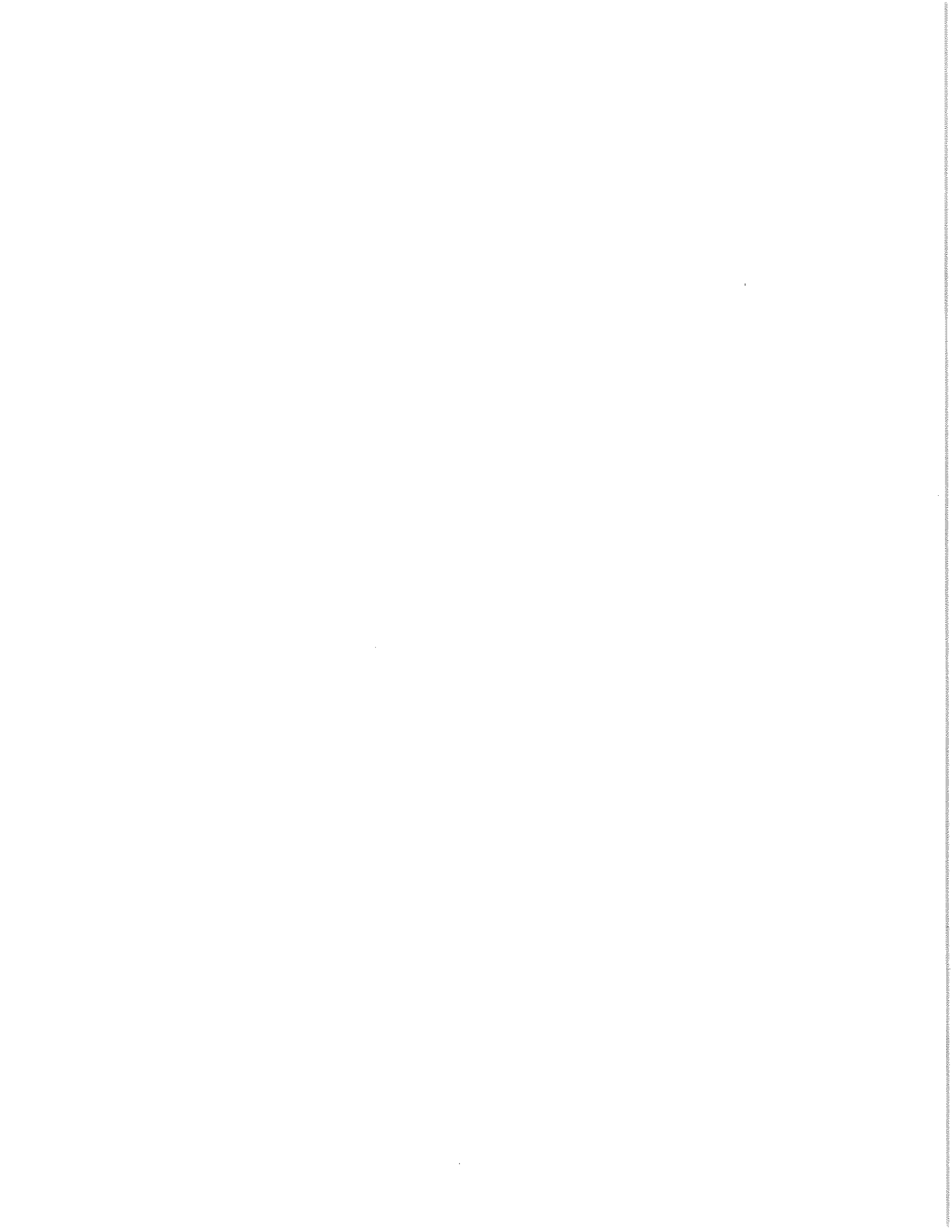
Student engagement

Academic structure

	<p>Continuing action steps:</p> <ul style="list-style-type: none"> - 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'/Knowledge keepers' wisdom and essential contribution - Continue our extensive community connections which means inviting in community members and getting out into the community in meaningful ways <p>We develop policies and procedures to track and celebrate individual student growth.</p> <p>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.</p>
<p>Checking</p> <p>“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 work to develop and implement assessments to measure:</p> <ul style="list-style-type: none"> - Qualitative assessment of the Core Competencies: increased communication skills (including proficiency with self-assessment), critical and creative thinking, self management, intrinsic-motivation and regulation, sense of self and positive identity, and stronger ties to community and culture <p>Increased participation in group lessons. More students are asking for support from our LART and other teachers. Projects have helped learners cultivate their critical and creative thinking ex: Pipeline project, Novel study, moving away from online math to paper based and small group instruction. Targeted skill development lessons have helped learners gain confidence and we have seen an increased intrinsic motivation as a result.</p>

Land and see, girls group, languages, culture night, guest speakers, Elders, and artists.

- Quantitative assessment of wellbeing
We have been able to increase shadowing opportunities up at VIU, and we have had success getting community cousins to come down and visit the centres.
- Increased attendance individually and retention rates
Attendance was up by 800 from Sept-March when comparing last year to this year
- 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
We created a second teacher directed learning plan to help give greater voice to the learners and allow them to have some goals articulated that can be supported by the teachers. Next year we will blend the two learning plans we use to create one comprehensive one.



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“Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors”(First Peoples Principles of Learning): we will continue to develop well being and positive personal identity through an Indigenous lens by affirming an Indigenous

	<p>approach to thinking, sharing and being in a collaborative community that supports learning journeys for youth and each other in our professional lives working with youth. (Indigenizing the model)</p>
<p>Developing a Hunch “What factors are leading to this situation? How are we contributing to this situation?”</p>	<p>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. Focusing on self-regulation and balance first, academics are then driven by individuals’ passion/spirit. Once learners recognize their beliefs & values, we will work with them to develop their academic skills to allow them to pursue their passions.</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>Professional Learning “How and where can we learn more about how to address this situation?”</p>	<p>Continue as a team to build off of the work done this year on our collaborative planning.</p> <p>Review information and research on trauma informed schools, as well as seek out training to attend as a team.</p> <p>Research and investigate ways to further support the learning and well being of youth in need of additional behavioral support through a trauma informed lense. Research and investigate well-being in education. Begin to explore the use of Unyte Mediation app as well as the Safe and Sound protocol therapy for use with learners.</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.

Student engagement

Academic structure

Continuing action steps:

- Land and Sea Cultural Program
- Continue to develop our place based learning approach to take learning outside across all disciplines.
- 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'/Knowledge keepers' 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 management, intrinsic-motivation and regulation, sense of self and positive identity, and stronger ties to community and culture
- Quantitative assessment of wellbeing including building a wellbeing survey that can be administered 2-3 times a year.
- Parental outreach at least once a month for learners on our case loads.
- 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



2021-22 CAPITAL PLANNING PREPARATION

DRAFT PROJECTS LIST

CURRENT DRAFT PROJECT LIST

This lists the current projects scheduled for inclusion in the 2021-22 Capital Plan submission. Where there are more than one (1) project under a Ministry Program, they are listed in priority order.

MINISTRY PROGRAM	LOCATION	PROJECT	COMMENTS	COST ESTIMATE
Addition				
New School				
Replacement				
Seismic Mitigation	Ray Watkins Elem	Seismic upgrade as initial step for consolidation with Gold River Sec in the future	SD#84 requested a SPIR in June 2019.	\$5,000,000
	Captain Meares Elem/Sec	Placeholder only	Seismic to follow completion of renovations of elementary wing and demolition of secondary wing	\$2,300,000
Site Acquisition				
School Enhancement	Kyuquot Elem/Sec	Replace the first 2 of 4 portable classrooms with modular extensions	These are over 40 years old with no washrooms	\$605,000
	Captain Meares Elem/Sec	Renovation of elementary wing in preparation for future demolition of old secondary area	See CNCP project for Captain Meares below. These two projects should go together.	\$795,000
Demolition	Captain Meares Elem/Sec	Placeholder only - for future demolition of old secondary wing once elementary wing renovated and occupied	Demolition to be requested after renovations complete and students all located in the current elementary wing. Costs may be less if Village of Tahsis acquire shops area for Fire Dept. (Lead Content in water is at the max acceptable limit – the rest of the school is fine)	\$500,000
Building Envelope				

MINISTRY PROGRAM	LOCATION	PROJECT	COMMENTS	COST ESTIMATE
Carbon Neutral Capital	Captain Meares Elem/Sec	Energy efficiency upgrades to windows and lighting in Elementary wing in conjunction with renovations		\$450,000
	Kyuquot Elem/Sec	Change back-up power supply from emergency generator to battery pack	Recommended by electrical consultant as available of diesel for the generator is inconvenient and costly	This cost is currently under investigation. (Order of magnitude is \$200,000.)
	Zeballos Elem/Sec	Energy upgrade to replace old lighting with LED lights		\$100,000
Playground Equipment	Ray Watkins			
	Captain Meares			
BUS			No new busses expected in the 2021-22 Capital Plan	

Note that all these projects are currently under continued review. The cost estimates shown should be accepted as order of magnitude only until final costs are available.

Vancouver Island West School District 84
ENROLLMENT REPORT 2019-2020
As of June 4, 2020

Grade	CMESS	ESPERANZA	GRSS	KESS	RWES	TSAWALK	ZESS	CONT ED	TOTALS
K	5			0	14		2		21
1	0			1	11		6		18
2	3			6	16		4		29
3	0			4	23		4		31
4	1			7	26		2		36
5	2			2	17		3		24
6	2			6	20		1		29
7	1			1	13	1	2		18
8	3		15	3	1	9	4		35
9	2		17	4		14	3		40
10	4		24	8		19	3		58
11	2		23	3		17	3		48
12	1		18	8		40	6	80	153
Totals:	26		97	53	141	100	43	80	540

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