



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

REGULAR BOARD MEETING

JUNE 14, 2021 – 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 10, 2021
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
 - a. Mr. Robert Wilson, Principal, Ray Watkins Elementary School
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETINGS**
8. **TRUSTEE REPORTS**
 - a. School Reports
 - b. Local Education Agreement/Enhancement Agreement Meeting
 - c. Working Relations Committee Meeting
 - d. Vancouver Island School Trustees' Association Board Chairs' Meeting
9. **UNFINISHED BUSINESS**
 - a. Framework for Enhancing Student Learning
 - b. COVID Update
10. **NEW BUSINESS**
 - a. Action for Learning Reports
 - b. School Fees 2021-2022
 - c. Student Codes of Conduct 2021-2022
 - d. Summer Closure of School Board Office
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 13, 2021 – 4 pm
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 10, 2021
VIA 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
Three Staff Members

CALL TO ORDER:

Chairperson Fehr called the meeting to order at 4:01 pm.

APPROVAL OF AGENDA:

2021:R-024 MOVED: Trustee Mann, SECONDED: Trustee Hanson
AND RESOLVED:
"TO approve the agenda with the addition of 8.f. District Earthquake Safety Committee Meeting."

ADOPTION OF MINUTES:

2021:R-025 MOVED: Trustee Hanson, SECONDED: Trustee Mann
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of April 19, 2021."

BUSINESS ARISING FROM THE MINUTES:

Nil.

PUBLIC INQUIRIES AND PRESENTATIONS:

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

Mr. Szetela reported that 2020-2021 has been a fabulous year so far, with so much to celebrate. He highlighted the many successes and positive impressions: *"I feel fortunate to have had the privilege to visit KESS over the last two days. I must say that the level of engagement of your students in all of the classes have blown me away. Your teaching staff is very hardworking and dedicated and it was evident in the classes that I visited."* New programs have been meeting with success: WOW (Workshops on Writing), RISE (Reading Interventions and Support for Excellence), RAMP (Reinventing a Math Program), Internal Tracking System, Primary/4 Outdoor Program, Pen Pals with Trafalgar Middle School, and SOGI Summit (May 17/18).

Students and staff have been enjoying many fun activities:

- April Fool's Day (Ms. van Boven)
- Chess Club (Ms. Lundy)
- Board Games Club (Ms. Lundy)
- Garden Club (Ms. van Boven)
- Open Art Room (Dr. Dowling)
- Open Gym (Ms. Egan et.al.)
- Teachers vs. Students Volleyball (Ms. Egan)
- School-wide Softball Game (Mr. Woodland)
- Leadership Club (Ms. Egan)
- Monthly Activity Days (Ms. Egan)
- Movie Night (Ms. Lundy)
- Open Fitness Centre (Ms. Egan et.al.)

Three grants have been acquired: Social Justice (\$2000), Art (\$3500 – for local artist/carver to attend six afternoons), and Music (\$5000). New student support groups are in place – Middle Years Reading Group, Healthy Relationships (and Anti-Violence in Relationships), and ERASE (Worrisome Behaviours).

Professional development opportunities have been available for staff: POPARD Reading and District literacy support (Dana Plett), Trauma Informed Practice (Irene Champagne), Nu-u-chah-nulth Language

Education Sessions, Trauma Informed Practice (Kim Barthell), and Champions of Trauma Informed Practice (Kim Barthell).

There have been improvements to the physical plant. Kyuquot School now has a Tesla power wall, 151 solar panels, a new generator, and plans for more improvements. The School has a new website, and levelling up of Facebook and social media.

There is excitement in the air! Ms. Anna Egan has been nominated for a BC Teachers of Mathematics Award for Excellence in Teaching. Kyuquot School has an entry in the 'Missing Indigenous Women Power Contest', and two of the senior students' poems have been submitted to national literacy magazines. The local RCMP have visited Dr. Dowling's Social Studies class to talk about careers, and looks forward to returning. The RCMP also visited the Art class to talk about cartooning and forensic drawing. Everyone is looking forward to the RCMP Forensics presentation, the Molly Lucas Hair Dressing presentation to Science for Citizens, and the UBC Gearing Up Seminars (Prosthetics) for all grades during the week of June 7th.

Mr. Szetela quoted, "A wise administrator knows that his faculty is the heart, soul and engine of the school." He expressed his deep respect and appreciation for his staff this year, as well as for the KCFN staff and the student teachers – with each and every one committed to success for students. The focus for the future will be the School Plan, working with parents and the community, achievable goals, open minds, and maintaining the level of teacher excellence.

b. **Mr. Philip Parkes, Principal, Nootka Sound Outdoor Program and International Program**

Mr. Parkes introduced his presentation with an array of beautiful photos featuring students taking part in the wide variety of remarkable NSOP experiences offered free to students in the District.

NSOP

- Twenty-four activities to date (some multi-days; five more to come), and activities follow the seasons.
- Trips have been full.
- Supporting Mr. Cooper's Grade 5/6 program (six trips, and more to come).
- Wilderness Youth Leadership Development Program – In partnership with Strathcona Park Lodge, NSOP has sponsored a 6-12 day summer camp opportunity for one student from each of our five schools (\$14,000).
- Developing community partnership with RCMP – members have been chaperoning on trips.
- Offering of 12 online courses and certifications relevant to local economy.
- Several students enrolled in a life guarding course, as well as two students enrolled in the Canadian Outdoor Leadership Training (COLT) Program.

NSOP North

- Very excited to offer more NSOP opportunities in Zeballos and Kyuquot this year as a result of Monique Comeau being hired to work in both communities.
- Thirteen activities offered in Kyuquot with a projected five more - ranging from big canoe to ski trip at Mount Cain.
- Twelve activities in Zeballos with projected six more - caving to Wilderness First Aid.
- Local knowledge and culture are tied to some of the activities - including a herring spawn check and a big canoe trip in Kyuquot. Monique is working with NEWs on an Action for Learning project that connects the outdoor program to the seasonal calendar. The plan for next month is to do cedar picking and continue to include more community members on trips as COVID restrictions lift.
- VERY good engagement in activities. Teachers have remarked on students' tendencies to solve problems, experiment and demonstrate curiosity. This year, Mr. Parkes has heard comments from teachers such as "Look how engaged the kids are!", "That is great teamwork", "Students are using their language", and "That was the best focus I have seen of students in three years".
- NSOP is making great connections to community resources - especially with KCFN and their upcoming youth programs.
- Students in Kyuquot have done great stewardship work with two different plastic cleanups this year.
- Students in Zeballos became First Aid certified.
- Assistance has been given to other classes to get out on the land by facilitating trips for intermediate students, Nanaimo Learning Centres, and help for other teachers with field trip planning and organization.

- It has been a very productive and dynamic year despite being restricted to day trips - and cannot wait to see what the NSOP capacity will be once we have more freedom!

International Program

Enrollment

- 2019-20 – 14.6 FTE (pre-COVID) – We were at our height (Japan, Austria, Germany, S. Korean)!
- 2020-21 - 4.7 FTE (68 % drop) (Sweden, Japan, Germany, Austria).
- 2021-22 – Currently at 7.0 FTE and is anticipated to increase throughout the year with short-term groups and regular enrollments increasing (Austria, Spain, German, Japan).
- First student this year will arrive from Madrid.
- COVID has added many complications including quarantining – COVID testing, refunds, protocols and procedures, flight limitations, public perception, difficulty in finding host families.
- Forward projections - the industry consensus is that it will take five years to get back to pre-COVID enrollments. Mr. Parkes is more optimistic and believes that short-term group offerings and summer camps will return the International Program to pre-COVID levels in three years.
- Students and staff enjoy having international students in school.
- Great relationship with France and work is underway to start the exchange program again; timing will depend on virus control in each country.
- Working on a semester/one-year exchange with a culinary school in France, as early as January 2022.
- The new website has been up and running since September 2020 and prospective students, parents and agents use it to learn about our program: www.studyvancouverislandwest.ca.

CORRESPONDENCE:

- | | |
|--|---|
| • Zeballos School | • April Newsletter |
| • BC Public School Employers' Association | • Trustee Director Election Review Committee |
| • Vancouver Island School Trustees' Association | • VISTA Branch Business Meeting (Branch Brunch) Agenda |
| • VISTA | • Results of Call for Nominations – VISTA Executive |
| • BC School Trustees Association | • BCSTA Weekly: AGM 2021; Late AGM Motions; BCCDC COVID-19 Update for Schools; BCSTA CEO Search; District/Authority Scholarships; Vaping Prevention; Suicide Prevention; Quantum Summer Camp; Day of Mourning; SD8 Applies Technology; Where Are Our Missing Students? |
| • VISTA | • VISTA AGM |
| • BCSTA | • BCSTA Weekly: BC Budget Response; AGM 2021; Trustee Knowledge Series; Inclusive Education Working Group Report; BCTC Annual Report; Equity and Access to Learning Panel; School Farm Grant; Let's Talk Science; Mental Health Week; Copyright Consultation; Bike to School Week; Equity Symposium; Reminders; |
| • President, BC Principals' & Vice-Principals' Association | • Copy of Letter to BCSTA President re Her Acclamation as President of the BCSTA; to Carolyn Broady, Vice-President, BCSTA, re her Re-Election as Vice-President of the BCSTA; and to the Election and Re-Election of the Directors of BCSTA |
| • Executive Director, Ministry of Health | • Copy of Letter to BCSTA President re COVID-19 Immunizations in BC |
| • BCSTA | • BCSTA Headlines: Daily News for School Trustees |
| • BCSTA | • BCSTA Headlines: Daily News for School Trustees |
| • Chair, SD19 (Revelstoke) | • Copy of Letter to BCSTA Event Planning Committee re Annual General Meeting |
| • Minister of Education | • Copy of Letter to BCSTA President re the BCSTA <i>Moving Forward, Rebuilding Education After COVID-19</i> Report |
| • BCSTA | • BCSTA Weekly: BCSTA Report-Secondary School Timetable Design Options; AGM Disposition of Motions and Recordings; SD44 Students Inspire Change; Canadian Healthy Schools Alliance; University of Guelph-Humber Science Rendezvous Event; Healthcare Stakeholder Collaboration; Data on COVID-19's Mental Health Impacts; Connecticut Ends Religious Exemption; Letters |
| • Ray Watkins School | • May Newsletter |

- BCSTA
- BCSTA
- BC Confederation of Parent Advisory Councils
- BCSTA
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Update: Media Release – Suzanne Hoffman Joins BCSTA as CEO
- Copy of Letter to BCSTA President re Virtual Annual Parent Education Conference – *The Power of Change – Empowering Yourself* – May 28 and 29
- BCSTA Weekly: New CEO Announced; AGM Summary; French Teacher Shortage Roundtable; Attacks on Public Education Webinar; CASSA CSBA Meeting Notes; Youth Vaping During COVID-19; Mental Health Week; Outdoor Play Expo; Roots of Empathy Symposium; Go By Bike Week; Scholarship Winners; Boards as Work – A Jump Start on Trades; Letters

2021:R-026 MOVED: Trustee Mann, SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO receive and file the correspondence."

REPORT OF THE CLOSED MEETINGS:

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

TRUSTEE REPORTS:

a. School Reports

Trustee Stiglitz reported that there have been many exciting NSOP activities planned for the students between last and this week, and Captain Meares has now wrapped up its literacy and numeracy testing. In addition to Principal Szetela's report, Trustee Hanson remarked on the positive transformation of staff and students at Kyuquot School, as well as the physical plant and the landscape. All of these improvements have been a long time coming and improving the appearance of the school has really made a difference. She expressed appreciation to Mr. Deane Johnson and staff, as well as the Kyuquot School staff who have worked very hard to get the school to where it is. Seeing the beauty of the school and the area is amazing and awesome and thank you to Mr. Johnson and the District for making this a priority, and to Principal Szetela and the KESS staff for all they have done. Everyone looks forward to better days and years to come.

Chairperson Fehr reported that Gold River Secondary School has been discussing a restructure for next year. Plans for the graduation ceremony are well underway and all is subject to COVID safety plans. She reiterated Trustee Hanson's words on how important it is for students to be comfortable and in safe and warm surroundings that make them feel proud. Chairperson Fehr expressed appreciation to the District staff for their work, and to the Secretary-Treasurer for including these improvements in the budget to make school great for kids.

b. Local Education Agreement/Enhancement Agreement Meeting

The meeting of April 28 was mostly focussed on the presentation from Joe Heslip from Mission who is doing support work for Indigenous Education for the Ministry. He talked about equity scan and incorporating the idea of scanning the policies, behaviours and programs in the District to make sure they are equitable for all students while, at the same time, working together as a community to renew the Enhancement Agreement. The new staff orientation and the training commitment from VIU was discussed, as well as special hiring programs – and materials received from SD91 will assist in assembling the draft. Ms. Comeau shared a video of co-creation of curriculum work in ZESS and KESS. Also discussed was Indigenous Education staffing and ensuring that the communities are involved in staffing. The Principal interviews recently held for Ray Watkins Elementary School and Zeballos Elementary Secondary School included representatives from each community. The renewal of the Education Agreement will commence in September. Trustee Hanson shared that Kyuquot now has six Level 1 carpenters so are in good hands for getting help at Kyuquot School. The next meeting will be held on May 26 by Zoom.

c. Working Relations Committee Meeting

A meeting was held on April 19 to discuss on-going COVID issues including vaccination schedules, melding the Collective Agreement, remedy carry-over agreement, hiring of new Principals with teacher reps' involvement, summer school plans, international student plans, and amalgamating RWES/GRSS.

d. **BC School Trustees Association Annual General Meeting**

Chairperson Fehr provided a report on the BCSTA AGM, held virtually on April 16-17, 2021.

April 16:

Address from Minister of Education, Jennifer Whiteside:

- Thank you for welcoming her.
- Students are safer in schools than out in the community because of the safety plans, and keeping schools open is a priority, noting that 87% of cases in schools came from the community.
- Spoke about racism and solidarity to keep us all together.
- There will be a generational impact on students.
- A Provincial Steering Committee has been formed for all partners to deal with COVID, and BC is one of the few areas to keep schools open.
- There is optimistic to open schools in September with everyone in class, with some safety guidelines still in place.
- There are still some gaps in education and those learning and equity gaps need to be closed
- Call out hate when we see it.
- An anti-racism has been developed in BC with a cross government approach, and education is an important tool in fighting racism and inequity, and dismantling of structural racism.
- 89.5% of students graduated in 2020.
- Teachers need to be supported in teaching Reconciliation in classrooms, equity education is important and schools have to be safe places for everyone.
- More needs to be done about "food" shortage for students and the Ministry is trying to support school meal programs.
- Mental health needs more work – Mental Health in Schools strategy – a round table for the Ministry of Education and the Ministry of Mental Health.
- The Government is putting more investment into early learning and working with the Ministry of Children and Families.
- Government's mandate will continue to support schools and capital projects through budget - \$234 million dollar increase in Operating grants; Indigenous and Special needs grants will increase.
- Equity for all students is the goal.

Directors Elected:

- Tim Bennett, Tracy Loffler, Dr. John Chenowith, Donna Sargent, Rick Price

Extraordinary Motions:

- All Passed

Guest Speaker Carole James – Celebrate Public Education – Town Hall

What do you wish you had known as a new trustee?

- No manual and have to learn on the job
- Need for patience – this is a marathon
- Take time to learn – stop and listen
- Take all of the opportunities that you can to learn
- Opportunity to connect and find common ground and come together as a Board
- Compromise – find consensus

What is the secret to your longevity?

- Remember what brought you there – what is your passion?
- Trust your heart and gut
- Learn from your mistakes
- You are accountable – what is important?

Co-governance role of trustees?

- Citizens are created in schools – good critical thinkers
- Trustees are there to watch the Public Education system to make sure these citizens are created
- Boards are responsible for building relationships with staffs, parents, municipal government, business leaders, and First Nations bands

- Public education matters to everyone
- Boards need to communicate what they are doing for students and how students are doing

What can northern, isolated, and unique Districts do?

- Show good work that is happening in the District
- Show why you need more to do better and get beyond the barriers for all students to succeed
- Give some solutions to the problem; not just ask for more money
- Use the Strategic Plan process

Inequalities in Education – what can be done?

- Boards cannot take this on by themselves
- Need to provide mental health support or food program services in the schools
- Build relationships to bring these services into schools – where? who pays? who is responsible?
- More opportunities to work across Ministries – e.g. all responsible for Reconciliation
- All Ministries should be responsible for inequities in education

How can BCSTA make things better for students affected by COVID?

- Kids not socialized due to isolation

Many children will return to class this Fall. Any advice to keep this need in front of Government?

- Opportunity for teachers and support workers to share what they are seeing in September
- No playbook for a pandemic – we are all learning

Pandemic highlighted role of schools and how can schools move forward with stable funding?

- Government is not designed for stable funding
- Any government profits go to pay down the debt
- Government identifies the needs over time
- Education needs to identify “areas of greatest need” for future years – set priorities that are doable and practical
- In Education have reviewed instructional structure and methods of delivering education
- Get Universities to study pandemic impact – e.g. schedules, etc., online learning
- Many PHDs will focus on studying this

How to ensure equal opportunity for good connectivity?

- Needs to be solved
- More need for good connectivity

BC Boards fought for Open schools – in Alberta Boards are not constitutionally protected. What values do BC Boards need to communicate to community?

- Communicate good work Boards are doing for education to all members of the community
- Focus on student achievement to let community members know you are working on making education better
- How Boards are supporting education: the successes, the barriers, etc. on behalf of students
- Whole community needs to support education

Resume Motions for the remainder of the day.

April 17:

Andy Hargreaves in conversation with Kevin Godden as moderator - Rethinking Educational Inequity: Before, During, & Beyond the Pandemic

- Pandemic has caused more communication
- We have learned how technology does and does not work
- We are not perfect and no one is superior
- Power of telling important story
 1. Social mobility – a fair chance to move up and down socially – who gets it?
 2. How can you be two cultures at once – fit in?
- Working class is not in poverty but a source of pride
- Class has many colours
- Two kinds of privilege (causes of inequality):
 - White privilege – male/heterosexual, rich or poor, language
 - Wealth privilege – half of the world’s wealth owned by 26 people
- We all carry multiple identities

- Be clear, open, empathetic when dealing with equity in education
- Create an atmosphere where it is okay to make mistakes, learn, and move in the right direction
- Meet children where they are in their education because of COVID and move forward from there
- Do not figure out what they have lost because of the pandemic
- See what you have in common and not what sets them apart from others
- Assessment purposes: (most important to least important)
 - First: for learning as learning
 - Second: learning that certifies (e.g. teaching certificate, first aid certification, etc.)
 - Third: learning for accountability – getting better or worse?
 - **Many have put #3 above #1 instead of last and are moving #1 to last**
- More collaboration, technology, collective professional judgment
- Need agile Education systems to respond quickly
- You cannot lead from a position of fear
- Top three things for trustees to do to achieve equity:
 1. prosperity – fulfillment and thriving: resist osterity; hook up with people who will support you
 2. collaboration results in better results: Health, Government, Trustees, and Unions working together during the pandemic
 3. technology: ethical digital literacy and outside learning: manage risks – online bullying, too much screen time, etc.

Continued Motions until 5:30 pm and all motions passed.

e. **BCSTA Provincial Council Meeting**

The Provincial Council meeting of April 15 was a regular business meeting held to approve the budget and appoint auditors.

f. **Vancouver Island School Trustees' Association Annual General Meeting**

Elections were held for a new executive. There will be a Board Chairs' VISTA meeting at the end of May, and a report will be presented at the June Board meeting.

g. **District Earthquake Safety Committee Meeting**

Trustee Stiglitz reported on the meeting of May 10. District Policy B.28, *Emergency Preparedness*, was reviewed with no changes. All of the worksite emergency preparedness plans have been amended to have a consistent approach across the District, and the plans will be complete and ready for posting for the new school year. The annual budget of \$8000 has been allocated for emergency preparedness.

UNFINISHED BUSINESS:

a. **Framework for Enhancing Student Learning – School Plans**

The Board reviewed the final drafts of the School Plans, and expressed appreciation to the Principals for all of their hard work with staff and with the Directors of Instruction. The school plans are largely meant to assist people outside of the school to understand what they mean with the statements. The plans are still 'works in progress' and will be updated every year as the Framework progresses. The Superintendent/Secretary-Treasurer recommended adoption of the school plans as presented.

2021:R-027 MOVED: Trustee Smith, SECONDED: Trustee Mann
AND RESOLVED:
"TO accept the school plans as presented."

b. **Annual Budget Bylaw 2021-2022**

The Superintendent/Secretary-Treasurer provided an overview of the preliminary budget for 2021-2022.

2021:R-028 MOVED: Trustee Mann; SECONDED: Trustee Stiglitz
AND RESOLVED:
"TO have all three readings of the Annual Budget Bylaw in one reading."

- 2021:R-029** MOVED: Trustee Stigitz, SECONDED: Trustee Hanson
AND RESOLVED:
"TO adopt the Annual Budget Bylaw of the Board for the fiscal year 2021-2022, showing the estimated revenue and expense and the total budget bylaw amount of \$11,885,012 for the 2021-2022 fiscal year as prepared in accordance with the School Act."

c. **COVID Update**

The Ministry of Education has released guidelines through Island Health regarding restrictions around graduation ceremonies. Any parents or grads with questions should speak to their Principals, as all ceremonies in the District will be following the safety guidelines.

NEW BUSINESS:

a. **Upcoming Graduation Ceremonies**

- June 5 – Gold River Secondary School
- June 11 – Zeballos Elementary Secondary School
- June 16 – Tsawalk Learning Centre
- June 19 – Kyuquot Elementary Secondary School

SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:

a. **District Update**

Two administrators have been hired for the District, and the first round of job postings should be ready for publishing within a week or so.

b. **Enrollment Report**

The enrollment is currently at 406 students, up by two from last month.

c. **Finance Warrants**

The District continues to be on track with its budget.

TRUSTEE INQUIRIES:

Nil.

PUBLIC AND PRESS INQUIRIES:

Nil.

NOTICE OF MEETINGS:

The next regular meeting of the Board of Education will be held on Monday, June 14, 2021, at 4 pm. Any requests for agenda additions should go 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 6:03 pm:

- 2021:R-030** MOVED: Trustee Stiglitz, SECONDED: Trustee Hanson
AND RESOLVED:
"TO adjourn."

Actions for Learning: Daisy Hanson, Celina Charleson, Monique Comeau

Inquiry Question: How does culturally relevant and place-based curriculum impact student engagement and connection to school?

What Actions did your team take to pursue your inquiry?

- Several in-person meetings/discussions
- Daisy and Monique developed curricular skeleton based on seasonal calendar in Kyuquot. Monique has been further developing it with community input.
- Various activities connected to seasonal calendar in both Zeballos and Kyuquot, including herring spawn search

What was learned as a result of your inquiry?

- We noticed that students engage well in the outdoors in general. We have had great response to our activities whether they were culturally inspired or not. One thing we would have liked to do with more time is gather deeper student responses. This could include mini conferences to get more input from them on their learning preferences and what role they see for culture in the outdoor program or school at large. We noticed that some kids were drawn to certain cultural activities more than others, so engagement wasn't just black or white when it came to cultural inclusion. It depended on the activity, student interest and experience, and sometimes the design of the activity.
- We learned that when the outdoor program connects to local seasonal calendar that community members and parents seem more engaged. Observations of the school's FB page commentary in both Kyuquot and Zeballos, proved that excitement. We saw parents requesting to be part of trips and activities because they were familiar with what was being offered – such as seafood harvesting. We know that parent support of school ultimately helps with student success, and see this as a big opportunity in the future when COVID restrictions ease and parents can be included more often on trips.
- We learned this was a great project to connect with some of the Indigenous partners in our district. Many folks from our EA/LEA meetings were excited about this project and wanted to be a part of it. We had a meeting with a subgroup to gather input, which will be an ongoing collaborative, cultural advisory group. Members of this group liked the 'circular' or 'interdisciplinary' nature of some of the ideas as it better honours First People's Principles of learning as opposed to teaching content in separate subjects.
- This curriculum fit well with the Language and Culture class in both schools and could be used by NEWs, who could collaborate with other teachers to promote interdisciplinary projects and units. Language and Culture teachers were engaged and excited about these opportunities and had no qualms about connecting it to outdoor program or to other teachers' lessons.
- There were unintended and plenty of teachable moments and learning opportunities that came from accessing students' cultural background knowledge. For example, using some of the seasonal content as a hook worked

very well in Zeballos, where it spurred a stop-motion video making project that began with herring and took on many different forms. The herring event became the springboard for the learning journey.

- This curriculum lends well to language revitalization. Daisy and Monique co-taught lessons on herring in Kyuquot and noticed that students used their language in the field afterward.
- We learned that building on background knowledge helps to tap into student confidence and scaffold their learning. One of our students in Zeballos who typically struggles with sharing ideas and thoughts out loud, was the star of the show when it came to helping others with information on herring and fishing in general. This content and curriculum can certainly tap into student strengths and experiences.

Does your AFL team have any comments or feedback about the Actions for Learning project?

We are still working on the curricular document and hope that we can answer more of our inquiry next year after it is developed and hopefully used by more educators in our district. We hope to have this document reviewed in depth before it is distributed.



Figure 1 Students in Aktis Hakuum (Kyuquot's traditional canoe). These two students were very engaged with this activity having had experience with Canoe Journeys in the past. We noticed that big canoeing as an activity was not universally loved – given that each learner has different interests and aptitudes.



Figure 2 Kalob John catches fish out of big canoe in Esperanza. Kalob helped his classmates remove hooks throughout the day.



Figure 3 Students marvel at rock formations of the coast as our group searched for signs of herring spawn



Figure 4 Amber Vincent displaying her harvested seafood from tidal pools on Spring Island



Figure 5 Student examines Hyushtup to see if it's the edible variety, during seafood harvest at Spring Island.



Figure 6 Kyuquot students during our herring exploration.



Figure 7 NEW Daisy Hanson showing students old totem in Checleset territory.



Figure 8 Zeballos students during waterfall hike. We learned about traditional plants during our walk.



Actions for Learning Year-End Report

Actions for Learning projects are inquiry projects carried out by two or more teachers which involve those teachers collaborating on an action research question that is focused on improving student learning. Each approved proposal will be allocated \$500.00 per participating teacher (includes TTOCs, principals and VP's) to support the project. Each Actions for Learning team will complete a short written report and/or presentation to the Board outlining what was learned during the Actions for Learning project.

Team Members: M.Midgley, A. Kilshaw, N.Mchale, A.Halliday, K.Keil, C.Smith, G.Wight

Administrator: Heather Goodall

What was your team's inquiry question?

How will increasing our knowledge of executive functioning in turn help students develop skills to self-regulate, to improve working memory and to increase flexible thinking?

What actions did your team take to pursue your inquiry?

- Participated in POPARD virtual workshops on executive functioning.
- Book study, "kids these days" by Jody Carrington
- Set up classrooms with tools to support executive functioning learning for students.
- Two workshops with facilitator from "FoundHer"- Understanding self-regulation.
- All staff participated in the Trauma Sensitive Practice sessions with Kim Barthel.

What was learned as a result of your inquiry?

We developed a stronger belief that people can improve their working memory, executive functioning and increase flexible thinking, and more importantly, we learned and used tool to reach these goals. We also learned that developing these skills takes time and patience. As educators we have to realize, our results will not be immediate. Having student with one teacher for more than a year is beneficial.

Does your AFL team have any comments or feedback about the Actions for Learning project?

- Having a learning focus as a staff has many benefits.
- we come together as a team.
 - we learn a common practice or idea.
 - it give us time to talk about our students in a common context.
 - thank you for the opportunity!



Actions for Learning Year-End Report

Actions for Learning projects are inquiry projects carried out by two or more teachers which involve those teachers collaborating on an action research question that is focused on improving student learning. Each approved proposal will be allocated \$500.00 per participating teacher (includes TTOCs, principals and VP's) to support the project. Each Actions for Learning team will complete a short written report and/or presentation to the Board outlining what was learned during the Actions for Learning project.

Team Members: Chris Cooper, Sally Cooper, Philip Parkes, Brenda Blaschuk, Brenda Gi

Administrator: Rob Wilson

What was your team's inquiry question?

How can the garden facility provide authentic, hands-on learning experiences for students?

What actions did your team take to pursue your inquiry?

-established physical set-up for plant growing -greenhouse, planter beds
-with student involvement, built structures, prepared soil, started food plants from seed and transplanted later, tended the "crop", thought to the future (for school and for home)

What was learned as a result of your inquiry?

-by teachers:
-how engaged students became in building, soil prep, tending plants, working together
-ways to use school garden activities as bases for tying in curriculum competencies and content
-by students:
-self-confidence, teamwork, awareness of community improvement; new "hard" skills -effectiveness with tool safet and use
-needs of organisms

Does your AFL team have any comments or feedback about the Actions for Learning project?

The school garden is seen as "cool" and sparks high interest in students. In-class activities integrated such writing, schematic drawings, measurements, more



Actions for Learning Year-End Report

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Team Members: Megan Collins, Robert Wilson, Janeen Frame, Joni Johnson, Chrissy Si

Administrator: Robert Wilson

What was your team's inquiry question?

Teachers will meet during the year to engage in a structured dialogue to explore the question of how we can best integrate S.T.E.A.M. education into our teachings—and what this might look like in a S.T.E.A.M. room. In addition, we are keen to continue working with teachers at RWES to provide learning opportunities for students in class through art, science, technology, engineering, and math in order to further their critical thinking and design skills. We plan to also explore how the underline principles of S.T.E.A.M., can work in congruence with the First Nations pedagogy, in order to facilitate First Peoples ways of learning into the 21st century school system.

What actions did your team take to pursue your inquiry?

We have turned one of the non-instructional classrooms into a functioning space for S.T.E.A.M and inquiry based learning. This allows students and teachers a designated space to pursue topics and activities that would otherwise interrupt or prove unsuccessful in the regular classroom environment. Some such examples prepared for use are: bouyancy, simple machines (pullies, ramps, etc.), robotics, study of nature, plants and ecology, and construction of simple structures.

What was learned as a result of your inquiry?

This type of inquiry-based learning ties in with First Peoples Principles in that it ultimately supports the well-being of the self - allowing students learning to become reflective, experiential relevent through hands on exploration. Students are engaged, and each have their own role within the context of their explorations; allowing them to develop a sense of belonging and responsibility for their own actions. If we can create more S.T.E.A.M and hands-on learning opportunities within our school, students overall engagement, ability to think critically and work cooperatively will lead to resilient, goal-directed learners who are equipped for future success.

Does your AFL team have any comments or feedback about the Actions for Learning project?

This was a successful year of putting together projects and materials for a functional S.T.E.A.M classroom. We hope to see it built on and put to use even more in coming years!



Actions for Learning Year-End Report

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Team Members: Pippa, Wendy, Daniel, Brian, Aaron, and Aly

Administrator: James

What was your team's inquiry question?

How do we create place-based, experiential learning opportunities that support our students to deepen their understanding of the core competencies in order to take ownership of their learning?

What actions did your team take to pursue your inquiry?

We hired professional tradespeople to guide our staff and students with hands-on construction projects such as building a greenhouse, constructing a chicken tractor, renovating an indoor classroom, building an owl box and bird houses, building a perimeter trail, repairing fences and farm equipment, and creating interpretive signs for native plants. These projects enhanced the farm-based learning experience of the students and taught them specific trades-related skills.

What was learned as a result of your inquiry?

By offering such a wide variety of projects, teachers were more easily able to use those experiences as the bases for engagement with academic learning such as developing a website showcasing their experiences, writing related essays, journaling, poetry, photographic and other artistic expressions, physical education, and classroom discussions around the value of contributing to the community.

Does your AFL team have any comments or feedback about the Actions for Learning project?

We noticed a distinct benefit to academic learning conferred by consistently starting every week with an outside day at the farm. In general, students demonstrated an increase in academic engagement the days following the farm day. The wide variety of projects that were made possible through this grant proved to be key in increasing engagement with a majority of students as there were more opportunities for them to participate in a project that matched their individual interests. The next steps we would like to pursue would be to broaden the academic subjects linked to farm projects which would best be accomplished through maintaining ongoing projects over longer time periods.



Actions for Learning Year-End Report

Actions for Learning projects are inquiry projects carried out by two or more teachers which involve those teachers collaborating on an action research question that is focused on improving student learning. Each approved proposal will be allocated \$500.00 per participating teacher (includes TTOCs, principals and VP's) to support the project. Each Actions for Learning team will complete a short written report and/or presentation to the Board outlining what was learned during the Actions for Learning project.

Team Members: Aisha Balint & Anna Eagan

Administrator: Marty Szetela and Scott Cobbe

What was your team's inquiry question?

What are actionable strategies that we can implement in our classrooms that will aid in student learning, and support the vision of 'best practice'?

Which further evolved to incorporate: "How can we do the above in the context of decolonizing the classroom space?"

What actions did your team take to pursue your inquiry?

Our team worked hard to create opportunities for co-teaching, observation, and reflection. We were able to host each other in classroom visits at ZESS and KESS six times throughout the school year (three visits each). During each initial visit, we observed and reflected on classroom space design, classroom routines, resources available, and how we were able to effectively assess our students' needs. Specifically around resources, we noticed that both of our classrooms were well stocked with a variety of print and manipulative resources, but that no training was provided on how or when these resources could be used in the classroom. We took turns delving into classroom resources and shared notes on how we used them, and their effectiveness. Additionally, we made sure to share notes on training opportunities such as the POPEY and CR4YL sessions.

What was learned as a result of your inquiry?

The opportunity to witness each other's classroom and school environments was very helpful. The results of this inquiry process were incredibly informative and supportive. Our main takeaways are:

- We are teaching in complex settings; collegial support is an important aspect of successful teaching.
- Engaging in conversations around decolonizing our teaching practice was one of the most helpful tools to make tangible changes and exhibit those changes in our classrooms across communication of content, physical space design, and resource implementation.
- When it comes to resource availability, less is somehow more. Resource saturation can be overwhelming and purchasing more resources without filling a direct need doesn't always actually create more opportunities for learning.

Overall, this Inquiry process was incredibly useful. We strongly encourage this opportunity for all teachers in the District. We both see the benefits of pursuing a similar opportunity in the future.

Does your AFL team have any comments or feedback about the Actions for Learning project?

Thank you so much for enriching learning opportunity. We both acknowledge the importance SD84 places on professional learning opportunities, and we are grateful to be entering our teaching profession in such a supportive District.



Actions for Learning Year-End Report

Actions for Learning projects are inquiry projects carried out by two or more teachers which involve those teachers collaborating on an action research question that is focused on improving student learning. Each approved proposal will be allocated \$500.00 per participating teacher (includes TTOCs, principals and VP's) to support the project. Each Actions for Learning team will complete a short written report and/or presentation to the Board outlining what was learned during the Actions for Learning project.

Team Members: Sean Broderick, Jeff Rockwell, Elizabeth Young, Katrina Kornlyo, Delora

Administrator: Sean Broderick

What was your team's inquiry question?

How can we incorporate newly acquired levelled reading materials into classroom instruction and support.

What actions did your team take to pursue your inquiry?

Meetings and scheduled release time for staff to do training on NEWSOLA and Google Classrooms.

What was learned as a result of your inquiry?

NEWSOLA integrates well with Google Classrooms. The use of levelled reading in the English, Humanities and Careers classes made it so that students at various levels were able to access the same learning and information but at a level that allowed them to be successful and build confidence from where they are working.

Does your AFL team have any comments or feedback about the Actions for Learning project?

I think we learned that AFL projects if combined at the school level need to be simpler. We had a lofty goal to integrate and connect a lot of other projects and initiatives we were already working on to this AFL project and the result was that it became convoluted. Next year, if we combine our funds, we need to have a simpler fund.



Actions for Learning Year-End Report

Actions for Learning projects are inquiry projects carried out by two or more teachers which involve those teachers collaborating on an action research question that is focused on improving student learning. Each approved proposal will be allocated \$500.00 per participating teacher (includes TTOCs, principals and VP's) to support the project. Each Actions for Learning team will complete a short written report and/or presentation to the Board outlining what was learned during the Actions for Learning project.

Team Members: Richard Graves, Stella Graves, Jim Baron, Kim Anderson, Maureen Rot

Administrator: Jim Baron

What was your team's inquiry question?

Would the design, building, and maintenance of an "on-site" multi-faceted garden beginning with indoor "micro-greens" facilitate greater student engagement on a multi-disciplinary level?

What actions did your team take to pursue your inquiry?

1. Student did research into viable edible plants, harvest times for various plants, and farm to school food applications as well as equipment needed for indoor plants and outdoor plants.
2. Purchase of equipment used in the growing and the harvesting of indoor edible plants.

What was learned as a result of your inquiry?

1. Outdoor on-site garden planning and execution is problematic due to growing and harvest times even with cold frames.
2. Micro Greens are a more predictable and reliable alternative to a winter garden.
2. Students enjoyed doing research that they felt "mattered" and affected a "real world problem."

Does your AFL team have any comments or feedback about the Actions for Learning project?

We would have liked to have gotten to the physical working aspects of our project this year but due to time constraints and as well as growing and harvesting time tables, we feel confident that we will be able to bring the project into physical reality starting in September using what we have learned.

ADDENDUM

No. B.2

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

Adopted: _____

The following fees are charged at School District 84 schools for the 2021-2022 school year:

CAPTAIN MEARES ELEMENTARY SECONDARY SCHOOL

- Nil

GOLD RIVER SECONDARY SCHOOL

- Nil

KYUQUOT ELEMENTARY SECONDARY SCHOOL

- Nil

RAY WATKINS ELEMENTARY SCHOOL

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

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.

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 person.

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

2021-22

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 | Re-entry meeting with parent, teacher, counsellor, student & administration |
| Detentions | Parents' interview at school |
| “Loss of privileges” (Direct Supervision) | Removal from situation |
| Warning | Restitution |
| Counselling | Problem solving |
| Written apology | Contracts |
| Thinking paper-reflection | Suspension (In or Out of School) |
| Problem solving | |
| Verbal apology | |
| Supervised School service | |

Notifications

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

Consequences

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

Dress Code:

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

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.

PLEASE DETACH LAST PAGE AND RETURN TO THE SCHOOL OFFICE

STUDENT –PARENT HANDBOOK/CODE OF CONDUCT

GOLD RIVER SECONDARY SCHOOL

Student's Name (Please Print) _____

Student's Signature _____

Parent's Signature _____

Date _____

SEPTEMBER 2021

Kyuquot Elementary Secondary School Code of Conduct for 2021 – 2022

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

2021-2022

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 with minimal 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.

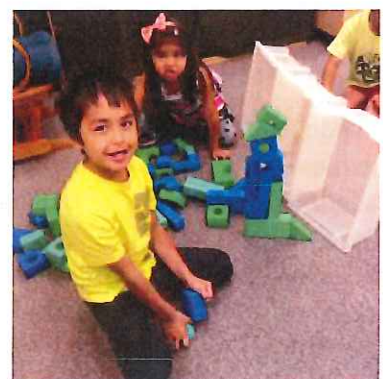
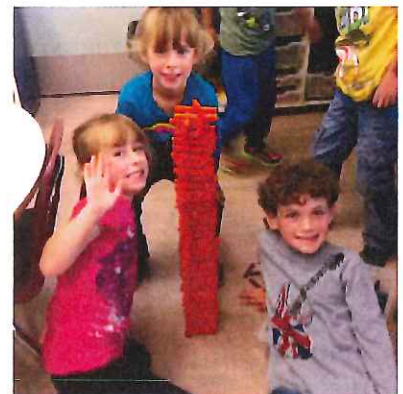
To the Staff

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 need 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, hiking, 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" 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 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 was 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(s) 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 for information sharing and to possibly set up a meeting to talk about strategies and supports.

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 close to 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 to leave.

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, using a scooter, etc. 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 considered to be inappropriate, as well as; 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 last minute 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 non-monitored 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.



Zeballos Elementary Secondary School Code of Conduct for 2021-2022

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, 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, Nuchatlaht and Zeballos 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.

Vancouver Island West School District 84
ENROLLMENT REPORT 2020-2021
 As of June 8, 2021

| Grade | CMESS | GRSS | KESS | RWES | TSAWALK | ZESS | CONT ED | TOTALS |
|----------------|-----------|-----------|-----------|------------|-----------|-----------|----------|------------|
| K | 2 | | | 15 | | 6 | | 23 |
| 1 | 4 | | 2 | 14 | | 3 | | 23 |
| 2 | 1 | | 2 | 14 | | 5 | | 22 |
| 3 | 4 | | 5 | 19 | | 6 | | 34 |
| 4 | 2 | | 4 | 25 | | 4 | | 35 |
| 5 | 2 | | 8 | 27 | | 3 | | 40 |
| 6 | 2 | | 2 | 15 | | 3 | | 22 |
| 7 | 0 | | 6 | 14 | | 1 | | 21 |
| 8 | 0 | 11 | 1 | | 5 | 2 | | 19 |
| 9 | 2 | 16 | 4 | | 7 | 4 | | 33 |
| 10 | 1 | 16 | 5 | | 7 | 3 | | 32 |
| 11 | 2 | 21 | 5 | | 17 | 3 | | 48 |
| 12 | 1 | 23 | 4 | | 20 | 4 | 3 | 55 |
| Totals: | 23 | 87 | 48 | 143 | 56 | 47 | 3 | 407 |

CMESS - Captain Meares 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

May 20, 2021

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

From: Natalie Lowe Accountant

Subject: April 2021 Financial Review

Executive summary

As at April 2021, ten months or 80% of the 2020/21 fiscal year and eight months of the school calendar year has elapsed. The budget amounts shown in this report are the 2020/2021 preliminary budget amounts based upon the Fall 2020 enrolment for 2020/21.

At this time, the year to date revenue is trending as predicted in comparison to the budget and the expenses are lower than anticipated for the school district. This year at the same time we are over \$100,000 less in replacement cost salaries than the prior year. We had built in a bigger budget as last year at this time we had almost consumed our budget and school wasn't in session since March. Service expenses are also down this year

Revenues

At the end of June 2020 the District had an operating surplus of \$1,328,010 (prior \$1,003,741) which has not been required to balance the budget. **This means we are on track to finish the year with a slight increase in our surplus.**

The Superintendent has a number of initiatives to improve student outcomes and will be using a significant amount of the surplus to implement these initiatives.

Expenditures

See attached

Operating expenses last year were 80.1 of budget. As of April 30, 72.8% of budget has been spent so the District is tracking a little better.

School District No. 84 (Vancouver Island West)
 Financial Analysis
 30-Apr-21

| DESCRIPTION | EXPENDITURE | CURRENT | DIFFERENCE | | EXPENDITURE |
|-----------------------------|------------------|-------------------|------------------|---------------|--------------|
| | CURRENT YEAR | BUDGET | \$ | % | 1 YEAR PRIOR |
| PRINCIPAL & VP SALARIES | 1,243,122 | 1,501,181 | 258,059 | 17.20% | 16.8 |
| TEACHERS SALARIES | 1,798,704 | 2,151,839 | 353,135 | 16.40% | 20.7 |
| SUPPORT STAFF SALARIES | 621,302 | 708,553 | 87,251 | 12.30% | -6.5 |
| EDUCATIONAL ASST SALARIES | 309,600 | 445,246 | 135,646 | 30.50% | 33.3 |
| OTHER PROFESSIONAL SALARIES | 334,439 | 374,841 | 40,402 | 10.80% | 23.4 |
| SUBSTITUTE SALARIES | 237,996 | 512,593 | 274,597 | 53.60% | 6.5 |
| EMPLOYEE BENEFITS | 1,076,597 | 1,406,418 | 329,821 | 23.50% | 22.5 |
| SERVICES | 411,895 | 724,923 | 313,028 | 43.20% | 15.0 |
| STUDENT TRANSPORTATION | 26,122 | 37,100 | 10,978 | 29.60% | 26.0 |
| TRAVEL | 193,989 | 549,000 | 355,011 | 64.70% | 35.6 |
| RENTAL & LEASES | 400,000 | 403,000 | 3,000 | 0.70% | 0.0 |
| DUES & FEES | 34,146 | 29,900 | -4,246 | -14.20% | 28.0 |
| INSURANCE | 14,971 | 45,000 | 30,029 | 66.70% | 65.0 |
| SUPPLIES | 392,601 | 877,051 | 484,450 | 55.20% | 49.6 |
| UTILITES | 288,697 | 371,750 | 83,053 | 22.30% | 27.0 |
| | <u>7,384,181</u> | <u>10,138,395</u> | <u>2,754,214</u> | <u>27.20%</u> | |

May 29, 2021

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

From: Natalie Lowe Accountant

Subject: May 2021 Financial Review

Executive summary

As at May 2021, eleven months or 90% of the 2020/21 fiscal year and nine months of the school calendar year has elapsed. The budget amounts shown in this report are the 2020/2021 preliminary budget amounts based upon the Fall 2020 enrolment for 2020/21.

At this time, the year to date revenue is trending as predicted in comparison to the budget and the expenses are lower than anticipated for the school district. This year at the same time we are over \$100,000 less in replacement cost salaries than the prior year. We had built in a bigger budget as last year at this time we had almost consumed our budget and school wasn't in session since March. Service expenses are also down this year

Revenues

At the end of June 2020 the District had an operating surplus of \$1,328,010 (prior \$1,003,741) which has not been required to balance the budget. **This means we are on track to finish the year with a slight increase in our surplus.**

The Superintendent has a number of initiatives to improve student outcomes and will be using a significant amount of the surplus to implement these initiatives.

Expenditures

See attached

Operating expenses last year were 81.2 of budget. Currently we have spent 79.7% of the budget so the District is tracking toward a surplus at this time fairly close to our outcome last year.

School District No. 84 (Vancouver Island West)
 Financial Analysis
 31-May-21

| DESCRIPTION | EXPENDITURE | | DIFFERENCE | |
|-----------------------------|-------------|------------|------------|---------|
| | CURRENT | BUDGET | \$ | % |
| PRINCIPAL & VP SALARIES | 1,364,496 | 1,501,181 | 136,685 | 9.10% |
| TEACHERS SALARIES | 1,867,404 | 2,151,839 | 284,435 | 13.20% |
| SUPPORT STAFF SALARIES | 686,381 | 708,553 | 22,173 | 3.10% |
| EDUCATIONAL ASST SALARIES | 344,684 | 445,246 | 100,562 | 22.60% |
| OTHER PROFESSIONAL SALARIES | 359,866 | 374,841 | 14,975 | 4.00% |
| SUBSTITUTE SALARIES | 259,471 | 512,593 | 253,123 | 49.40% |
| EMPLOYEE BENEFITS | 1,129,923 | 1,406,418 | 276,495 | 19.70% |
| SERVICES | 444,226 | 724,923 | 280,697 | 38.70% |
| STUDENT TRANSPORTATION | 26,122 | 37,100 | 10,978 | 29.60% |
| TRAVEL | 198,577 | 549,000 | 350,423 | 63.80% |
| RENTAL & LEASES | 400,000 | 403,000 | 3,000 | 0.70% |
| DUES & FEES | 34,284 | 29,900 | -4,384 | -14.70% |
| INSURANCE | 14,971 | 45,000 | 30,029 | 66.70% |
| SUPPLIES | 641,856 | 877,051 | 235,195 | 26.80% |
| UTILITIES | 304,624 | 371,750 | 67,126 | 18.10% |
| | 8,076,885 | 10,138,395 | 2,061,512 | 20.30% |