



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84  
**REGULAR BOARD MEETING**  
**MONDAY, JUNE 13, 2022 – 4:00 PM**  
**Captain Meares Elementary Secondary School, Tahsis**

## 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 9, 2022
4. **BUSINESS ARISING FROM THE MINUTES**
5. **PUBLIC INQUIRIES AND PRESENTATIONS**
  - a. Mr. Jim Baron, Principal, Captain Meares Elementary Secondary School
  - b. Mr. Deane Johnson, Director of Instruction and Operations Supervisor:
    - District Report on Capital Projects
6. **CORRESPONDENCE**
7. **REPORT OF THE CLOSED MEETING**
8. **TRUSTEE REPORTS**
  - a. School Reports
  - b. Working Relations Committee Meeting
  - c. Enhancement Agreement Meeting
  - d. District Policy Committee Meeting
9. **UNFINISHED BUSINESS**
  - a. Draft Policies and Bylaws, Circulated for Feedback
10. **NEW BUSINESS**
  - a. Administrative Procedures Section 177
  - b. School Fees 2021-2022
  - c. Student Codes of Conduct 2021-2022
  - d. Board Authority/Authorized Courses
    - Nuuchahnulth Leadership 10, 11 and 12
  - e. Elections Bylaw 2022
  - f. Five-Year Capital Plan (Major Capital Programs) for 2023-2024
  - g. 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 12, 2022, 4 pm, School Board Office, Gold River
15. **ADJOURNMENT**



**REGULAR MEETING OF THE BOARD OF EDUCATION  
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84,  
HELD ON MONDAY, MAY 9, 2022  
AT KYUQUOT ELEMENTARY SECONDARY SCHOOL**

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

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

**CALL TO ORDER:**

Chairperson Fehr called the meeting to order at 4:02 pm.

**APPROVAL OF AGENDA:**

**2022:R-029** MOVED: Trustee Hanson, SECONDED: Trustee Mann  
AND RESOLVED:  
*"TO approve the agenda."*

**ADOPTION OF MINUTES:**

**2022:R-030** MOVED: Trustee Mann, SECONDED: Trustee Hanson  
AND RESOLVED:  
*"TO adopt the minutes of the Regular Board meeting of April 11, 2022."*

**BUSINESS ARISING FROM THE MINUTES:**

Nil.

**PUBLIC INQUIRIES AND PRESENTATIONS:**

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

Mr. Szetela reported on a year of success, progress, team, and things of which to be proud:

**District**

- New classrooms
- Trauma-Informed Practice (one staff member fully involved in sessions and all faculty aware and sensitive and growing in knowledge)
- Collaboration time / Reading Training Time

**Structure**

- Morning Welcome and Greeting
- Timetable structure emphasizing academics (more instructional time in core academics)
- Establishing KAESC (Kyuquot Aboriginal Education Steering Committee)

**Education**

- Reading Program, Professional Development
- Three non-grads from last year returning for "grade 13" to continue their education and try to achieve graduation.
- Careers Program Bolstering
- On-line electives



## KCFN

- KCFN Support (\$60,000)
  - New equipment (TV's, sound systems, mirrors) (KCFN)
  - Kayaks (see also Outdoor Education)
- Regular presentations by KCFN Company Managers and Directors to Grades 10 - 12 Political Studies 12 class.
- Just-in-time help with Clinninick River field trip

## Community and Parent Involvement

- KAESC
- University Tour (Craig, KCFN)
- Parents in the school (KCFN)
- Parents attending and making presentations at the Morning Welcome and Greeting
- Parent Teacher Interviews 1/3 of families.

## Faculty/Staff and Faculty/Staff Initiative

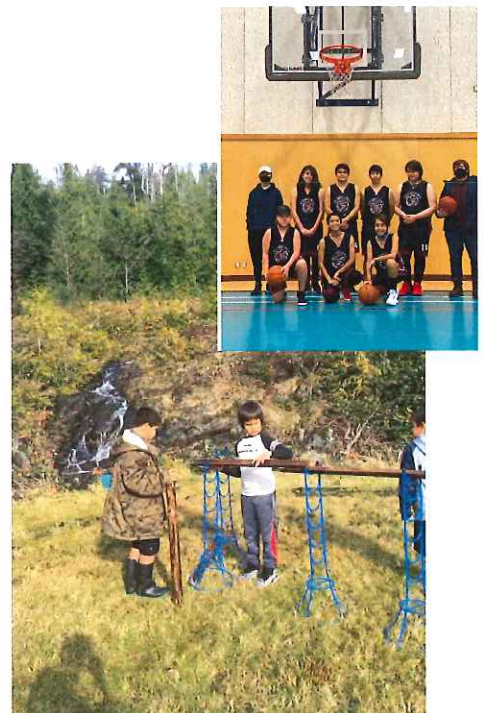
- Exceptional Faculty
- Blankets for students and staff



- Friday PM Activity Days on Educational Themes
- Constant reflection on student needs, and how to find the balance of keeping standards, while support students.
- Boys' Basketball Team
- Library Assistant, extraordinaire.
- Intermediate Class, recycling project
- HPK (Mindy and Joshua)
- Staff regularly opening gym(s) for students after hours and weekends.

## Special Events

- Meet the Teachers BBQ in community and in conjunction with Orange Shirt Day, presentation of flag, etc.
- Earth Day
- Orange Shirt Day
- Talent show (Kids + Teachers)
- Movie Nights
- Art Club (after school, Wednesdays, usually 4 - 5 students attending)
- Trip to Alert Bay
- Clinninick River Day Trip
- Easter Egg Hunt
- Easter Egg and Bunny Crayon/Wax Figures



### Experimentation and Trials

- Intermediate Modelling Project (Anna I forget the official title).

### Outdoor Education

- Outdoor Ed classes
- Outdoor Ed gear
- Sustainable Outdoor Ed kits and infrastructure.
- Kayaks. (KCFN)

### Decolonization and Indigenization

- Culturally appropriate book purchases



### CORRESPONDENCE:

- BC School Trustees Association
- BCSTA
- Vancouver Island School Trustees' Association
- BCSTA
- BCSTA
- BCSTA
- Chair, BCSTA
- President, BCSTA
- BCSTA
- BCSTA
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: Ready to Vote; Open Hearts at AGM; Download the AGM App; Indigenous-Focused Grad Requirements; How to Talk about Collective Bargaining; Opinion – Indigenous Employees in Education; Reminders; School Trustee Candidates Guide; CSBA 2022; Future Ground Prize
- VISTA AGM Agenda – April 2022
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: AGM Handbook; General Local Election Forms and Info; Recognizing 20+ Years of Service; What to Expect at AGM; Download the AGM App; School Trustee Candidates Guide; Indigenous-Focused Grad Requirements; CSBA 2022
- BCSTA Headlines: Daily News for School Trustees
- Copy of Letter to Minister of Education Requesting Additional Funding for the District's Annual Facility Grant
- Copy of Letter to Minister of Education re BCSTA Indigenous-Focused Graduation Requirements Survey
- BCSTA Headlines: Daily News for School Trustees
- BCSTA Weekly: AGM Survey Reminder; Disposition of Motions; Annual Practice Fee Deadline; Supporting French Language Education; Indigenous Children's Wellness Measure; Spotlight on Pacific Halibut; Opinion – What's the Role of a School Trustee; Letters; Reminders

**2022:R-031**      MOVED: Trustee Mann, SECONDED: Trustee Hanson  
AND RESOLVED:  
"TO receive and file the correspondence."

### REPORT OF THE CLOSED MEETING:

Chairperson Fehr reported that two labour issues were discussed, as well as School Trustee remuneration which has not been addressed for more than 14 years. The Board has instructed the staff to review the data and to prepare a report for the June Board meeting.

### TRUSTEE REPORTS:

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

Trustee Mann reported that construction on the new Ray Watkins' playground should begin in May. All the students had a great time creating tie-dye t-shirts with Ms. Maquinna in the Ab-Ed classroom this month. Mr. Cooper's Grade 6/7 class were also able to spend one morning making drums with the help of two local elders. With donations from the PAC and the food grant, Ray Watkins was able to provide all the



students with some yummy Easter treats. Unfortunately, the weather did not allow for an outdoor Easter egg hunt. The Kindergarten Open House took place on April 13<sup>th</sup>. A few families and students from the Tsaxana Daycare came to visit the school, meet Ms. Sine, and take part in some fun activities. The students were provided with a little book describing the school and important school personnel to take home. Mr. Cooper's Grade 6/7 class has continued to go on some fun outdoor trips: the rock climbing wall in Campbell River, releasing their salmon fry into the river, and snow shoeing. Mr. Anderson and Mr. Fox took the Grade 3/4/5 for a fun morning of swimming. Trustee Stiglitz reported that this past weekend's CMESS Seniors' Bizarre was well attended. A special BBQ was held for staff last month, which was enjoyed by all.

Chairperson Fehr will be visiting the Gold River Secondary School students next week to gather their input, including the international students.

**b. Working Relations Committee Meeting**

The meeting was held on April 25, 2022 to discuss fulfilling the remedy requirements by the end of the school year, as well as the new Indigenous course grad requirement and the *Employment Standards Act* sick leave entitlement for on-call employees.

**c. Enhancement Agreement Meeting**

The Committee discussed the Equity in Action project and meeting in communities during June and September. The progress on the VIU student teacher program was discussed and it looks very positive for an August start-up. The Pathways Teachers' Guide and edits are back with the technical experts for final polishing for the website. Also discussed was the special hiring program to hire more First Nations employees in the District in all positions. The application is now complete and has been sent to all stakeholder groups to request a letter of support from communities and have it to the Human Rights Commission before the end of June. Due to COVID, the summer camps will not be held this year but there are Community Cousins Camps being run by VIU this summer and the District will attempt to register students from Grade 8 and up, who are interested in VIU. Graduation and scholarship ceremonies are coming up: June 10 for NTC Scholarships, June 11 for NTC Grad, June 17 for Zeballos Grad, June 23 for Kyuquot Grad, and June 25 for Gold River Secondary Grad. Any Trustees who wish to attend are asked to contact the Superintendent/Secretary-Treasurer.

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

Chairperson Fehr reported on the AGM which was held on April 21-23, 2022. Highlights from the pre-conference included:

- Walking Alongside / Going Home
- Songs and prayers for children found
- Teachings from various elders: Joe Thorne, Jenny Cross, Vernon Williams, Shane Pointe, Stewart Gonzales, Dr. Steven Pointe, and Arnold Lucier
- Blanket ceremony for Minister of Education, Minister of Children and Families, BCSTA President, and FNEC President

Opening Ceremonies:

- Keynote by Kendal Netmaker an entrepreneur, who said everyone has the power to make change.

Friday, April 22:

- Branch meetings
- Everyone entered meeting through the Longhouse entrance
- From Grief to Medicine
- Continuation of speakers from Pre-conference
- Moving Forward with Good Hearts
  - Signing of MOU between BCSTA and FNEC
  - Check out the "How are we doing?" report
- Student Ignite – Beyond the Gap
  - Students spoke about their experiences
- The Power of Introductions as a Gateway to our Personal Truths that Connect Us

- Sarain Fox
- A storyteller
- Humility, respect, and truth

Saturday, April 23:

- AGM Business Session
- Elections
- Candidate speeches
- Reports from Credentials and Legislative Committees
  - Election of Directors: John Chenoweth, Jane Fearing, Bob Holmes, Tracy Loffler, Jen Mezei
- Extraordinary Motions
  - All passes except motion on remuneration
- Late Extraordinary Motions
  - All three passed

b. **BCSTA Provincial Council Meeting**

Chairperson Fehr attended the meeting on April 23. The only agenda item was the 2022-2023 budget, which was passed.

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

Chairperson Fehr attended the meeting on April 22, which addressed the following:

- Election of executive
- Acknowledge Past President and BCSTA President
- Report from Learning Committee

d. **District Policy Review Committee Meeting**

The focus on this meeting was to review the new format for policies, bylaws and administrative procedures. The draft policies and bylaws were presented for discussion, with some changes recommended. The Committee agreed to bring a motion forward to the Regular Board meeting as a 'Notice of Motion' to circulate the proposed policies and bylaws.

**2022:R-032** MOVED: Trustee Hanson, SECONDED: Trustee Mann  
AND RESOLVED:  
*"NOTICE OF MOTION to circulate the District policies and bylaws, as presented."*

**UNFINISHED BUSINESS:**

a. **Preliminary Budget 2022-2023**

The Superintendent/Secretary-Treasurer reported on the preliminary budget which is a conservative budget with a moderate approach, as per the Board's directive at last meeting. The budget has no drastic cuts or increases but will deal with the surplus in the District quite aggressively. An approximate \$1.5 million surplus is anticipated and there have been discussions about getting some projects off the ground. In Kyuquot, the gym expansion has been requested and has been reflected in the discussions and plans. Chairperson Fehr noted that, at a meeting with a delegation of Kyuquot students earlier in the day, the Board did inform the students that the KESS gym expansion was a little closer than was previously anticipated, but still without a solid date.

**2022:R-033** MOVED: Trustee Hanson, SECONDED: Trustee Stiglitz  
AND RESOLVED:  
*"TO give the Annual Budget Bylaw for fiscal year 2022/2023 three readings in one."*



**2022:R-034** MOVED: Trustee Mann, SECONDED: Trustee Stiglitz  
AND RESOLVED:  
*"TO adopt the Annual Budget of the Board for the fiscal year 2022/2023, and the total budget bylaw amount of \$13,441,620, as prepared in accordance with the School Act."*

b. **School Calendar 2022-2023**

The amended calendar has been circulated with no feedback. The Board had already passed the calendar when the Ministry announced that September 30<sup>th</sup> was to be a non-school day without a cut of instructional minutes, so it was decided to move the 'not in session' day on September 9<sup>th</sup> to September 30<sup>th</sup> so that the hours of instruction remained the same. The amended calendar was circulated for feedback with none received, and the Superintendent/Secretary-Treasurer recommended that the Board adopt the amended calendar which will be sent to the Ministry.

**2022:R-035** MOVED: Trustee Hanson, SECONDED: Trustee Mann  
AND RESOLVED:  
*"TO adopt the amended School Calendar 2022-2023, as presented."*

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

The Board reviewed the school plans which have been submitted in alignment with the Ministry's requirement: a strategic plan, an operational plan, a FESL plan, and an annual report for those. Each school's plan is focussed on two main areas for growth, with strategies, measures and successes. They are all works in progress – snapshots of where they are – and as the schools get deeper into them by focusing on data and strategies for improvement, improved results are anticipated. The Superintendent/Secretary-Treasurer recommended that the school plans be accepted, and expressed his appreciation for the hard work that the staff and Principals have been putting into these plans. The District team has now completed three rounds of school visits to engage with Principals around each plan, the data and strategies, and are seeing a real focus on meeting the needs of students in the schools. Those conversations are becoming deeper, more impactful and more of an exercise of working together. Also, at the District level, SD84 recently had a peer review of its framework document and not just because it was a glowing outcome, but really about the work that is happening at the District level which has moved away from phonics and towards a focus on engaging with the Ministry and the challenges with the Ministry.

Chairperson Fehr noted that the plans have definitely improved from the first drafts, and are a pleasure to read and to know the direction that everyone is moving - great to see!

**2022:R-036** MOVED: Trustee Mann, SECONDED: Trustee Hanson  
AND RESOLVED:  
*"TO accept the school plans as presented."*

**NEW BUSINESS:**

a. **Upcoming Graduation Ceremonies**

- June 11 – Nuuchahnulth Tribal Council
- June 17 - Zeballos Elementary Secondary School
- June 23 – Kyuquot Elementary Secondary School (tentative date)
- June 25 – Gold River Secondary School

b. **Board Authority/Authorized Course: Warriors Program**

Postponed to June Board meeting.

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

**a. District Update**

The Superintendent/Secretary-Treasurer reported that the District is getting close to the end of the school year and at some point, the weather is going to get better but people are really tired on the whole, feeling worn out and unappreciated. Although the world is starting to move on from COVID, the District is still recovering with many difficult and trying times. The Board has put forward some funding for schools to do appreciation activities for staff in recognition of the challenges and the need to support and appreciate each other. Hopefully it will be a good summer and a time to re-energize. The Board also made the decision to not have layoffs or cuts so that staff can feel secure. At the same time, there is so much to celebrate and Principal Szetela's report from Kyuquot School outlined so many good things that are happening for students – and that can be multiplied by at least double or many more, right through COVID and the hard times around that. A special appreciation to Mr. Thompson of Kyuquot for starting a basketball team this year and dedicating his time to that, despite all of the paperwork that is now involved in order to have field trips for students. Staffing the District has been a concern because it is difficult to find applicants to apply – but when they do apply, it is important to support them in ways that do not involve the Collective Agreement or negotiations or the Province. The District can make those things happen, and wants people to come and stay here and feel comfortable.

**b. Enrollment Report**

The District enrollment has held steady at about 300 students this month, which is a positive and helpful sign.

**c. Finance Warrants**

In 2021 at this time, the District had about 27% of its budget. This year, the District is sitting with 33.4% of its budget left, so anticipating a surplus which will provide more funds for large-scale building projects, of which about \$800,000 will be spent this summer.

**TRUSTEE INQUIRIES:**

Nil.

**PRESS AND PUBLIC INQUIRIES:**

There was an inquiry regarding a possible numeracy plan for the District, to be included in school plans into the future. The Superintendent/Secretary-Treasurer noted that it was supposed to start this Spring but everyone was overly ambitious in terms of COVID and getting things off the ground. On the second visit with the schools, the District team found that people had not yet embraced the literacy plan in terms of benchmarks, etc., so that postponed the focus on numeracy. However, the plan is to shift to add numeracy next school year.

**NOTICE OF MEETINGS:**

The next regular meeting of the Board of Education will be held on **Monday, June 13, 2022**, at 4 pm, at Captain Meares Elementary Secondary School. The public is invited to attend. Any requests for agenda additions should go to [amcdowell@viw.sd84.bc.ca](mailto:amcdowell@viw.sd84.bc.ca) two weeks prior to the meeting. Board meeting minutes are posted on the District's website at <http://www.sd84.bc.ca/board-meetings-school-district-84>.

**ADJOURNMENT:**

At 5:15 pm:

**2022:R-037** MOVED: Trustee Hanson, SECONDED: Trustee Mann  
AND RESOLVED:  
"TO adjourn."



## MAINTENANCE OF ORDER - SCHOOL ACT - SECTION 177

### Introduction

In May of 2016, the Ministry of Education issued [Provincial Guidelines: Maintenance of Order under section 177 of the School Act](#). The Guidelines set out the Ministry's expectation for "all boards to review their procedures and/or policies to ensure that they include the elements set out" in the Guidelines. There is no statutory requirement for a board of education to establish policies regarding section 177 of the *School Act* nor is there a legal requirement for a board of education to implement the Ministry's Guidelines. If your board wishes to establish new policies and procedures regarding section 177 of the *School Act* or review existing policies regarding section 177 of the *School Act*, below please find a template policy and procedures for your review and consideration. If your board decides to implement or revise policies and procedures related to section 177 of the *School Act*, we recommend your board also review related policies and procedures to ensure that they are consistent. For example, your board may already have policies regarding student safety or visitors to school premises and these policies may overlap with the section 177 policy and procedures that the board is considering implementing. Similarly, we recommend reviewing your section 11 appeal bylaw as the template section 177 policy refers to the section 11 appeal process.

## PROCEDURES

### SCHOOL ACT - SECTION 177

The Board of Education delegates to the Superintendent/Secretary-Treasurer responsibility for ensuring the maintenance of order in schools, on school property, and at school district events. The safety and security of schools is paramount, and to that end, authorized individuals may make orders in accordance with the procedures set out below pursuant to section 177 of the School Act to prevent and address any disturbance, disruption or interruption of a school.

### Background

Section 177 of the *School Act* addresses the preservation of order on school premises, including ordering a person to leave and calling in police help if necessary. Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. It provides authority to principals and other administrators or designated individuals to ensure the orderly operation of schools and school programs and to ensure the protection of students, staff and property. This section creates two offences: (1) it is an offence for a person to “disturb or interrupt the proceedings of a school or an official school function”; and (2) it creates an offence for failing to follow a direction of a principal, other school administrator or person authorized by the Board to direct a person to leave school property, and from returning without prior approval of the principal, administrator or other designated person. It also enables the principal or administrator to call for assistance from law enforcement if necessary.

The full text of section 177 of the *School Act* is provided below:

#### Maintenance of order

**177 (1)** A person must not disturb or interrupt the proceedings of a school or an official school function.

(2) A person who is directed to leave the land or premises of a school by a principal, vice principal, director of instruction or a person authorized by the board to make that direction

(a) must immediately leave the land and premises, and

(b) must not enter on the land and premises again except with prior approval from the principal, vice principal, director of instruction or a person who is authorized by the board to give that approval.

(3) A person who contravenes subsection (1) or (2) commits an offence.



(4) A principal, vice principal, or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

Section 1 of the *School Act* defines “school” as follows:

“school” means

- (a) a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction,
- (b) the teachers and other staff members associated with the unit, and
- (c) the facilities associated with the unit,

and includes a Provincial resource program and a distributed learning school operated by a board.

Orders under Section 177 may be used in a variety of circumstances, including preventing strangers who present a threat to the safe and efficient operation of a school from accessing school property, addressing circumstances involving disruptive or unruly parents, students, staff or volunteers or taking steps to address harassment (of parents, students or staff) within a school or the school community. Section 177 orders may be made whether the conduct that is disturbing or interrupting the operation of the school occurs on or off school property. Section 177 orders should not be made without first attempting to remedy the problem with other approaches except in unusual circumstances.

## Procedures

1. The following individuals may issue orders pursuant to section 177 of the School Act:
  - a. Superintendent/Secretary-Treasurer
  - b. Superintendent of Schools;
  - c. Deputy, Associate and Assistant Superintendent of Schools;
  - d. Directors of Instruction;
  - e. Principals and Vice Principals; and
  - f. Law enforcement officials designated by the Superintendent (such as School Liaison Officers).
2. Orders under section 177 of the School Act may be issued when the actions of an individual
  - a. pose a risk to the safety of students, staff or others in the school community;
  - b. present significant and/or ongoing disruption to the operation of a school, a school function, or an educational program.
3. Where practicable, before issuing an order pursuant to section 177:
  - a. the responsible school official should first attempt to resolve the situation without issuing such an order; and
  - b. should communicate to the Superintendent/Secretary – Treasurer or designate the intention to issue an order pursuant to section 177.
4. For clarity, the responsible school official may issue a section 177 order without first completing the process outlined in subsections 3(a) and (b) if in the opinion of the responsible school official, it is not practicable to complete the process outlined in 3(a) and 3(b) in the circumstances.
5. Where a person refuses to leave school district property after being directed to do so pursuant to section 177, or where there is reason to believe an individual may pose a threat

to themselves, others, or to property, the responsible school official shall call for assistance from a peace officer.

6. The responsible school official shall confirm any order issued pursuant to section 177 of the School Act in writing. The notice shall include the following:
  - a. The name and address of the school or school district property from which the person is to be excluded;
  - b. The name of the person excluded from the school or school district property, with contact information if known;
  - c. A summary of the circumstances giving rise to the issuance of the order, including, as applicable, the date, time and location of any incident or incidents, and a general statement as to the nature of the disruption to the school, school function or educational program.
  - d. The name and title of the person issuing the order and preparing the written notification of it;
  - e. The duration of the order (if applicable);
  - f. The date by which the order will be reviewed; and
  - g. A statement that the order pursuant to section 177 may be appealed and the process for such appeal.
7. Where an order is issued pursuant to section 177, the responsible school official shall inform the Superintendent/Secretary-Treasurer or designate without delay. The Superintendent/Secretary-Treasurer or designate will retain copies of the section 177 orders that have been issued within the school district.
8. An order issued pursuant to section 177:
  - a. may be appealed within 30 days of its issuance, unless the responsible individual or panel considering the appeal considers a further period is appropriate.
  - b. where the order issued pursuant to section 177 of the School Act may significantly affect the education, health or safety of a student, the student or the student's

parent(s) may appeal the decision pursuant to section 11 of the School Act in accordance with the Board's appeal bylaw;

- c. where the order may not significantly affect the education, health or safety of a student, the order may be appealed to the next level of administration issuing the order (i.e., an order of a principal may be appealed to a director of instruction; an order of a director in instruction may be appealed to the Superintendent/Secretary-Treasurer; an order of the Superintendent/Secretary-Treasurer may be appealed to the board).
  - d. the board may establish procedures for the conduct of each appeal to ensure fairness and that the excluded individual has the opportunity to fairly respond to the decision to grant the order, including whether the appeal shall be conducted in writing or whether an oral hearing will be granted;
  - e. an appeal will normally be heard within thirty (30) days of being filed, unless such time limit is extended on reasonable grounds;
  - f. A decision on the appeal shall be rendered in writing, with reasons, within 14 days of the hearing of the appeal.
  - g. a decision on the appeal is final and may not be appealed further, except that decisions appealed pursuant to section 11 may, if permitted by the School Act and Appeals Regulation be appealed to the Superintendent of Appeals;
9. Any information in relation to a section 177 order will only be collected, used or disclosed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act. Such information may be collected to:
- a. maintain a safe, orderly and effective educational environment at schools and on school district property



# ADDENDUM

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No. B.2

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

The following fees are charged at School District 84 schools for the 2022-2023 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           \$30.00 *(optional)*
- Grade 4-7 Agenda Homework Books       \$10.00 *(optional)*

### **ZEBALLOS ELEMENTARY SECONDARY SCHOOL**

- Nil

# **CMESS Student Conduct Policy 2022-2023**

## **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 discipline 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**

**2022-23**

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#### **Introduction**

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

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

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

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

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

## Respect - ?iisaak

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

## Unacceptable Conduct

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

In our school community these actions are unacceptable:

Behaviours that:

- Interfere with the learning of others
- Create unsafe conditions

Acts of:

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

Illegal acts, such as:

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

## Examples of Interventions

Contact parents	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:

1<sup>st</sup> offence – person is to give their device to the staff member when asked

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

Smoking:

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

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

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

Emergency Drills/Procedures:

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



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

**GOLD RIVER SECONDARY SCHOOL**

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

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

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

Date \_\_\_\_\_

**SEPTEMBER 2022**

# Kyuquot Elementary Secondary School Code of Conduct for 2022 – 2023

## 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
- Excessive absenteeism

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.

# SCHOOL DISTRICT #84 2022 – 2023 SCHOOL CALENDAR



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

## 9 DAY - 2 WEEK SCHOOL CALENDAR 2022 - 2023

### SEPTEMBER 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### September

- 05 Labour Day
- 06 Schools Not in Session
- 12 School Board Meeting
- 23 CI Day
- 30 National Day of Truth & Reconciliation

### February

- 10 Schools Not in Session
- 13 School Board Meeting
- 20 Family Day
- 24 Pro D Day

### FEBRUARY 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

### OCTOBER 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### October

- 07 Schools Not in Session
- 10 Thanksgiving
- 11 School Board Meeting
- 21 Provincial Pro-D Day

### March

- 10 Schools Not in Session
- 13 School Board Meeting
- 20 Schools Closed Spring Break

### MARCH 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### NOVEMBER 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

### November

- 04 Schools Not in Session
- 11 Remembrance Day
- 14 School Board Meeting
- 18 Pro D Day

### April

- 03 Schools Re-open
- 07 Good Friday
- 10 Easter Monday
- 11 School Board Meeting
- 21 Pro D Day

### APRIL 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

### DECEMBER 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### December

- 02 Schools Not in Session
- 12 School Board Meeting
- 16 Schools Not in Session
- 19 Schools close for Winter Break
- 26 In Lieu of Christmas
- 27 In Lieu of Boxing Day

### May

- 05 Schools Not in Session
- 08 School Board Meeting
- 19 Schools Not in Session
- 22 Victoria Day

### MAY 2023

S	M	T	W	T	F	S
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### JANUARY 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### January

- 02 New Years Day
- 03 Schools Re-open
- 09 School Board Meeting
- 13 Schools Not in Session
- 27 Schools Not in Session

### June

- 02 Pro D Day
- 12 School Board Meeting
- 16 Schools Not in Session
- 29 Last day of Instruction
- 30 Administration Day

### JUNE 2023

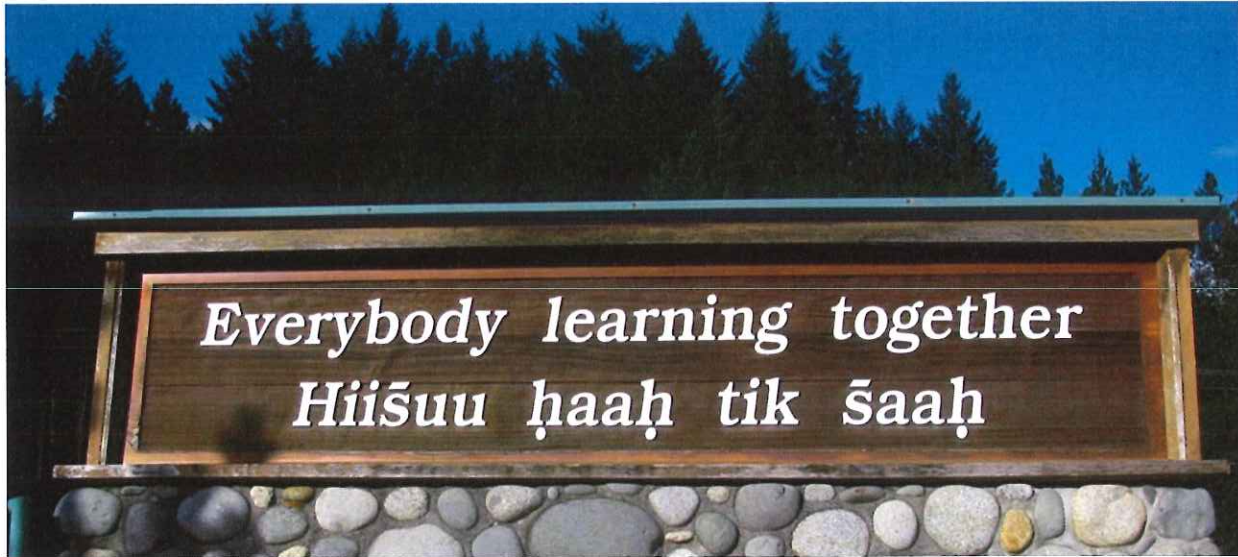
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Days in Session: 175  
 Days of Instruction: 168  
 Number of Hours of Instruction: Elementary 878/ Secondary 952  
 Minutes per Day: Elementary 329/Secondary 340

- Instruction
- Pro-D/ CI Day
- Schools Not in Session
- Statutory Holidays
- Board Meeting



# Ray Watkins Elementary School



## Student Handbook 2022–2023

**Ms Natasha Toth, Principal**

**Mrs Alison Pringle, Administrative Assistant**

**Ray Watkins Elementary School**

500 Trumpeter Drive

PO Box 190

Gold River, BC

VOP 1G0

T: 250 283 2220

F: 250 283 2400

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## Student Handbook 2022–2023

### PRINCIPAL'S MESSAGE

*Welcome to the 2022 – 2023 school year. Ray Watkins Elementary School is a vibrant school. Its students, parents, and staff have created a school culture that celebrates learning, the arts and physical activity.*

*I welcome parents, caregivers, and family members to join our dedicated staff to create the best possible learning environment for all of our children.*

*Natasha Toth*

### ABOUT OUR SCHOOL

Ray Watkins Elementary School is a modern new school that opened in 1996. A major renovation was completed during the spring of 2007.

Today, approximately 100 children attend RWES.

There are fourteen classrooms, two multi-purpose rooms, gymnasium with a large climbing wall, library, learning centre, computer lab, administration area, large foyer, two modern playgrounds and playing field.

RWES provides an excellent education for all students within a positive, safe and caring environment. We are a student-centered school.



**BEHAVIOUR**

Our school is continually striving to provide a positive, safe learning environment. In order to provide such an environment, everyone's cooperation is needed. All students are expected to behave in a responsible manner.

During play and free time before school, at recess, noontime, and after school, students are to act in an appropriate manner.

A positive behavior intervention and support programs assists our school in maintaining a peaceful environment.

Parents are requested to read the School Code of Conduct, which is forwarded home in September.

**PUNCTUALITY**

All students are to be in their classrooms on time following bells in the morning and afternoon. This will allow for an uninterrupted start of classes by the teachers for all students.

<b>WARNING BELL</b>	<b>8:45 AM</b>
<b>CLASSES START</b>	<b>8:50</b>
<b>RECESS (15 MINUTES)</b>	<b>10:30</b>
<b>LUNCH</b>	<b>12:00</b>
<b>WARNING BELL</b>	<b>12:45</b>
<b>CLASSES RESUME</b>	<b>12:50</b>
<b>SCHOOL DAY ENDS</b>	<b>3:17 PM</b>



**ABSENCES AND HOMEWORK**

Students who are absent from school are to bring a written excuse to the office upon their return to school.

Students who are absent for short periods of time should phone a classmate for their homework or for information on work missed in order to keep on top of their studies. If a student is to be absent for an extended period of time, notice to this effect should be forwarded to the teacher. The teacher will prepare homework assignments for the absent student, which can be taken home by a classmate, friend, or picked up by a parent/guardian.

**LUNCH**

K - 3 students eat lunch in the primary multi-purpose room. Grade 4 - 7 eat lunch in the Intermediate multi-purpose room.

**Lunch time procedures are to be followed by all students. Respectful lunchroom behavior is an expectation. If students are disrespectful to staff or students, other lunch arrangements may be required. Parents will be involved in those discussions. All students who stay for lunch are to act appropriately in the lunchroom and proceed to the outside play areas after eating lunch.**

**Students are encouraged to go home for lunch.**

**Individual student lunches cannot be heated at the school.**

Bus students are not to leave the school grounds unless parents have signed a permission form which will be kept on file or provide a note for certain occasions.





**PARENT ADVISORY COUNCIL (PAC)**

Our Parent Advisory Council will be meeting throughout the year to discuss school issues and provide advice on policy and procedures. The PAC supports school programs and special events. Parents are encouraged to get involved in this very worthwhile organization.

The meetings are held monthly, and open to all interested parents. We all look forward to a successful year for this important school group.

**FOOTWEAR AND CLOTHING**

Students are requested to have indoor footwear (preferably sneakers) for indoor use and for use in the gymnasium during physical education classes. The indoor footwear will provide added comfort (especially during the winter months) and allow our school floors and gymnasium to remain cleaner during the day.

Students should come fully prepared for physical education classes with shorts or jogging pants, a T-shirt, and indoor sneakers (as mentioned above).

**PRINCIPAL'S SCHEDULE**

Parents who would like to meet with Ms Toth are encouraged to make appointments, but they are not always necessary. Please call our Administrative Assistant, Mrs Alison Pringle, to arrange an appointment 250 283 2220.

**NEWSLETTERS**

A school newsletter is published each month. The newsletters are distributed during the first week of the month. Many items of interest are included in the newsletter. Also included is a monthly calendar that notifies parents of upcoming events in our school.

Parents are encouraged to read the newsletters and file them for future reference.



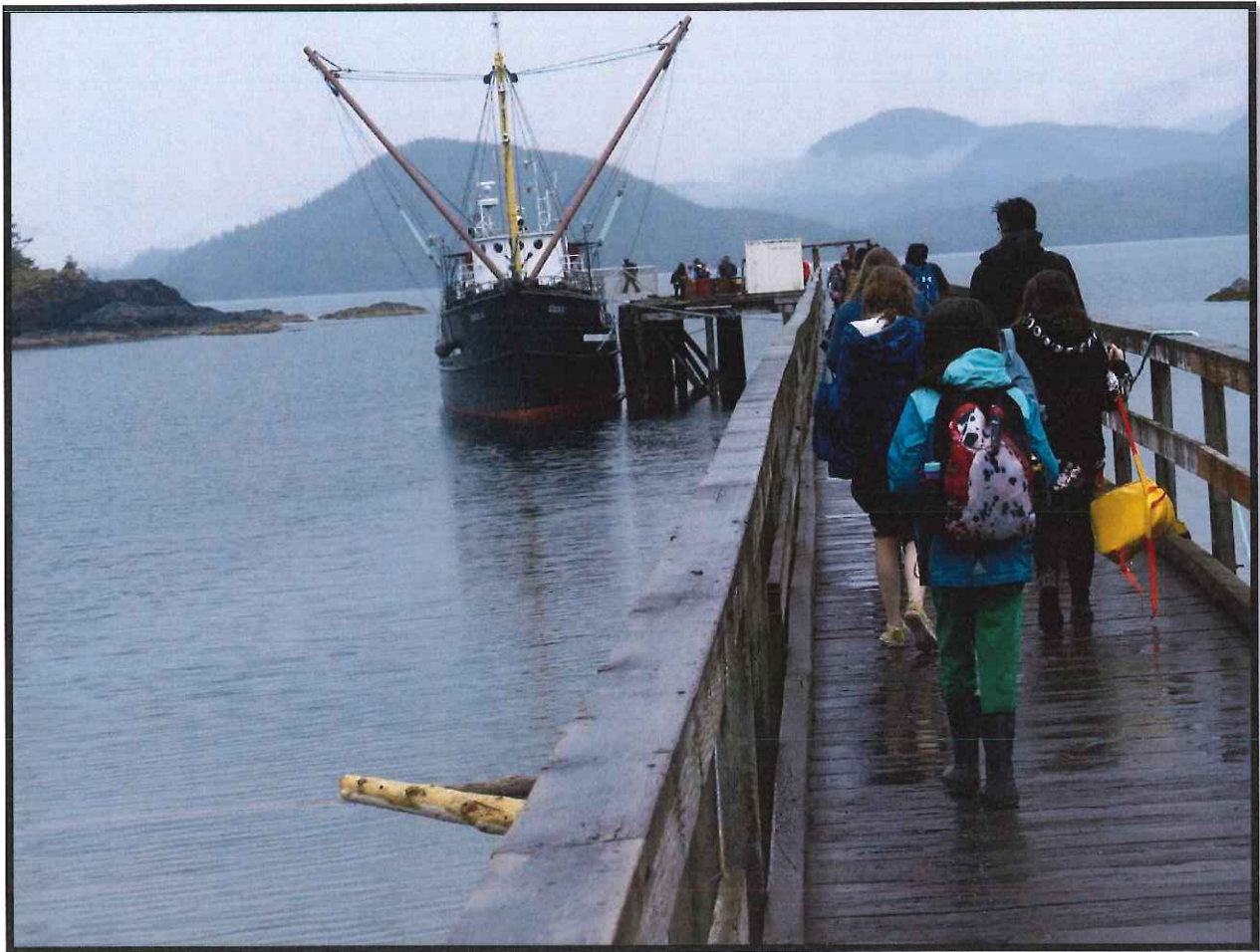
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**STUDENT HANDBOOK**

This year, we are pleased to be able to provide grade 4 – 7 students with a high quality 8 x 10 Student Handbook that will assist them in being more organized. This planner is intended for daily use by all students and we encourage parents to view this book's contents on a regular basis. Books are \$10.00 each.

**SCHOOL SUPPLIES**

Supplies are available for students grades K to 7, for an optional fee of \$30.00. Students may also purchase their own supplies, the supply list will be posted on the SD#84 website and on Facebook.







**Ray Watkins Elementary School  
Code of Conduct  
2022-2023**

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## **Introduction**

A positive school climate can only be achieved through a joint effort among school staff, students, parents and members of 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.)



Hišuu haah tik saah - Learning together

## 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.





## 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 cell phones or any other electronic devices in their possession.

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) ends beyond a seat into the aisle.







## Zeballos Elementary Secondary School Code of Conduct for 2022-23

### **Purpose:**

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

### **Expectations:**

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

### **ISAAK**

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

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

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

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

### **Behaviours:**

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

### **Consequences:**

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

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

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

### **Discrimination:**

Discrimination is prohibited by the *BC Human Rights Code* which states that there cannot be discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

### **Community:**

Ehattlesht, 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.





## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> School District 84	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> School District 84
<b>Developed by:</b> Monique Comeau + Cultural Advisory Group	<b>Date Developed:</b> March 2022
<b>School Name:</b> Kyuquot Elementary Secondary	<b>Principal's Name:</b> N/A
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Nuu-Chah-Nulth Leadership 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 1-4	<b>Number of Hours of Instruction:</b> 30-120

### Board/Authority Prerequisite(s):

Recommendation by a teacher or community member

**Special Training, Facilities or Equipment Required:** Training, equipment, and facilities supplied by or supported by communities and schools

### Course Synopsis:

This course has been designed to help students earn the skills and knowledge of leaders and role-models in their communities. Herein, youth foster connectedness and leadership through cultural activities, land-based skill development, and resilience-based wellness training. Students will learn from traditional knowledge keepers and earn provincially recognized certifications and skills that help develop them into adept leaders that act in relation to the teachings from Nuu-Chah-Nulth people and the land.

### Goals and Rationale:

Rationale: Nuu-Chah-Nulth Leadership is designed to honour the extensive land-based, experiential, and cultural learning taking place in communities. At the heart of this curriculum is the development of leadership skills for youth to prepare, protect and provide for themselves and their greater communities. These skills are achieved through regular land-based activities, service-learning, connection to elders and other adults, and a variety of provincially recognized certifications. Youth will seek support from various stakeholders and organizations to learn topics such as seasonal food harvesting practices to improve local food security, or training in emergency preparedness as it relates to tsunamis (to name a few examples). There are many skills and knowledge areas under the Nuu-Chah-Nulth Leadership umbrella, which can be selected or emphasized based on youth, community, and school input.

While this course could be used across school districts, it is important that those providing credit understand the content is contingent upon the context of place. Within this context lies localized teachings, and specialized knowledge that are not necessarily shared elsewhere. This curriculum allows for students to earn culturally relevant credit that supports sacred and traditional teaching methods that are not common within current provincial curriculum.



The emphasis on leadership has a strong connection to the competencies – both core and curricular. Within various land-based and experiential settings students further develop *personally* by exploring their identity and improving communication and thinking skills; and *socially* through their connection to others and through the problem-solving and collaboration required within groups.

Goals:

- Develop understanding of leadership as it relates to self, others, and groups
- Develop skills and knowledge to participate safely in a variety of outdoor activities and wilderness pursuits
- Understand how traditional practices such as food harvesting connect to seasonal changes and patterns of local biodiversity
- Develop the knowledge and personal-social skills required to connect with elders and community mentors, and other students
- Gain certifications in leadership and various life and recreational skills that serve self, families, peers, school, and community (such as first aid, firearms safety, carpentry, diving, canoeing, kayaking etc)
- Develop skills and knowledge for safe decisions to maintain physical, mental/emotional, and sexual health

### **Aboriginal Worldviews and Perspectives:**

This course was developed in alignment with Indigenous worldviews and perspectives toward leadership and learning. This course hinges on teaching from traditional knowledge keepers and the land.

Key connections:

- NCN Leadership hinges on the involvement and teachings from broader community and extends beyond the school setting
- This course content is governed by the land's seasonal changes, and patterns, which historically and traditionally have informed Indigenous communities of the coast
- Oral teachings are keystone in knowledge acquisition whereby traditional knowledge keepers will model and share
- Learning is experiential and happens through *doing* – assessment is also reflective of this experiential learning whereby students are able to demonstrate skills often, and communicate learning in a variety of ways. There is less emphasis on written and text-based instruction, resources, and assessment that are more colonial in nature
- The course is shaped by student and community input and feedback
- Leadership acquisition is holistic, reflexive, reflective, experiential, and relational
- Learning is community-centered and extends to identifying and supporting ways to support inter-nation resurgence and collaboration
- Knowledge is sacred and shared in ways that does not always fit within the school system. As a result, content areas become fluid and flexible to meet local standards and protocols around knowledge acquisition and sharing.

*This course directly targets goals within TRC's calls to action, our district's Aboriginal Enhancement Agreement, and the interests and needs of our communities and youth*

# Course Name: Nuuchah Nulth Leadership

## BIG IDEAS

Cultural practices and land-based knowledge require intergenerational connection and sharing	Land-based skills and knowledge allow us to develop leadership skills	Teamwork requires and strengthens personal-social and communication skills	Understanding our aptitudes and interests requires time and practice
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to <b>DO</b> the following:</i></p> <p>Protect (thinking, communication, outdoor activity skills and outdoor living)</p> <ul style="list-style-type: none"> <li>• <b>Develop and demonstrate</b> a variety of skills for outdoor, survival, and cultural activities</li> <li>• <b>Participate in community events and service projects</b></li> <li>• Develop communication skills to collaborate and connect with others</li> <li>• <b>Make decisions</b> to improve or safeguard <b>personal</b> physical, sexual, and mental health</li> </ul> <p>Prepare (thinking, communication, personal-social)</p> <ul style="list-style-type: none"> <li>• Prepare for and monitor environmental conditions during outdoor activities</li> <li>• <b>Understand strengths and areas for growth and practice in order to improve</b></li> <li>• Solve problems and adapt to challenges presented by the environment</li> <li>• <b>Understand and consider</b> the risks involved with outdoor activities</li> </ul> <p>Provide (community building and collaboration, personal-social)</p> <ul style="list-style-type: none"> <li>• <b>Provide service to community</b></li> <li>• Acknowledge the work and contributions of others</li> <li>• Reflect upon and share learning experiences</li> <li>• Recognize strengths and skills to improve</li> </ul>	<p><i>Students are expected to <b>KNOW</b> the following:</i></p> <ul style="list-style-type: none"> <li>• <b>Local seasonal cycles</b></li> <li>• Relationship between cultural practices and seasonal patterns</li> <li>• Traditional foods and harvesting techniques</li> <li>• <b>Basic first aid skills and strategies</b></li> <li>• Marine safety</li> <li>• Camping skills and considerations</li> <li>• Physical, sexual, and social/emotional mental health and decision-making</li> <li>• Weather patterns, trends, and safety</li> <li>• Navigation in remote land-based and marine environments</li> <li>• <b>Wilderness survival skills</b></li> <li>• Nuuchah-Nulth protocols within various environments and settings</li> </ul>

## Big Ideas – Elaborations

**Land-based skills and knowledge allow us to develop our leadership skills and strengths:** Students learn about their aptitudes and areas of interest while out on the land and participating in a variety of outdoor activities. With the help and input of peers, elders, and other community members, students may pursue specific skill areas such as first aid or navigation. Land-based activities help students to develop skills that will serve them in a variety of contexts and environments.

**Understanding our aptitudes and interests requires time and practice:** Students will identify their individual purpose in the leadership team, their values, strengths and style. These qualities are learned over time through practice and mentorship from the wider community. Leaders will seek to role-model for younger generations within communities through their engagement in community service, healthy decision-making, and preparedness in and for this course.

## Curricular Competencies – Elaborations

**Develop and demonstrate a variety of skills for outdoor, survival, and cultural activities:** Students will participate in various outdoor pursuits and may choose to focus on skills such as canoeing, kayaking, wilderness survival, camping, archery, and/or orienteering (to name a few).

**Understand and consider** risks of outdoor activities:

- Proper equipment and clothing
- How to pack for camping and wilderness pursuits
- Emergency equipment in remote, land-based and marine environments
- Assessing weather and tides when participating in activities

**Provide service to community:** Participate in service projects such as special gatherings, firewood and/or food distribution. These services would be organized by older youth leaders.

## Content – Elaborations

Community based seasonal cycles

- Learn how local changes and patterns of biodiversity such as plant growth, ocean temperature on shellfish health, and animal migration help to inform local harvesting and hunting practices. This knowledge passed through traditional keepers, elders, and teachers.

Wilderness survival

- Shelter building
- Dealing with threat of hypothermia
- Water filtration
- Nutritional considerations
- Fire starting

First Aid Strategies

- Basic first aid responses in outdoor and remote environments
- Distress signals

### Recommended Instructional Components:

- Land-based and oral teachings and modelling by knowledge keepers
- Direct instruction by community teachers and certification trainers
- Peer-teaching
- Experiential learning



**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

- Oral presentations (to peers, community, and board of education)
- Individual learning portfolios
- Narrative assessment to reflect on hands-on and experiential learning experiences (can be done by teacher representative, student, peer, and/or community member)
- Peer and self-assessment

**Learning Resources:**

Sacred knowledge, oral stories, and experiences shared by community members

'The Strength of the Quu-as Way' – Ricardo Manmohan

'Tracking and the Art of Seeing' – Paul Rezendes

'100 Deadly Skills' – Clint Emerson

'The Forest Woodworker' – Job Suijker and Sjur van der Meer

'Birds of the Pacific Northwest' – Ricard Cannings, and Tom Aversa

Vancouver Island Backroads Map

'The Ultimate Wilderness Survival Handbook' - Outdoor Life

'Wilderness and the Skill of Campcraft' - Paul Kirtley

'Bushcraft: Field Guide to Trapping, Gathering, and Cooking in the Wild' – Dave Canterbury

'The Big Book of Teambuilding Games' – John Newstrom, and Edward Scannell

**Additional Information:**

This course directly targets goals within TRC's calls to action, our district's Aboriginal Enhancement Agreement, interests and needs of our communities and youth





## Board/Authority Authorized Course Framework Template

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<b>Developed by:</b> Monique Comeau + Cultural Advisory Group	<b>Date Developed:</b> March 2022
<b>School Name:</b> Kyuquot Elementary Secondary	<b>Principal's Name:</b> N/A
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Nuu-Chah-Nulth Leadership 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 1-4	<b>Number of Hours of Instruction:</b> 30-120

### Board/Authority Prerequisite(s):

Recommendation by a teacher or community member or NCN Leadership 10

**Special Training, Facilities or Equipment Required:** Training, equipment, and facilities supplied by or supported by communities and schools

### Course Synopsis:

This course has been designed to help students earn the skills and knowledge of leaders and role-models in their communities. Herein, youth foster connectedness and leadership through cultural activities, land-based skill development, and resilience-based wellness training. Students will learn from traditional knowledge keepers and earn provincially recognized certifications and skills that help develop them into adept leaders that act in relation to the teachings from Nuu-Chah-Nulth people and the land.

### Goals and Rationale:

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Goals:

- Develop understanding of leadership as it relates to self, others, and groups
- Develop skills and knowledge to participate safely in a variety of outdoor activities and wilderness pursuits
- Understand how traditional practices such as food harvesting connect to seasonal changes and patterns of local biodiversity
- Develop the knowledge and personal-social skills required to connect with elders and community mentors, and other students
- Gain certifications in leadership and various life and recreational skills that serve self, families, peers, school, and community (such as first aid, firearms safety, carpentry, diving, canoeing, kayaking etc)
- Develop skills and knowledge for safe decisions to maintain physical, mental/emotional, and sexual health

**Aboriginal Worldviews and Perspectives:**

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- This course content is governed by the land's seasonal changes, and patterns, which historically and traditionally have informed Indigenous communities of the coast
- Oral teachings are keystone in knowledge acquisition whereby traditional knowledge keepers will model and share
- Learning is experiential and happens through *doing* – assessment is also reflective of this experiential learning whereby students are able to demonstrate skills often, and communicate learning in a variety of ways. There is less emphasis on written and text-based instruction, resources, and assessment that are more colonial in nature
- The course is shaped by student and community input and feedback
- Leadership acquisition is holistic, reflexive, reflective, experiential, and relational
- Learning is community-centered and extends to identifying and supporting ways to support inter-nation resurgence and collaboration
- Knowledge is sacred and shared in ways that does not always fit within the school system. As a result, content areas become fluid and flexible to meet local standards and protocols around knowledge acquisition and sharing.

*This course directly targets goals within TRC's calls to action, our district's Aboriginal Enhancement Agreement, and the interests and needs of our communities and youth*



# Course Name: Nuu Chah Nulth Leadership

## BIG IDEAS

Cultural practices and land-based knowledge require intergenerational connection and sharing	Leadership development is an ongoing process	The land governs how we develop as individuals and part of a community	Supporting a team requires personal-social development, and communication	Understanding our aptitudes and interests requires time, practice, and reflection
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## Learning Standards

Curricular Competencies	Content
<p>Students are expected to <b>DO</b> the following:</p> <p>Protect (thinking, communication, outdoor activity skills and outdoor living)</p> <ul style="list-style-type: none"> <li>• Develop and <b>demonstrate</b> a variety of skills for outdoor, survival, and cultural activities</li> <li>• Support others to organize community events and service projects</li> <li>• Develop communication skills to collaborate and connect with others</li> <li>• Make decisions to improve or safeguard physical, sexual, and mental health of self</li> </ul> <p>Prepare (thinking, communication, personal-social)</p> <ul style="list-style-type: none"> <li>• Prepare for and monitor environmental conditions during outdoor activities</li> <li>• Participate in a variety of outdoor activities and community events and gatherings to develop leadership skills and knowledge</li> <li>• Understand strengths and areas for growth and seek mentorship and support to improve in these areas</li> <li>• Complete various <b>certifications</b> relevant to one's interests</li> <li>• Solve problems and adapt to challenges presented by the environment</li> <li>• Assess safety and consider risks of outdoor activities</li> </ul> <p>Provide (community building and collaboration, personal-social)</p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> community needs and propose ideas to support these needs</li> <li>• Identify skills and certifications they may require and advocate for them</li> <li>• Acknowledge the work and contributions of others</li> <li>• Provide service for community</li> <li>• Reflect upon and share learning experiences</li> </ul>	<p>Students are expected to <b>KNOW</b> the following:</p> <ul style="list-style-type: none"> <li>• Local seasonal cycles</li> <li>• Relationship between cultural practices and seasonal patterns</li> <li>• Traditional food harvesting techniques</li> <li>• Wilderness and remote first aid</li> <li>• Camping skills</li> <li>• <b>Physical, sexual, and social/emotional mental health and decision-making</b></li> <li>• Weather patterns, trends, and safety</li> <li>• Navigation and safety in remote land-based and marine environments</li> <li>• Wilderness survival skills</li> <li>• Nuu-Chah-Nulth cultural <b>protocols</b> in various environments and settings</li> <li>• Environmental stewardship</li> </ul> <p>Based on availability of instructors, funding, and youth/community input, students may know the following:</p> <ul style="list-style-type: none"> <li>• Basic carpentry and construction skills</li> <li>• Hunting safety and practices: firearms training, archery</li> <li>• Driving skills and safety for beginners</li> <li>• Paddle sports</li> </ul>

## Big Ideas – Elaborations

**Leadership development is an ongoing process:** Students will identify their individual purpose in the leadership team, their values, strengths and style. These qualities are learned over time through practice and mentorship from the wider community. Grade 11 students in this course straddle the boundaries between following to learn, and leading to learn. They will observe, support, and share responsibility with older students as those peers mentor, manage, and execute land-based activities

## Curricular Competencies – Elaborations

**Develop and demonstrate a variety of skills for outdoor, survival, and cultural activities:** Students will participate in various outdoor pursuits and may choose to focus on skills such as canoeing, kayaking, wilderness survival, archery, and/or orienteering (to name a few).

**Certifications:** Sample certifications include remote/wilderness first aid, small vessel operators permit, marine radio, chainsaw operator

**Recognize:** Identify community needs to inform service projects such as special gatherings, firewood and/or food distribution. These services would be organized by youth leaders, and executed in teams.

## Content – Elaborations

### Marine Safety

- Basic navigation – reading charts
- Emergency response and 'man-over-board'
- Hypothermia
- Tides
- Signalling

**Nuu-Chah-Nulth cultural protocols in various environments and settings:** Cultural parameters that are attached to different practices, activities, and gatherings. Students will learn how to honour these protocols, practice them, and help teach them to others. Contexts include:

- Hosting events
- Acknowledging others
- Asking for permission to conduct certain activities

### Health and wellness

- Sexual health
- Decision making and respectful relationships
- Two-spirit inclusion
- Nutrition

## Recommended Instructional Components:

- Land-based and oral teachings and modelling by knowledge keepers
- Direct instruction by community teachers and certification trainers
- Peer-teaching
- Experiential learning



**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

- Oral presentations (to peers, community, and board of education)
- Individual learning portfolios
- Assessments in line with certification standards (written tests etc)
- Narrative assessment to reflect on hands-on and experiential learning experiences (can be done by teacher representative, student, peer, and/or community member)
- Peer and self-assessment

**Learning Resources:**

Sacred knowledge, oral stories, and experiences shared by community members

'The Strength of the Quu-as Way' – Ricardo Manmohan

'Tracking and the Art of Seeing' – Paul Rezendes

'100 Deadly Skills' – Clint Emerson

'The Forest Woodworker' – Job Suijker and Sjur van der Meer

'Birds of the Pacific Northwest' – Ricard Cannings, and Tom Aversa

Vancouver Island Backroads Map

'The Ultimate Wilderness Survival Handbook' - Outdoor Life

'Wilderness and the Skill of Campcraft' - Paul Kirtley

'Bushcraft: Field Guide to Trapping, Gathering, and Cooking in the Wild' – Dave Canterbury

'The Big Book of Teambuilding Games' – John Newstrom, and Edward Scannell

**Additional Information:**

This course directly targets goals within TRC's calls to action, our district's Aboriginal Enhancement Agreement, interests and needs of our communities and youth



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> School District 84	<b>School District/Independent School Authority Number</b> (e.g. SD43, Authority #432): School District 84
<b>Developed by:</b> Monique Comeau + Cultural Advisory Group	<b>Date Developed:</b> March 2022
<b>School Name:</b> Kyuquot Elementary Secondary	<b>Principal's Name:</b> N/A
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Nuu-Chah-Nulth Leadership 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 1-4	<b>Number of Hours of Instruction:</b> 30-120

### Board/Authority Prerequisite(s):

Recommendation by a teacher or community member or NCN Leadership 11

**Special Training, Facilities or Equipment Required:** Training, equipment, and facilities supplied by or supported by communities and schools

### Course Synopsis:

This course has been designed to help students earn the skills and knowledge of leaders and role-models in their communities. Herein, youth foster connectedness and leadership through cultural activities, land-based skill development, and resilience-based wellness training. Students will learn from traditional knowledge keepers and earn provincially recognized certifications and skills that help develop them into adept leaders that act in relation to the teachings from Nuu-Chah-Nulth people and the land.

### Goals and Rationale:

Rationale: Nuu-Chah-Nulth Leadership is designed to honour the extensive land-based, experiential, and cultural learning taking place in communities. At the heart of this curriculum is the development of leadership skills for youth to prepare, protect and provide for themselves and their greater communities. These skills are achieved through regular land-based activities, service-learning, connection to elders and other adults, and a variety of provincially recognized certifications. Youth will seek support from various stakeholders and organizations to learn topics such as seasonal food harvesting practices to improve local food security, or training in emergency preparedness as it relates to tsunamis (to name a few examples). There are many skills and knowledge areas under the Nuu-Chah-Nulth Leadership umbrella, which can be selected or emphasized based on youth, community, and school input.

While this course could be used across school districts, it is important that those providing credit understand the content is contingent upon the context of place. Within this context lies localized teachings, and specialized knowledge that are not necessarily shared elsewhere. This curriculum allows for students to earn culturally relevant credit that supports sacred and traditional teaching methods that are not common within current provincial curriculum.

The emphasis on leadership has a strong connection to the competencies – both core and curricular. Within various land-based and experiential settings students further develop *personally* by exploring their identity and improving communication and thinking skills; and *socially* through their connection to others and through the problem-solving and collaboration required within groups.

## Goals:

- Develop understanding of leadership as it relates to self, others, and groups
- Develop skills and knowledge to participate safely in a variety of outdoor activities and wilderness pursuits
- Understand how traditional practices such as food harvesting connect to seasonal changes and patterns of local biodiversity
- Develop the knowledge and personal-social skills required to connect with elders and community mentors, and other students
- Gain certifications in leadership and various life and recreational skills that serve self, families, peers, school, and community (such as first aid, firearms safety, carpentry, diving, canoeing, kayaking etc)
- Develop skills and knowledge for safe decisions to maintain physical, mental/emotional, and sexual health

## Aboriginal Worldviews and Perspectives:

This course was developed in alignment with Indigenous worldviews and perspectives toward leadership and learning. This course hinges on teaching from traditional knowledge keepers and the land.

### Key connections:

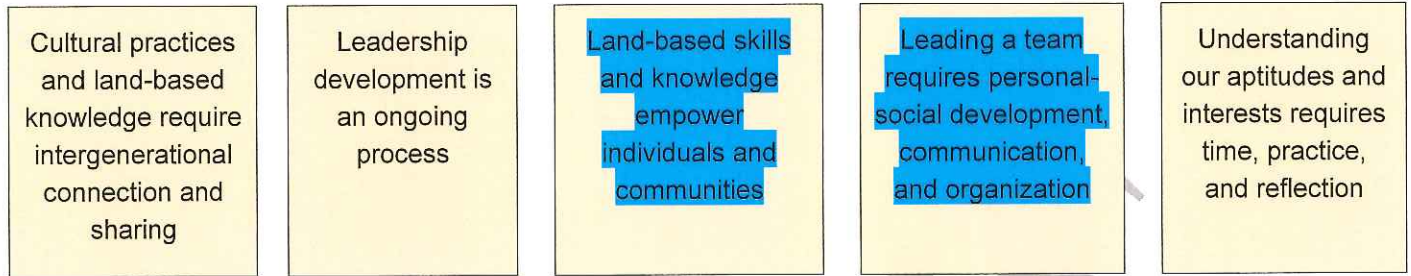
- NCN Leadership hinges on the involvement and teachings from broader community and extends beyond the school setting
- This course content is governed by the land's seasonal changes, and patterns, which historically and traditionally have informed Indigenous communities of the coast
- Oral teachings are keystone in knowledge acquisition whereby traditional knowledge keepers will model and share
- Learning is experiential and happens through *doing* – assessment is also reflective of this experiential learning whereby students are able to demonstrate skills often, and communicate learning in a variety of ways. There is less emphasis on written and text-based instruction, resources, and assessment that are more colonial in nature
- The course is shaped by student and community input and feedback
- Leadership acquisition is holistic, reflexive, reflective, experiential, and relational
- Learning is community-centered and extends to identifying and supporting ways to support inter-nation resurgence and collaboration
- Knowledge is sacred and shared in ways that does not always fit within the school system. As a result, content areas become fluid and flexible to meet local standards and protocols around knowledge acquisition and sharing.

*This course directly targets goals within TRC's calls to action, our district's Aboriginal Enhancement Agreement, and the interests and needs of our communities and youth*



# Course Name: Nuu Chah Nulth Leadership

## BIG IDEAS



## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to <b>DO</b> the following:</i></p> <p>Protect (thinking, communication, outdoor activity skills and outdoor living)</p> <ul style="list-style-type: none"> <li>• Develop and demonstrate a variety of skills for outdoor, survival, and cultural activities</li> <li>• Design and manage community events and service projects</li> <li>• Lead and safeguard peers in various outdoor and wilderness pursuits</li> <li>• Teach and model communication and planning strategies to peers</li> <li>• Make decisions to improve or ensure physical, sexual, and mental health of self, peers, and community</li> <li>• Anticipate and mitigate risks during outdoor activities</li> </ul> <p>Prepare (thinking, communication, personal-social)</p> <ul style="list-style-type: none"> <li>• Prepare for and monitor environmental conditions during outdoor activities; explain and communicate decisions to others based on these understandings</li> <li>• Develop communication strategies for working with teams, elders, and other youth</li> <li>• Analyze strengths and areas for growth and seek mentorship and support to improve in these areas</li> <li>• Complete various certifications relevant to ones interests and the needs of community</li> <li>• Solve problems and adapt to challenges presented by the environment</li> <li>• Develop and manage projects and regular land-based activities that include others</li> <li>• Communicate ideas and opinions in relation to safety and project/trip management</li> </ul> <p>Provide (community building and collaboration, personal-social)</p>	<p><i>Students are expected to <b>KNOW</b> the following:</i></p> <ul style="list-style-type: none"> <li>• Local seasonal cycles</li> <li>• Relationship between cultural practices and seasonal patterns</li> <li>• Indigenous approaches to leadership and land-based learning – local, regional, and global</li> <li>• Traditional food harvesting techniques</li> <li>• Wilderness and remote first aid</li> <li>• Marine safety</li> <li>• Camping skills</li> <li>• Physical, sexual, and social/emotional mental health and decision-making</li> <li>• Weather patterns, trends, and safety</li> <li>• Navigation in remote land-based and marine environments</li> <li>• Theories of leadership</li> <li>• Project management</li> <li>• Organizational skills</li> <li>• Wilderness survival skills</li> <li>• Cultural protocols in relation to various environments, settings, and circumstances</li> <li>• Environmental stewardship</li> <li>• Management of group dynamics and conflicts in an outdoor environment</li> </ul> <p>Based on availability of instructors, funding, and youth/community input, students may know the following:</p> <ul style="list-style-type: none"> <li>• Basic carpentry and construction skills</li> <li>• Chainsaw skills</li> <li>• Hunting safety and practices: firearms training, archery, butchering</li> <li>• Driving rules and safety for beginner-novice drivers</li> <li>• Paddle sport guiding</li> <li>• Small Vessel Operator's Permit (SVOP)</li> <li>• Marine Radio (ROCM)</li> </ul>



- Recognize community needs and propose ideas to support these needs
- **Identify** skills and certifications they may require and organize opportunities for self and others to acquire them
- Acknowledge the work and contributions of others
- Provide service for community
- Reflect upon and share learning experiences
- **Mentor** youth from communities outside their own

DRAFT

## Big Ideas – Elaborations

**Land-based skills and knowledge empower individuals and communities:** Grade 12 students learn that their own development and the skills gained contribute to the wider community. Students also contribute to community capacity and empowerment by designing and coordinating learning opportunities for others. Opportunity and acquisition of skills and knowledge contribute to community health and wellness.

**Leadership development is an ongoing process:** Students will identify their individual purpose in the leadership team, their values, strengths and style. These qualities are learned over time through practice and mentorship from the wider community. Leaders will seek to role-model for younger generations within communities through their engagement in community service, healthy decision-making, and preparedness in and for this course.

## Curricular Competencies – Elaborations

**Develop projects and regular land-based pursuits that include others:** Students may organize, design, and lead events such as camping trips that include various community members and youth. These outings will require planning, communication, and leadership skills especially as they pertain to safety in the outdoors.

**Identify skills and certifications they may require and organize opportunities for self and others to acquire them:** Students will advocate for training and certification opportunities in and outside of communities. They will make decisions on necessary skills and learning opportunities not only based upon their own interests, but the needs within their peer groups and communities.

**Certifications:** Sample certifications include and are not limited to remote/wilderness first aid, small vessel operators permit, marine radio, and chainsaw operator

**Recognize:** Identify community needs to inform service projects such as special gatherings, firewood and/or food distribution. These services would be organized by grade 12 students and executed with help from their team.

**Mentor other youth from communities outside their own:** students may visit other Nations and participate in inter-Nation events to help others lead others to develop opportunities within their communities

## Content – Elaborations

### Project Management:

- Design activities for weeknight and weekend activities on the land
- Use special tools and organizational strategies to monitor environmental conditions and safety considerations
- Develop communication and group management skills to conduct land-based activities and training opportunities

**Indigenous approaches to leadership and land-based learning – local, regional, and global:** Students will understand various perspectives and leadership strategies from the broader Nuu-Chah-Nulth family, as well as mentors and leaders from other Indigenous groups regionally. Herein, there are various events and opportunities that will allow youth to connect with and learn from others.

### Environmental stewardship

- No-trace and ethical camping
- Sustainable food harvesting to ensure biodiversity health- based on traditional NCN practices

### Recommended Instructional Components:

- Land-based and oral teachings and modelling by knowledge keepers
- Direct instruction by community teachers and certification trainers

- Peer-teaching
- Experiential learning

**Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment**

- Oral presentations (to peers, community, and board of education)
- Individual learning portfolios
- Assessments in line with certification standards (written tests etc)
- Narrative assessment to reflect on hands-on and experiential learning experiences (can be done by teacher representative, student, peer, and/or community member)
- Peer and self-assessment

**Learning Resources:**

Sacred knowledge, oral stories, and experiences shared by community members

'The Strength of the Quu-as Way' – Ricardo Manmohan

'Tracking and the Art of Seeing' – Paul Rezendes

'100 Deadly Skills' – Clint Emerson

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Vancouver Island Backroads Map

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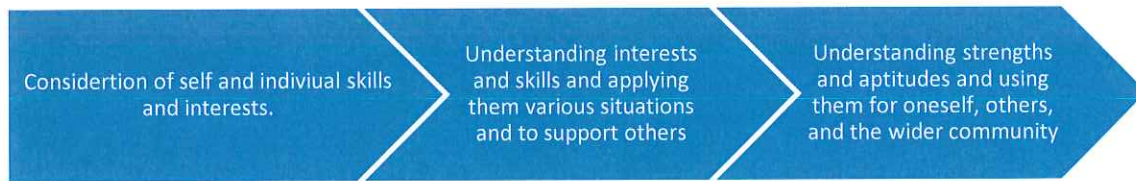
**Additional Information:**

This course directly targets goals within TRC's calls to action, our district's Aboriginal Enhancement Agreement, interests and needs of our communities and youth



### Progression of Leadership by Grade

Skill verbs		
Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>-Participate</li> <li>-Support</li> <li>-Explore</li> <li>-Question</li> <li>-Monitor</li> </ul>	<ul style="list-style-type: none"> <li>-Assist</li> <li>-Question</li> <li>-Define</li> <li>-Connect</li> <li>-Collaborate</li> </ul>	<ul style="list-style-type: none"> <li>-Design</li> <li>-Lead</li> <li>-Advocate</li> <li>-Coordinate</li> <li>-Organize</li> </ul>



### Skill Development

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>-Practice skills</li> <li>-Try new things</li> <li>-Learn from others</li> <li>-Ask questions to improve skills</li> </ul>	<ul style="list-style-type: none"> <li>-Practice skills and explore opportunities for skill acquisition through certifications and mentorship</li> <li>-Help others understand their skillsets and interests</li> <li>-Improve skills by reflecting on feedback from mentors</li> </ul>	<ul style="list-style-type: none"> <li>-Practice skills and focus on areas of strength</li> <li>-Seek opportunities for self and others to build skills through various certifications and mentorship opportunities.</li> <li>-Teach skills and mentor others in their skill development</li> <li>-Advocate for skill development in areas that may benefit the broader community</li> </ul>



# TRUSTEE ELECTIONS BY-LAW NO. 1-2022

## BOARD OF EDUCATION SCHOOL DISTRICT No. 84 (VANCOUVER ISLAND WEST)

*A by-law to establish procedures for the conduct of  
general school elections and other trustee elections.*

### Preamble:

Under the *School Act*, a board of education may, by by-law, establish procedures for the conduct of trustee elections. The Board of Education of School District No. 84 (Vancouver Island West) wishes to do so.

In School District No. 84 (Vancouver Island West), trustee elections are held in the following trustee electoral areas:

Trustee Electoral Area	Trustee Electoral Area Description	No. of Trustees
1	Village of Gold River and the Gold River Schools Attendance Area of Electoral Area 'A' (Strathcona Regional District)	2
2	Village of Tahsis and the Captain Meares Elementary Secondary School and Esperanza Elementary Secondary School Attendance Area of Electoral Area 'A' (Strathcona Regional District)	1
3	Village of Zeballos and the Zeballos Elementary Secondary School Attendance Area of Electoral Area 'A' (Strathcona Regional District)	1
4	Kyuquot Elementary Secondary School Attendance Area of Electoral Area 'A' (Strathcona Regional District)	1

The Board of Education of School District No. 84 (Vancouver Island West), in an open meeting of the Board, enacts as follows:

### 1. Definitions:

The terms used in this bylaw shall have the meanings assigned by the *School Act*, the *Local Government Act* and the *Local Elections Campaign Financing Act*, except as the context indicates otherwise.

- "Board" means the Board of Education of School District No. 84 (Vancouver Island West).
- "by-election" means a trustee election to fill a vacancy on the Board in any of the circumstances described in section 36 of the *School Act*.
- "election" means a trustee election.
- "general voting day" means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.
- "Minister" means the Minister of Education.
- "Regional District" means the Strathcona Regional District.

### 2. Application

This by-law applies to both general school elections and by-elections and to those trustee elections carried out by other authorities, except as otherwise indicated in this bylaw.

3. **Required Advance Voting Opportunities**

Unless the Board is exempted from the requirement by Order of the Minister of Education, an advance voting opportunity will be held on the tenth day before general voting day. Additional voting days may be available as defined by local government bylaws in each Trustee Electoral Area.

4. **Order of Names on the Ballot**

The order of names of candidates on the ballot will be determined by lot.

5. **Resolution of Tie Vote After Judicial Recount**

In the event of a tie vote after a judicial recount, the tie vote will be resolved by lot in accordance with the *Local Government Act*.

6. **Application of Local Government By-laws**

In Trustee Electoral Area 1, the election bylaws of the Village of Gold River apply to trustee elections conducted by the Village of Gold River except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

In Trustee Electoral Area 2, the election bylaws of the Village of Tahsis apply to trustee elections conducted by the Village of Tahsis, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

In Trustee Electoral Area 3, the election bylaws of the Village of Zeballos apply to trustee elections conducted by the Village of Zeballos except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

In Trustee Electoral Area 4, if the Strathcona Regional District conducts all or part of the trustee election, the elections bylaws of Strathcona Regional District, as they may be amended from time to time, apply to that trustee election or part of the trustee election, except for any bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

7. **Elections Conducted by School Board**

The following additional provisions apply to those trustee elections that the Board conducts on its own behalf except where the Board has adopted a local government bylaw to apply to the trustee election.

7.1 **Additional Advance Voting Opportunities**

The Chief Election Officer is authorized to establish additional advance voting opportunities for each election and to designate the voting places, establish the date and the voting hours for these voting opportunities.

7.2 **Additional General Voting Opportunities**

The Chief Election Officer is authorized to establish additional general voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

8. **Title**

This by-law may be cited as "School District No. 84 (Vancouver Island West) Trustee Elections By-law No. 1-2022".

9. **Repeal**

School District No. 84 (Vancouver Island West) Trustee Elections By-law No. 1-2018 is hereby repealed.

Date of First Reading: June 19, 2022

Date of Second Reading: June 19, 2022

Date of Third Reading and Adoption: June 19, 2022

(Corporate Seal)

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Chairperson of the Board

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Superintendent of Schools/Secretary-Treasurer





## **School District 84 Vancouver Island West**

Box 100, #2 Highway 28, Gold River, BC V0P 1G0  
Office: 250-283-2241 Fax: 250-283-7352  
[www.sd84.bc.ca](http://www.sd84.bc.ca)

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 84 (*Vancouver Island West*) hereby approves the proposed Five-Year Capital Plan (Major Capital Programs) for 2023/24, as provided on the Five-Year Capital Plan Summary for 2023/2024 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for the approval of the proposed Five-Year Capital Plan (Major Capital Programs) for 2023/2024 adopted by the Board of Education, on this the 13<sup>th</sup> day of June, 2022.

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Secretary-Treasurer Signature

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Secretary-Treasurer Name

***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.***

## Submission Summary

<b>Submission Summary:</b>	Major 2023/2024   2022-06-30
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Vancouver Island Region West (SD84)
<b>Open Date:</b>	2022-04-01
<b>Close Date:</b>	2022-06-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Project Cost
Addition	\$12,874,221
Demolition	\$350,000
Seismic	\$12,637,337
<b>Total</b>	<b>\$25,861,558</b>

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	155044	Ray Watkins Elementary	Addition	SD#84 wishes to consolidate Ray Watkins Elem and Gold River Sec into Ray Watkins. In 2019, SD#84 advised the Ministry of its intent to close Gold River Sec and requested a SPIR for Ray Watkins Elem. This would involve creating some specialty space at RWES for secondary programs.	\$12,874,221
Submission Category Total:					<b>\$12,874,221</b>
DEMOLITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150155	Captain Meares Elem-Secondary	Partial Demolition	PLACEHOLDER ONLY FOR 2024/2025 - CNCP approved for elementary wing 2021/2022 - SEP Renovation of elementary wing - Approved for 2022/2023 - Seismic Upgrade - Applied for 2023/2024 - Move all students to elementary wing 2024/2025 - Demolition 2024/2025  Also looking for funding under RDP	\$350,000
Submission Category Total:					<b>\$350,000</b>
SEISMIC					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150326	Captain Meares Elem-Secondary	Upgrade	Seismic upgrade of Elementary wing and Admin/Mech.	\$4,097,024
2	150441	Ray Watkins Elementary	Upgrade	Seismic upgrade	\$8,540,313
Submission Category Total:					<b>\$12,637,337</b>

**Vancouver Island West School District 84**  
**ENROLLMENT REPORT 2021-2022**  
**As of June 10, 2022**

Grade	CMESS	GRSS	KESS	RWES	ZESS	CONT ED	TOTALS
K	0			15	4		19
1	2		4	12	3		21
2	5		2	10	4		21
3	2		2	7	3		14
4	4		5	12	6		27
5	1		3	23	4		31
6	2		6	19	3		30
7	1		2	11	4		18
8	1	15	5		1		22
9	2	11	2		2		17
10	2	18	4		4		28
11	1	16	4		3		24
12	0	18	6		3	5	32
<b>Totals:</b>	<b>23</b>	<b>78</b>	<b>45</b>	<b>109</b>	<b>44</b>	<b>5</b>	<b>304</b>

CMESS - Captain Meares Elementary Secondary School

GRSS - Gold River Secondary School

KESS - Kyuquot Elementary Secondary School

RWES - Ray Watkins Elementary School

ZESS - Zeballos Elementary Secondary School

CONT ED - Continuing Education



School District No. 84 (Vancouver Island West)  
 Operating expenses  
 31-May-22

OBJECT	DESCRIPTION	EXPENDITURE CURRENT YEAR	CURRENT BUDGET	\$	REMAINING %	2021 %
-105	PRINCIPAL & VP SALARIES	1,341,682	1,518,423	176,741	11.64%	9.10%
-110	TEACHERS SALARIES	2,047,370	2,331,627	284,257	12.19%	13.20%
-120	SUPPORT STAFF SALARIES	600,580	815,035	214,455	26.31%	3.10%
-123	EDUCATIONAL ASST SALARIES	315,372	336,965	21,593	6.41%	22.60%
-130	OTHER PROFESSIONAL SALARIES	455,550	491,586	36,036	7.33%	4.00%
-140	SUBSTITUTE SALARIES	215,414	487,000	271,586	55.77%	49.40%
-200	EMPLOYEE BENEFITS	1,149,314	1,471,111	321,798	21.87%	19.70%
-310	SERVICES	484,706	685,784	201,078	29.32%	38.70%
-330	STUDENT TRANSPORTATION	213	38,500	38,287	99.45%	29.60%
-340	TRAVEL	287,517	486,614	199,097	40.91%	63.80%
-360	RENTAL & LEASES	0	3,000	3,000	100.00%	0.70%
-370	DUES & FEES	35,879	29,900	-5,979	-20.00%	-14.20%
-390	INSURANCE	17,215	39,000	21,785	55.86%	66.70%
-510	SUPPLIES	673,755	1,424,291	750,536	52.70%	26.80%
-540	UTILITES	288,454	378,750	90,296	23.84%	18.10%
		7,913,021	10,537,586	2,624,566	24.91%	20.30%

The school district budget is very healthy and will see another surplus at end of year.

Capital Projects

	expenses	funds available	funds drawn	
CMESS	172,419	450,000	250,000	parking lot, energy systems
Kyuquot	722,940	605,000	450,000	modular classrooms exterior wall systems
CMESS	50,320	450,000	50,000	lighting
ZESS	3,439	100,000	5,000	lighting
Kyuquot	3,739	150,000	75,000	lighting
RWES	79,828	165,000	165,000	playground
	1,032,685	1,920,000	995,000	

CMESS has \$450,000 for energy upgrades in total  
 I will draw down more funds near the end of May.

AFG 89,996