

VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

REGULAR BOARD MEETING

MONDAY, JUNE 12, 2023 - 4:00 PM

THE HOUSE OF UNITY AT TSAXANA

AGENDA

4	CALL	$-\sim$	
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- 2. APPROVAL OF AGENDA
- 3. ADOPTION OF MINUTES
 - a. Regular Meeting of May 8, 2023
- 4. Business Arising from the Minutes
- 5. PUBLIC INQUIRIES AND PRESENTATIONS
 - a. Ms. Natasha Toth, Principal, Ray Watkins Elementary School
 - b. Ms. Fatima McCarthy, Children's Health Hub Navigator, re Service Providers Conference
- 6. CORRESPONDENCE
- 7. REPORT OF THE CLOSED MEETING
- 8. TRUSTEE REPORTS
 - a. School Reports
 - Enhancement Agreement/Local Education Agreement Meeting
- 9. Unfinished Business
 - a. District Cultural Event May 18, 2023
 - b. Teacher Education Program Update
- 10. New Business
 - a. School Fees 2023-2024
 - b. Student Codes of Conduct 2023-2024
 - c. Five-Year Capital Plan (Major Capital Programs)
 - d. Amendment to AP 505, Purchasing and Tendering
 - e. Summer Closure of School Board Office July 5, 2023 to August 25, 2023
- 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
 - September 11, 2023, 4 pm School Board Office
- 15. ADJOURNMENT



REGULAR MEETING OF THE BOARD OF EDUCATION FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84, HELD ON MONDAY, MAY 8, 2023, AT KYUQUOT ELEMENTARY SECONDARY SCHOOL

TRUSTEES PRESENT: Arlaine Fehr, Chairperson (Gold River)

Jenniffer Hanson, Vice-Chairperson (Kyuquot)

Katie Unger (Gold River) Allison Stiglitz (Tahsis) (Zoom) Cyndy Rodgers (Zeballos)

ALSO PRESENT: Lawrence Tarasoff, Superintendent/Secretary-Treasurer

Annie McDowell, Associate Director of Human Resources

CALL TO ORDER:

Chairperson Fehr called the meeting to order at 4:02 pm and acknowledged and gave thanks that we work, play and live on the traditional, ancestral and unceded territory of the Nuu-chah-nulth peoples, specifically the Ehattesaht, Ka:'yu:'k't'h/Che:k'tles7et'h', Mowachaht/Muchalaht, and Nuchatlaht Nations. We honour our relationship with these Nations and with all other First Nations, Metis, and Inuit peoples who reside in the territories we serve.

APPROVAL OF AGENDA:

2023:R-023 MOVED: Trustee Stiglitz, SECONDED: Trustee Hanson

AND RESOLVED:

"TO approve the agenda."

ADOPTION OF MINUTES:

2023:R-024 MOVED: Trustee Hanson, SECONDED: Trustee Stiglitz

AND RESOLVED:

"TO adopt the minutes of the Regular Board Meeting of April 11, 2023."

BUSINESS ARISING FROM THE MINUTES:

Nil.

PUBLIC INQUIRIES AND PRESENTATIONS:

a. Ms. Natalie Dickson, Principal, Kyuquot Elementary Secondary School

Principal Dickson and her team have focussed this year on relationships, voice and connection, as outlined in the attached 'Sharing Our Story' report.

The Trustees expressed appreciation for the warm welcome they received and for the staff's hard work and commitment to bring about life successes for KESS students. They enjoyed meeting with the students and watching them dance, sing and drum in preparation for the upcoming Cultural Event in Gold River. Other highlights included a visit with staff over lunch, a tour of the school (the gym addition has started!), teacherages, grounds, and the Nation's new carving tent. The Trustees also met with a Legislative Council member in the afternoon to discuss items of mutual interest – overall, a wonderful visit to this most incredible school that is doing great things for kids! Thank you to everyone!

CORRESPONDENCE:

- Chair, SD5
 (Southeast Kootenay)
- BC School Trustees
 Association
- Copy of Letters to Minister of Education and Child Care, Minister of Health, and BCSTA President, re Speech Language Pathologist Deficit
- BCSTA Headlines: Daily News for School Trustees

Association

BCSTA Update: Preparing for Provincial Council at AGM

Strathcona Regional SRD – Building Bridges Through Understanding the Village District

BCSTA BCSTA Headlines: Daily News for School Trustees
Vancouver Island Agenda – VISTA Annual General Meeting – April 28

School Trustees'

Agenda – VISTA Annual General Meeting – April

BCSTA BCSTA Handstar Your Children A CM

BCSTA
 BCSTA Update: Your Guide to AGM
 Ray Watkins
 April Newsletter

Elementary

BCSTA BCSTA Weekly: Welcome to AGM 2023; Indigenous-Focussed

Graduation Requirement Resources; ChildCare BC Bulletin; Losing a Son to a Fentanyl Overdose; Mental Health and Substance Use Survey and

Resources; Opinion – Advocacy; Reminders

Zeballos School March/April Newsletter

Ray Watkins April Newsletter
Elementary

Ray Watkins May Newsletter

BCSTA Headlines: Daily News for School Trustees

BCSTA Weekly: Thank you; Dates for Board; School Food Newsletter;
New Report – Mission; Opinion – Advocacy Needs to be Planned;

Reminders

2023:R-025 MOVED: Trustee Rodgers, SECONDED: Trustee Stiglitz

AND RESOLVED:

"TO receive and file the correspondence."

REPORT OF THE CLOSED MEETING:

Chairperson Fehr reported that the Board discussed two land and three labour issues.

TRUSTEE REPORTS:

a. School Reports

Trustee Rodgers reported that everything is going well at Zeballos School, and students are busy preparing for next week's Cultural Event - making and painting drums, dancing, singing, drumming, and making gifts.

Chairperson Fehr reported that Gold River Secondary School held their annual Easter Celebration and Egg Hunt. The NSOP students enjoyed a recent overnight canoe trip, and the track and field season is in full swing with students recently competing in the North Island Meet and performed very well, with some students placing in the top three. There are 10 students travelling to Victoria for the Island Meet in two weeks!

b. Enhancement Agreement/Local Education Agreement Meeting

The Superintendent/Secretary-Treasurer reported on the meeting of April 25 that discussed the joint transportation plans, the ILRP/EDUC VIU courses, the student teacher program, support staff training, the student-hosted cultural event on May 18th at Gold River Secondary School, and other community and school items. The next meeting will be held in Zeballos School on May 29, 2023.

c. BC School Trustees Annual General Meeting

Chairperson Fehr and Trustees Rodgers and Unger attended the 119th AGM: Level Up, Strategies for Student Success. Chairperson Fehr provided the following report:

Thursday, April 27

Keynote Speaker - The Honourable Jody Wilson-Raybould

- be an 'in-betweener' walk between and transcend silos
- · we can all be leaders and use our voices when called to action
- need to be relentless to lead the way to make changes
- we all have a role in moving change forward
- justice, inclusion and equity

Friday, April 28

System Transformation Using Student Voice - Abbotsford Assistant Superintendent and panel of Student Voice students

- Listening to students
- · Inclusive, collective, intergenerational
- Questions to student panel:
 - 1. Describe a school system in which students thrive
 - 2. Anti-Racism What identities do you have?
 - 3. What opportunities have you had in school to learn Indigenous ways, etc.?
 - 4. What does student success mean to you? How do you know an adult cares for you?
 - 5. One wish to make your school better

Concurrent Sessions:

- Board Governance: Some Key Learnings
- Working Together Towards Anti-Racism in BC's Public Education System
- Indigenous Education
- Framework for Enhancing Student Learning: Improving Learning Outcomes for All Students

Implementation of Provincial K-12 Reporting Policy (2022-2023) - Dr. Melanie Stewart – Assistant Deputy Minister of Education and Child Care

- Parent & Caregiver Handout to be released May 5
 - 1. Current State of Report Cards
 - · Three different policies for reporting and can even be different within a school
 - 2. Curriculum Redesigned
 - · flexible
 - · focused on competencies and how to learn
 - · therefore need to change report cards to match the new curriculum
 - 3. Report cards are changing too
 - parents know more about their child
 - · ongoing communication e.g. how parents can help child
 - · focus on proficiency for each child's learning
 - · importance of self-assessment
 - formative assessment (ongoing process of assessment)
- How was new policy designed?
 - · Consultation with groups
 - Pilots in 13 Districts (2018-2022)
 - 2002 to present –wrote Policy framework and tested it
 - fully implement 2023-2024
 - student self-assessment: thinking, communication, and social and emotional learning
- What is included in the new Policy?
 - the Policy is minimum standard for reporting
 - · Linear has five reporting two written, two informal, one summary

- Provincial Scale (K-9) and letter grades for 10-12
- · New description comments and K-9 no letter grades
- Provincial Scale emerging, developing, proficient, extending
- Graduate status update with what students need to know program and how they are doing will be on their report cards
- What is on the report card?
 - Graduation update
 - · Provincial scale
 - · Written comments
 - Core competencies and goal-setting
- What has been publicly communicated?
 - Done in 2022
 - Support guidelines for teachers
 - · Public engagement
- What are next steps?
 - Parent brochure to be out May 5 (can be used in pieces)
 - · Available as a PDF
 - · Webinars from Ministry in late Spring
 - MyEdBC to be updated in the Summer
 - summary of new report cards is to be put into June report cards and again is September report

Advocacy 101 for Boards of Education - Suzanne Hoffman and Rachel Garrick

- · look at it through a governance lenses
- definition for Boards: promoting role of Boards, establishing credibility within and beyond your community
- building trust and confidence
- nurture internal and external relationships
- · sharing and amplifying student voices and community voices and needs
- · align with District mission and vision, as well as Strategic Plan
- adhere to District Policy
- be proactive building relationships and reaching out over time
- · lobbying is reactive to a specific legislation (influence) and advocacy is listening

Students as Owners of Learning and Partners of Educational Change - Dr. Yong Zhao

- · we are smart in different ways
- big personality types: introverted, extraverted, open, stable
- there are 16 human motivators
- creating value for others: entrepreneurial mindset

VISTA Branch Meeting

- Notice to intent to change Bylaws by updating them
- Meeting for the next six years
- Elections held:
 - · President Janice Caton
 - 1st Vice-President Pam Craig
 - · 2nd Vice-President Teri Vanwell
 - · Secretary Eve Flynn
 - PLC to BCSTA Tania Brzoic
- Next meeting October 13-14 in Nanaimo

d: BCSTA Provincial Council Meeting

Chairperson Fehr attended this meeting and reported that all Committee reports were passed (all voting electronically), and the 2023-2024 budget was approved. The Provincial Council meeting scheduled for February 2024 will be virtual.

e. Working Relations Committee Meeting

The meeting of May 3rd addressed exit interviews for teachers, internet connectivity at the Zeballos teacherages, and the refusal of unsafe work as it applies to all employees including TTOCs.

UNFINISHED BUSINESS:

a. Preliminary (Annual) Budget 2023-2024

The Superintendent/Secretary-Treasurer presented an overview of the budget, which reflects moderate spending with an aggressive use of some of the accumulated reserve. The budget is built without reductions in any areas, with the majority of the revenue increase allocated to staff cost increases. In addition, staff will be added for succession planning (exempt staff changes mean some staff overlap for training) and, due to inflation, there are additional costs associated with similar spending. The Superintendent/Secretary-Treasurer recommended approval of the annual budget, as presented.

2023:R-026 MOVED: Trustee Rodgers, SECONDED: Trustee Stiglitz

AND RESOLVED:

"TO give the Annual Budget Bylaw for fiscal year 2023/2024 three readings in one."

2023:R-027 MOVED: Trustee Stiglitz, SECONDED: Trustee Rodgers

AND RESOLVED:

"TO adopt the Annual Budget of the Board of Education for the fiscal year 2023/2024, and the total budget bylaw amount of \$13,656,015, as prepared in accordance with the School Act."

b. District Cultural Event - May 18, 2023

The Trustees are looking forward to attending the upcoming cultural event which takes place at Gold River Secondary School, with all schools taking part and large turnout expected.

NEW BUSINESS:

a. Upcoming Graduation Ceremonies:

- June 9 Kyuquot Elementary Secondary School
- June 10 Nuu-chah-nulth Tribal Council
- June 15 Zeballos Elementary Secondary School
- June 17 Gold River Secondary School
- June 24 Captain Meares Elementary Secondary School

b. Accessibility Committee for School District 84

The District has received an invitation to partner with Strathcona Regional District to improve accessibility and inclusion with in the Strathcona region. The Strathcona Accessibility and Inclusion Advisory Committee will include representation from the City of Campbell River, Village of Gold River, Village of Sayward, Village of Tahsis, Village of Zeballos, Vancouver Island Regional Library, School District 72 and School District 84 – as well as other public sector organizations in the region who wish to participate on accessibility and inclusion efforts. Trustee Cyndy Rodgers will represent School District 84 on the Advisory Committee.

c. EA/LEA Update

The Superintendent/Secretary-Treasurer reported that the District is working with the Nuu-chah-nulth Tribal Council to get documents ready for discussion and ultimately signing in the summer. There are good relationships in place and things are progressing well.

SUPERINTENDENT/SECRETARY-TREASURER'S REPORT:

a. District Update

The Superintendent/Secretary-Treasurer reported that the District is doing great and multiple activities and field trips are happening. There are so many initiatives underway and an abundance of good learning happening!

b. Enrollment Report

The enrollment increased slightly again to 349 students registered including homeschoolers, continuing education and international students.

c. Finance Warrants

The finance warrants were reviewed and the District remains on track with its spending, with an anticipated 10% of budget remaining at the end of the fiscal year.

TRUSTEE INQUIRIES:

Nil

PRESS AND PUBLIC INQUIRIES:

Nil.

NOTICE OF MEETINGS:

The next Regular Board meeting will be held on Monday, June 10, 2023, at 4 pm, at the House of Unity on the Tsaxana Reserve. The public is invited to attend. Any requests for agenda additions should go to amcdowell@viw.sd84.bc.ca two weeks prior to the meeting. Board meeting minutes are posted on the District's website at http://www.sd84.bc.ca/board-meetings-school-district-84.

ADJOURNMENT:

At 4:43 pm

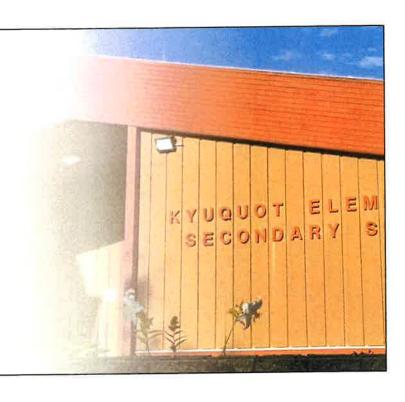
2023:R-028 MOVED: Trustee Hanson, SECONDED: Trustee Stiglitz

AND RESOLVED:

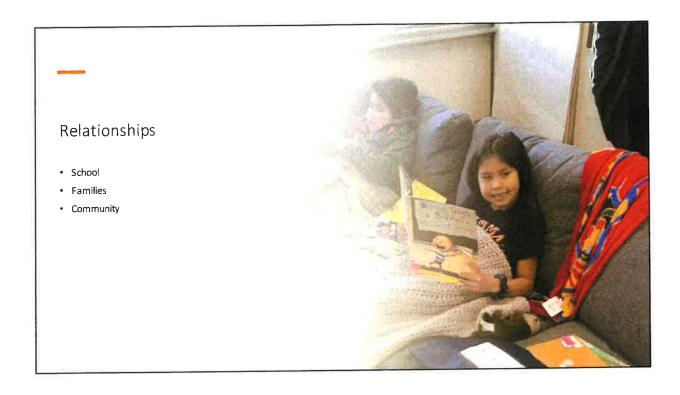
"TO adjourn."

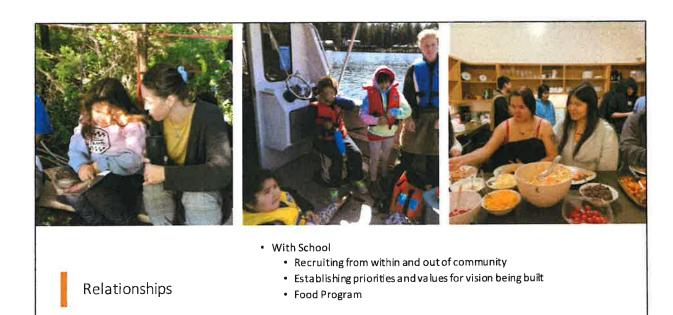
Kyuquot Elementary Secondary School

Board Report May 2023 Sharing our Story 2022-2023

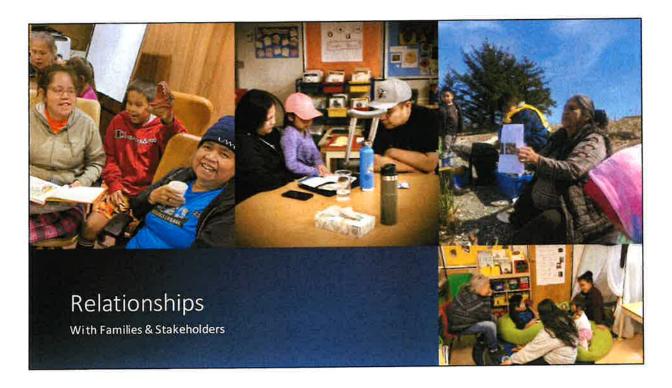








Is this somewhere we want to be? How does this space and place support me to my goals?

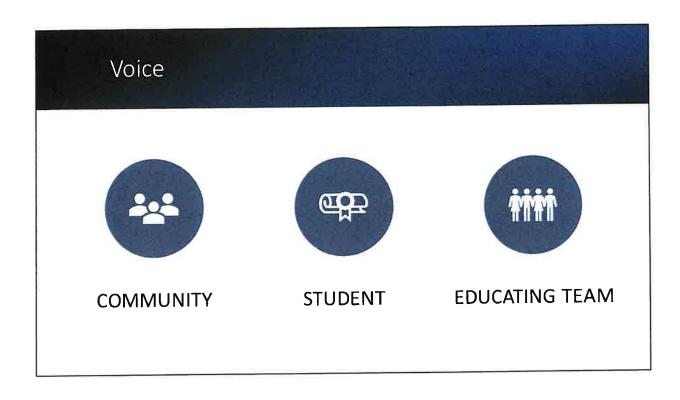


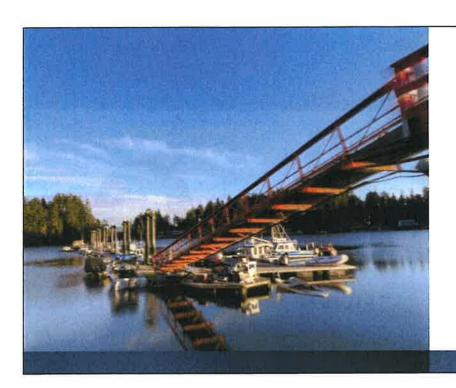
Prioritizing

- Open Houses;
- Community Christmas Dinner
- Crafts Fairs
- Literacy Week
- Inclusive Activities to learn together



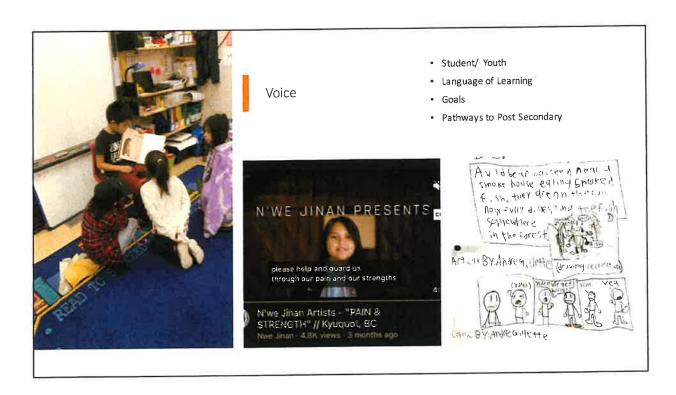
How do we acknowledge past barriers; and create a safe space for connection and voice.



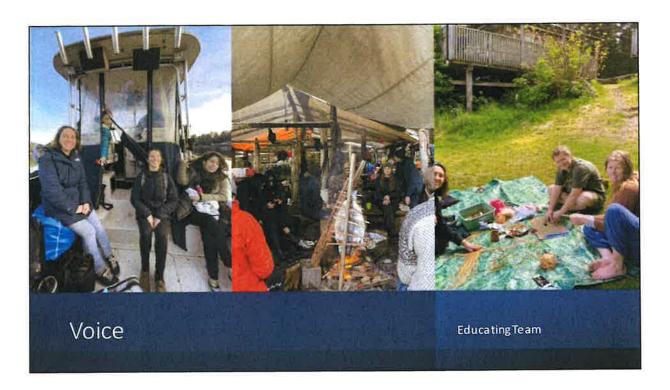


Voice

- Community
 - Equity Meetings
 - KCFN Stakeholder Meetings
 - VIL Collaboration Meetings
 - Community Consultation



Confidence

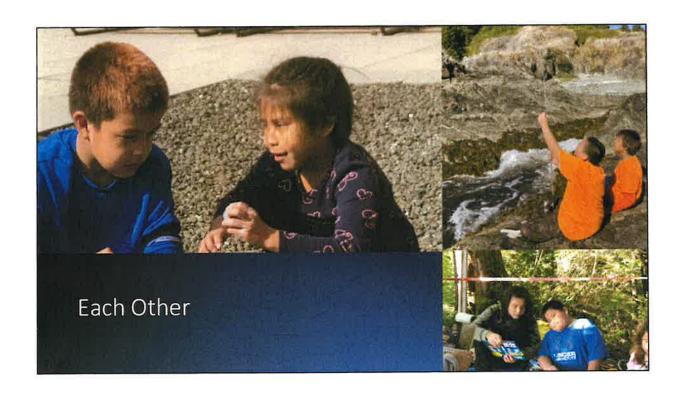


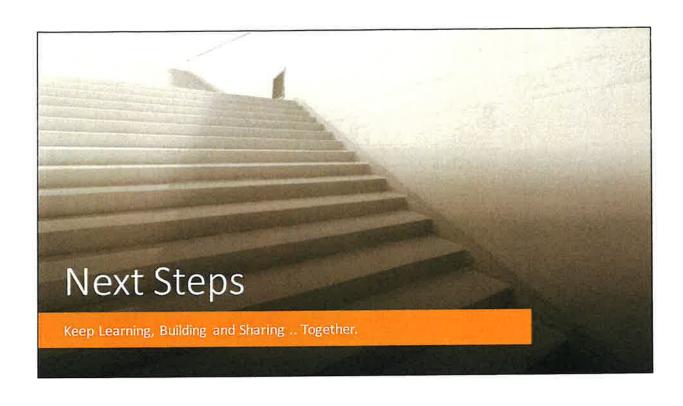
Collaborating Connecting Planning Creating

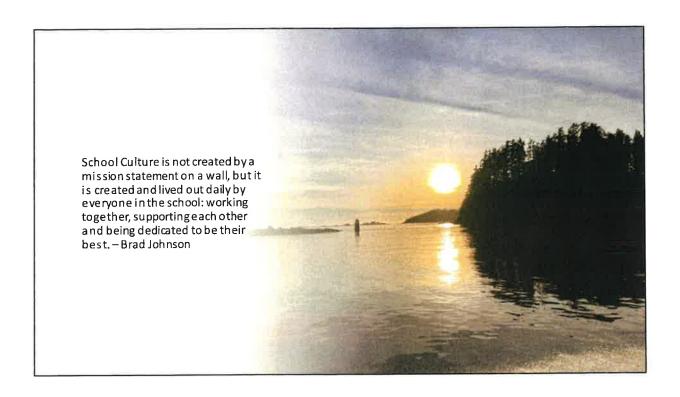
Connection Culture Land Each Other











AP 260

Adopted: 11-18-22

SCHOOL FEES, CHARGES AND DEPOSITS

The Superintendent/Secretary-Treasurer (or designate) must authorize all fees, charges and deposits to be levied during a school year. Any such fees, charges and deposits must accede to the intent and spirit of the *School Act* and all related regulations or orders.

- 1. Parents and students are responsible for providing:
 - a. school supplies and equipment, such as pens, exercise books, paper, calculators, film, and rulers for the student's personal use;
 - b. appropriate personal clothing for school activities such as gym strip, footwear and outerwear;
 - c. safety equipment, such as gloves and boots, for the student's personal use;
- 2. The school may charge fees for goods such as paper, writing tools, calculators, student planners, exercise books, computer flash drives, and other supplies and equipment for the student's personal use. The school may charge fees for goods that exceed, in cost or quantity, the materials provided by the school to complete projects required in any course or program. The school will not charge for specialized equipment that is retained by the school at the end of the course but a deposit may be required.
- 3. Any school submitting a request for approval for a Board Authority Authorized course must indicate if there are any associated course costs and outline such costs.
- 4. The school may charge fees for expenses associated with extra-curricular field trips or special events that are not considered as contributing to the student's program required for graduation. Those fees must be limited to defraying actual and specified costs of transportation, accommodation, meals, admission fees and equipment rentals. The school must ensure that an alternative activity is planned for those students who do not participate in the optional field trip.
- 5. A school may require a deposit for educational resource materials such as textbooks, reusable workbooks and novels. The deposit will be refunded in whole or in part upon the return of the materials. The criterion for full or partial return of deposits will be made known to students or parents when the deposit is requested. Such a deposit may be requested of all registered students, including those in home schooling programs.
- 6. The School Principal at each school will recommend to the Superintendent/Secretary-Treasurer (or designate) a schedule of fees, charges or deposits.
- By the end of May, the Superintendent/Secretary-Treasurer (or designate) will forward to the Board the schedule of fees, charges or deposits that will be applied in each school during the subsequent school year.
- 8. Parents must be informed of those items included on the list of fees that are for optional purchase only.

ADDENDUM 06-12-23

SCHOOL FEES FOR 2023-2024

The following schedule of fees, charges or deposits will be applied during the 2023-2024 school year:

CAPTAIN MEARES ELEMENTARY SECONDARY SCHOOL

· Nil

GOLD RIVER SECONDARY SCHOOL

· Athletics – amount to be determined by the trip

KYUQUOT ELEMENTARY SECONDARY SCHOOL

Nil

RAY WATKINS ELEMENTARY SCHOOL

Nil

ZEBALLOS ELEMENTARY SECONDARY SCHOOL

Nil

CMESS Student Conduct Policy 2023-2024

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

2023-24

Introduction

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

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

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

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

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

Respect - ?iisaak

	Setting				
	Whole School	Educational Setting	Buses	Assembly	Technology
Self	Use school appropriate manners, language and volume. School appropriate dress. Be on time. Follow the direction of staff. Keep locker and combination secure. Know and follow emergency procedures.	 Arrive on time. Engage in your learning. Follow classroom expectations. Complete and/or submit required learning activities. Electronics only with permission. 	 Be on time. Follow safety rules. Enter and sit in an orderly manner. Use caution when exiting/entering bus. 	 Enter/Exit in an orderly fashion. Sit in assigned area. Remain seated for the duration of the assembly. Electronic, food, and drink free zone. 	 Keep password secure. Use school approved sites. Report incidents of cyber bullying. Work stations are food and drink free zones.
Others	 Respect the personal boundaries and safety of others. Respect the opinions of others. Use polite and encouraging words. Share with and include others. 	 Support other learners. Include others. Respect fellow learners' work and workspace. Be quiet when working (DL). 	• Treat the driver and passengers with respect.	 Listen respectfully to the speaker or performer. Respond and participate appropriately. 	 Keep your hands on your own computer. Focus on your own work.
Property	 Take pride in your school. Use garbage and recycling containers. Report problems to staff. Clean up after self. Ask before you borrow. 	 Take care of school equipment and resources. Return items that you borrow. 	 Treat the bus with respect. Report damage immediately to driver. Leave the bus clean. 	• Follow gym/lobby expectations.	 Respect available technology and hardware. Leave cables and peripherals attached.

Unacceptable Conduct

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

In our school community these actions are unacceptable:

Behaviours that:

- Interfere with the learning of others
- Create unsafe conditions

Acts of:

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

Illegal acts, such as:

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

Examples of Interventions

Contact parents
Detentions

"Loss of privileges" (Direct Supervision)

Warning Counselling

Written apology

Thinking paper-reflection

Problem solving Verbal apology

Supervised School service

Re-entry meeting with parent, teacher, counsellor,

student & administration Parents' interview at school Removal from situation

Restitution Problem solving

Contracts

Suspension (In or Out of School)

Notifications

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

Consequences

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

Dress Code:

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

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

Attendance and Punctuality:

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

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

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

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

Visiting GRSS:

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

Ethical Use of Technology:

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

Electronic Device Policy

Goal: to ensure optimum student learning

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

Personal electronic devices CAN be used:

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

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

Consequences for violating this policy:

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

- it will be taken to the Office

2nd offence – person is to give their device to the staff member when asked

-it will be taken to the Office

-student and parent/guardian will meet with the Principal or Vice-Principal

Smoking:

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

This means that from the moment students, staff or visitors enter school grounds, they can no longer smoke or use tobacco, or hold lighted tobacco, at any time, day or night, whether or not school is in session. All of these restrictions include the use of vapes and vaping devices. These restrictions are covered in SD84 Administrative Procedures (AP) 363 – Smoking and Vaping on School Property.

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 2023

KYUQUOT ELEMENTARY SECONDARY SCHOOL CODE OF CONDUCT 2023-2024



Purpose

Kyuquot Elementary Secondary School has the responsibility to provide guidelines and expectations for students to follow that ensure a safe and positive climate for learning. It is expected that all members of the school community will uphold the underlying principles of this Code, which include respect for self, others, property and the environment. This Code of Conduct shall apply to students during any school activity and will hold students responsible for their conduct on the way to and from school or at a school activity. Conduct by any student that adversely affects our school climate or operation, including disruption of the learning environment, shall be considered a breach of the Code of Conduct, warranting appropriate forms of intervention.

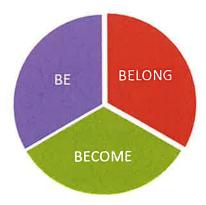
Student Roles and Responsibilities/ School Code of Conduct:

Kyuquot Elementary Secondary students are expected to demonstrate respectful and safe actions at school. We feel it is desirable to have a structured environment in which students know what is expected of them. It is important that students in our school pursue their work and activities in a manner that allows them to do their best. The maintenance of these high standards has a positive influence on academic achievement and on the development of agency, voice and choice that we want to encourage in our students.

Close communication and cooperation between school and home is essential for consistency and the maintenance of high standards of behavior at school. Please take the time to review the **Guidelines for Success, School Code of Conduct** and **Dress Guidelines**:

GUIDELINES FOR SUCCESS

All students in Kyuquot Elementary Secondary have the rights to BE, BELONG, and BECOME



1. BE

- a. **BE SAFE** We all work together to make our school a safe, happy place.
- b. BE KIND We respect each other's right to learn and work, school property and the property of others. We are active in our learning and do our best to help others achieve success. We own our experiences and actions to continuously improve and make the school environment the best it can be.
- c. **BE OURSELVES** We are celebrated for what makes us special and unique.
- d. **BE HEARD** We know that our voice and opinion matter.

2. BELONG

- a. **BELONG IN OUR CLASS** We feel that where we learn is comfortable, and designed for our success. We feel welcomed and safe.
- b. BELONG IN OUR SCHOOL- Our School is somewhere that we have agency to create and learn in together as part of a learning community. It represents our values and what excites us in our learning.
- c. BELONG IN THE ACTIVITIES THAT WE SHARE We feel that we have a place to learn and try new things regardless of where we are at in our learning journey. We are welcomed, supported and celebrated.

3. BECOME

a. BECOME OUR PERSONAL BEST - We strive to do our personal best in all areas of our learning. We know that showing up to school with a positive attitude and an openness to learn helps with a successful experience in school.

School Code of Conduct

Be Safe (some examples are):

- follow school Rules
- follow directions from adults who work at the school
- keep hands, feet and objects to myself
- be safe with my words and actions

Be Kind (some examples are):

- respect yourself and others
- be honest and truthful
- respect other people's feelings and property
- respect the adults who work in the building (teachers, substitute teachers, noon-hour supervisors, volunteers, and other adults in the school)
- refrain from rough/aggressive play (also avoid playfighting, since it is hard to tell the difference between playfighting and aggressiveness from a distance)
- place all litter in appropriate recycling and disposal bins

Do Your Personal Best (some examples are):

- attend school on time and every day
- bring a positive mindset toward learning
- know that mistakes are learning opportunities
- caring about your personal belongings and the belongings of others
- attending to lessons and remaining on task

DRESS CODE:

The following words apply to our dress code:

Age-Appropriate, Consideration, and Respect.

- Consider the weather and dress appropriately, including proper footwear and outerwear. Students should be prepared for any kind of outdoor activity, including emergency evacuations. Please plan wisely.
- Ensure that clothing is respectful of self and others (no offensive messages or images)

More specifically, we want to maintain an age-appropriate dress code for all grades, respectful of the learning environment.

Student Discipline

We believe that discipline should be a learning experience for students and will ultimately enable them to make positive, self-controlled decisions. As such we develop expectations and consequences that are age-appropriate, promote positive social interactions, and provide a sense of safety and security. It is our belief that students are responsible for their own behavior. We treat each learning experience as an individual case and take great care to ensure an appropriate level of confidentiality.

If Problems Arise

When determining consequences for inappropriate student actions, and in compliance with the Vancouver Island West School District Administrative Procedure #352, consideration is given to the age/maturity of the student, along with the severity and frequency of the misbehaviour.

For the most part, incidents of inappropriate student behaviour that are minor and infrequent and can be handled by the supervising adult and/or classroom teacher, together with the student. If the behaviour continues, the issue may then become part of a discussion between the student(s) and the Principal. Through discussion and/or written statements, the student may be required to analyze the incident, to create an alternative plan and to discuss this plan with the appropriate adult. The possibility also arises of the loss of privileges (e.g. access to playground at recess/noon or participation in an extra-curricular activity or field trip).

In accordance with District policy, behaviour that is **extremely unsafe or unsuitable** requires a more immediate disciplinary action. Where appropriate or required by law, this may include notification of School and District Personnel, Police, and/or other agencies. Some examples of such behaviour include:

- Willful disobedience to a supervisory adult
- Inappropriate or abusive language
- Fighting/aggressive behaviour
- Threatening, harassing, intimidating, assaulting or bullying, in any way, any persons within the school community.
- Acts of retribution toward a person who has reported incidents
- Theft or damage to property
- Any illegal activity (eg. possession of fireworks)

In certain circumstances where violence or safety threats occur or are implied there is *Fair Notice* that students are subject to a formal Threat Assessment. This is conducted by school/district staff, appropriate agencies, and in communication with parents.

Family and Caregivers will be contacted as soon as possible by school staff in the case of significant behaviours or repeated minor behaviours. It may not be possible or necessary for caregivers to be contacted for minor behaviour redirections or conversations staff have with different children every day.

When children view themselves as valued and successful members of our learning community, they are developing their potential as lifelong learners as well as the skills and attitudes necessary to become responsible, successful citizens. In working together, we will continue to maintain an atmosphere that values our students and that provides an environment conducive to learning.

As partners in educating our youth, everyone in the community has a duty to report all threat-related behaviours. These threats include expressing an intent of harm to themselves, another person or property, or acting out violently against them. Whether the threat is spoken, drawn, made with gestures or on social media, they must all be taken seriously. We will investigate and respond appropriately to all harmful threats to our students.

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.

It is our commitment at all times to work together with community, families and students to ensure a successful learning, growing and exploring experience for all children on their pathway of learning at Kyuquot Elementary Secondary School.

Student Code of Conduct 2023 - 2024

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.

Student Code of Conduct 2023 - 2024

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 child/children 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.



Hiišuu ḥaaḥ tik saaḥ Learning together

Student Code of Conduct 2023 - 2024

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:

- Student Leadership Programs
- Recognition of students' birthdays, achievements and positive student behaviour.
- Opportunity to participate in periodic sporting activities: soccer, skipping, basketball, swimming, skating, skiing, rock climbing, hiking, cross country, track and field, etc.
- School spirit days centered on a theme.
- Field Trips
- Special occasion parties (Halloween, Christmas, Valentine, etc.)
- Involvement of students in concerts and talent shows (Christmas, talent shows, Missoula Theatre, etc.)
- Student work displayed within the class, halls and foyer.
- Special Events Remembrance Day Service, Plays, guest speakers, guest entertainers, theatre groups, etc.
- The singing of "O Canada" and student led announcements
- Student involvement in various programs and activities.
- Parent involvement (Parent Advisory Council, School Improvement Planning, lunch supports, field trips, club supervisors, etc.)







Student Code of Conduct 2023 - 2024

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.



Student Code of Conduct 2023 - 2024

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 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 Code of Conduct 2023 - 2024

RESPECT FOR OTHERS

Expected Behaviour

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

Consequences of Misbehaviour

Disrespectful or unacceptable behaviour usually will result in a warning by a teacher, teacher assistant or lunch/bus/grounds supervisor. The frequency and severity of the infraction(s) will dictate the type and appropriateness of the consequences. The staff recognizes that there is a function to all behaviour. All responses to inappropriate behaviours will be based on students' learning positive social conduct and will not be strictly punitive in nature. In the case of subsequent behaviour problems, a phone call is made to the parents/guardians concerned for information sharing, and to possibly set up a meeting to talk about the strategies and supports.

APPROPRIATE LANGUAGE

Expected Behaviour

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

Consequences of Misbehaviour

The use of inappropriate or unacceptable language will result in such consequences as a warning, an apology or contact with the home. In extreme or persistent cases, the school and family will meet to come up with a plan to support the child.

Student Code of Conduct 2023 - 2024

STUDENT MOVEMENT

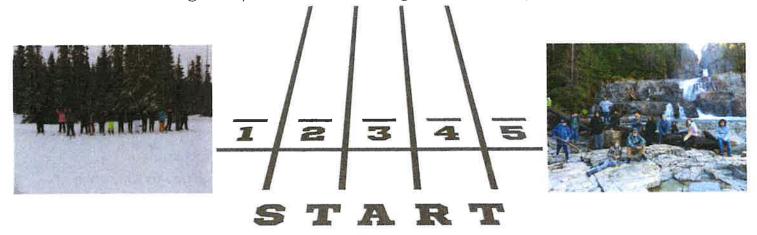
Expected Behaviour

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 breakfast program 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.



Student Code of Conduct 2023 - 2024

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.

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.

Student Code of Conduct 2023 - 2024

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.

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.

Student Code of Conduct 2023 - 2024

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.

ALTERNATE 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.

Student Code of Conduct 2023 - 2024

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 use in the classroom. These items must stay in their school bag.

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.





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Student Code of Conduct 2023 - 2024



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:

- 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 behavior record, responses to the behavior 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 behavior problems may result in student punishment such as suspension, rather than on restitution, but may include both.
- Discipline is progressive (consequences become more serious with increasingly severe misbehaviour or increasing frequency of behavior).



Student Code of Conduct 2023 - 2024

SCHOOL BUS RULES

The driver is in full charge of the school bus.

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

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

Hiišuu ḥaaḥ tik saaḥ Learning together



Zeballos Elementary Secondary School Code of Conduct for 2023-24

Purpose:

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

Expectations:

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

ISAAK

I will respect learning by attending classes and participating in learning activities. I will respect others by treating everyone with kindness, honesty, and courtesy. I will play in a safe, non-threatening manner, out of respect for myself and others. I will show respect for the school by respecting the property and equipment.

Behaviours:

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

Consequences:

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

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

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

Discrimination:

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

Community:

Ehattesaht, 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.

Revised: May 15, 2023



School District 84

Vancouver Island West

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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 2024/25, as provided on the Five-Year Capital Plan Summary for 2025/25 submitted to the Ministry of Education and Child Care.

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 2024/25 adopted by the Board of Education,

on this the 12th day of June 2023.

Secretary-	Treasure	er Signatu



Submission Summary

Cubmiceion	Major 2024/2025 2023_06-30		
Summary:	Wajor 2017-1017 2010	Submission Category	Submission Category Sum Total Project Cost
Submission Type:	Capital Plan		
		Addition	\$14,525,986
School District:	Vancouver Island Region West (SD84)	Seismic	\$4,466,969
Open Date:	2023-04-14	Total	\$18,992,955
Close Date:	2023-06-30		

Draft

Submission Status:

	Total Project Cost	iver \$14,525,986 of its pace	Fotal: \$14,525,986		Total Project Cost	\$4,466,969 Total: \$4,466,969
ADDITION	Project Description	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.	Submission Category Total:	SEISMIC	Project Description	Seismic upgrade Submission Category Total:
	Project Type	Addition			Project Type	Upgrade
	Facility/Site	Ray Watkins Elementary			Facility/Site	Ray Watkins Elementary
	Project Number	155044			Project Number	150441
	SD Category Rank	-			SD Category Rank	-



PROJECT REQUEST FACT SHEET



SCHOOL DISTRICT No. 84 (Vancouver Island West)

AMALGAMATION OF GRSS AND RWES

Table B – Addition to an Existing School

Proposed Project Information	School Information
School District Project Priority Ranking:	Grade Configuration of Existing School:
. 1	Grades K – 7
	Grade Configuration of Expanded School:
	Grades K – 12
Addition Project	Nominal Capacity of Existing School:
Project Budget Estimate:	20 K/275 Elem/000 Sec
\$14,525,986	Nominal Capacity of Expanded School:
Anticipated Project Start Date:	20 K/175 Elem/125 Sec
05/2024	
Anticipated School Occupancy Date:	Change in Nominal Capacity:
09/2026	00 K/- 100 Elem/+150 Sec
	Operating Capacity of Existing School:
	19 K/233 Elem/000 Sec
	Operating Capacity of Expanded School:
	19 K/140 Elem/150 Sec
	Change in Operating Capacity:
	±00 K/-93 Elem/+150 Sec
	Utilization of Existing School:
Note that Gold River Secondary would	. 50 %
be closed.	Utilization of Expanded School:
	72%
	Number of Classrooms in Existing School:
	 01 Kindergarten
	· 12 Elementary
	00 Secondary
	Number of Classrooms in Expanded School:
	01 Kindergarten
	· 08 Elementary
	06 Secondary
	Change in Number of Classrooms:
	00 Kindergarten
	-04 Elementary
	06 Secondary
	,
	Number of Portable Classrooms On-Site
	, 00
	Facility Condition Index of Existing School:

1.0 Project Rationale

SD#84 (Vancouver Island West) is a geographically large rural school district located on the west side of Vancouver Island.

The area encompassed by the school district is shown outlined in RED on the map at right.

The district's schools are located in the principle villages of Gold River, Tahsis, Zeballos and Kyuquot.

A section of the district showing the locations of the schools is shown

Port Hardy
Port McNeill
Winter Coal Harbour

Tofing

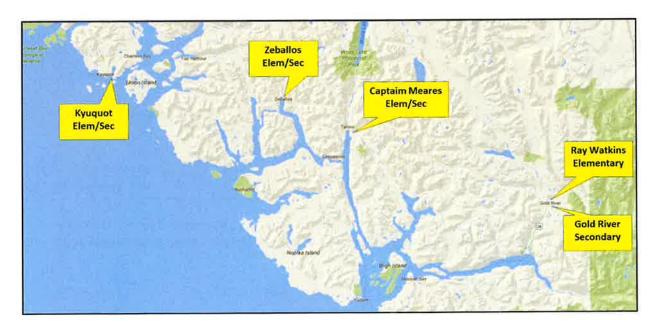
Port McNeill

Whistler
Garibal
Provinc
Park

Vancouver
Stand

Vancouver
Nanaimoc Richmondo Surrey
Colympic
National Park

outlined in **BLACK** above and on the enlarged map section below.



There is both a K - 7 elementary and a G 8 - 12 secondary school in Gold River; a K - 12 school in both Tahsis and Zeballos and a G 1 - 12 school in Kyuquot. Kindergarten in Kyuquot is provided by First Nations.

The total population within the school district is approximately 2,100 persons so the district is not heavily populated. The unique geography of School District 84 makes it very difficult to share resources and adjust enrolment between schools.

There is a road link between Gold River and Tahsis. It is a distance of some 66 kms and takes 1-1/2 hours to drive in the best of weather and much longer if the weather is unfavourable. Bussing of students from Tahsis to Gold River during the school year is not practicable.

There is no direct road connection between Tahsis and Zeballos. From Zeballos, road travel is northward to the Island Highway, southeast to Campbell River and then west to Gold River. That distance is approximately 279 kms and takes over 4 hours. From the Island highway, there is a forestry road direct to Gold River that reduces the distance to 141 kms and takes 3-1/2 hours. This route is not actively maintained and may be inaccessible during some periods, particularly in the winter months. It cannot be relied upon for bussing of students.

The only road access to Kyuquot is via old forestry roads that lead north toward Port Alice. These are not always actively maintained. The prime access to Kyuquot is by float plane from Fair Harbour, on the east side of the inlet.



Gold River is the largest of the populated areas with approximately 1,250 people. There is currently excess capacity in both the elementary and secondary schools, constructed when Gold River was a thriving forestry community.

The district geography means that transfer of students either into Gold River or out of Gold River is not practical. Many of the students in SD#84 are of First Nations heritage so boarding those students in Gold River away from their parents is not acceptable.

The capacity and 2022-2023 enrolment of the Gold River schools are shown below. There are no surrounding schools.

SCHOOL		Capacity		Ор	CI CI		23	2022/23	Year	FCI 23-Jul	School Area
	K	Elem	Sec	Сар	K	Elem	Sec	Utilization	Open	25-Jui	m2
Ray Watkins Elementary	20	275	0	252	18	109	0	.50	1997	0.28	3156
Gold River Secondary			325	325			83	0.26	1967	0.49	3766

There are currently **210** students in two schools with a combined operational school capacity of **577**. Given the current condition of these facilities and an enrolment forecast showing a slight decrease towards 2027, it does not seem reasonable for SD#84 to operate both of these large facilities.

The amalgamation of the two schools would decrease the operating capacity of the combined schools by **268**. It is clear that reduced operational capacity would benefit the school district both in maintenance costs, administrative costs, support staff costs and capital costs.

Maintenance Savings over 10 years:

Custodial - \$700,000 Trades - \$850,000 PMs - \$122,000 Utilities - \$774,000

Asbestos -?

Failing Copper plumbing throughout -?

Busing -?

Admin Savings over 10 years:

PVP - \$3,280,000 Office staff - \$530,000 Office Equip - \$200,000

Capital Savings over 10 years:

10 year FCI - \$6,900,000

There would also be the same instructional benefits to combining the schools into a K to 12 school that we have experienced in all of the other schools in our district.

These include:

One centralized library Shared counselling services Shared instructional expertise Shared resources

2.0 Options

The District's Long Range Facility Plan supports the consolidation of Ray Watkins Elementary and Gold River Secondary.

These schools are both too large in both capacity and area. There is an ongoing expense to keep all this space in operation. In addition, consolidating all students into one facility will provide educational opportunities not currently available to Gold River students.

The only question remaining is to determine the best approach for consolidation of these two schools.

2.1 OPTION 1 – Expand Ray Watkins Elementary and close Gold River Secondary (Recommended Option)

This Project Request Fact Sheet identifies the need for an expansion to Ray Watkins Elementary.

Area:

Existing school area: 3,156 m²

New addition area: 899 m²

Total after addition: 4,055 m²

Recommended Option Rationale:

The recommendation of this option stems from the conclusion that there are no other practical options in the short term or with reasonable cost that provide these benefits to students at Gold River.

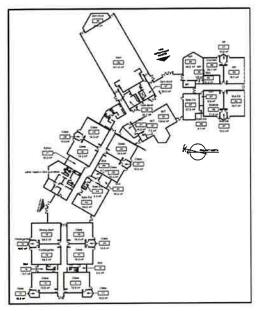
Pursuing any of the other options would take much longer and be more expensive. The rationale for this and the details are explained in Options 2 to 4 below.

Expanding the existing elementary schools also offers operating cost savings for the school district. It reduces the asset base and the total number of staff required.

Scope of Work Description:

The aerial below shows the location of RWES on the site. The floor plan on the right shows the actual layout of the current elementary school. A larger version of the floor plan is available at Schedule B.

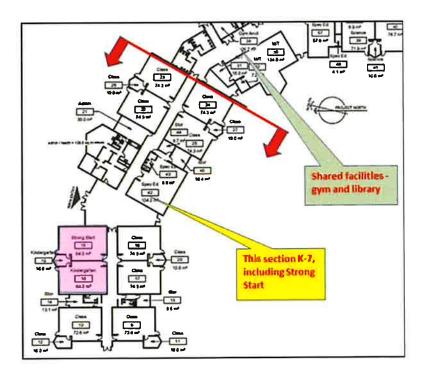




The elementary school, including the Strong Start Centre, can be accommodated in the area shown on the lower left on the diagram at left.

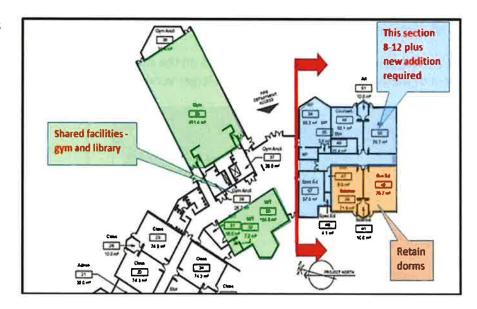
Of necessity, the gymnasium and the library will be shared facilities between elementary and secondary.

So how do we accommodate the secondary student needs?



The diagram at right shows what area in Ray Watkins Elementary would be available for secondary students.

However, the area remaining is deficient in classroom space, particularly the specialty areas of science, shop and home economics.



SD#84 had previously installed dormitories in two of the vacant classrooms as shown shaded in **LIGHT BROWN** above.

Dormitories are important in order to occasionally bring students and their staff from the other district areas – Kyuquot, Zeballos and Tahsis - for meets and education.

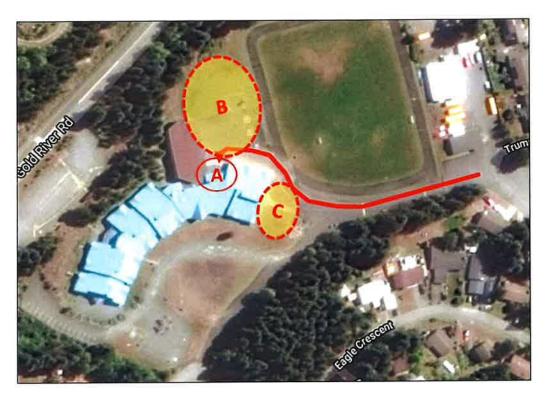
There is no suitable hotel accommodation in Gold River and boarding students and staff with local residents has proven inconsistent.

In the current consolidation plan, these dormitories are retained so no renovations are required.



The site is constrained and the emergency fire department access is at Entrance A so the access road must be kept clear. Retaining the existing playfield was also important.

Therefore the deficient classroom space can only be provided in areas, B and C.



The lack of a secondary sized gymnasium is seen as a potentially serious failing if the consolidation is to be effective.

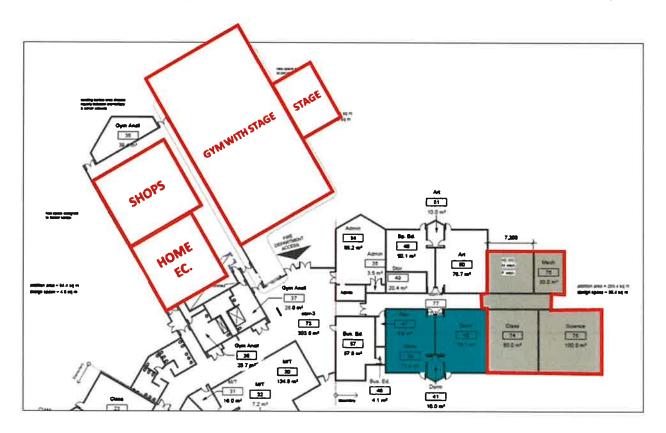
✓ Scope of Work Description:

Several options for use of areas B and C were explored.

Area C is not large enough to include all the required spaces.

Area B might have accommodated all the required spaces but allowed no option to improve the gymnasium and separated the general classrooms into two diverse areas.

The optimum solution is as shown below.



A new secondary gymnasium, including a stage, will be constructed on the exterior. The stage could be constructed within the new gymnasium.

The existing stage area in the current elementary gym will still be demolished to provide floor space for the shops and home economics classrooms. This allows the noisier shops areas to be located away from the general purpose classrooms and the elementary school.

Two classroom, washrooms for the secondary students and a mechanical room are added in the general purpose area.

Option 1 DOES NOT affect the elementary school, Strong Start Centre, dormitories or the existing classrooms available to secondary students.

The existing mechanical systems in the school were commissioned in 1997, so are now 20 years old and will be in need of replacement/upgrading in the foreseeable future.

Because of the proposed addition, the mechanical systems were reviewed by Rocky Point Engineering to determine the best method to provide heating and ventilation requirements for the new additions.

There are some opportunities to relocate existing HVAC equipment from Gold River Secondary:

- a. The existing dust collection system could be re-purposed for the new shop area.
- b. The existing hydronic air-water heat pump (645 MBH heating capacity), associated buffer tank and primary pumps can be relocated to the new mechanical room as part of the additions.

In addition to the building construction, an expansion of parking and realignment of the current parking access road will be required.

The aerial shows the location of the two parking areas.

The parking area adjacent to the school can accommodate 10 additional parking stalls.

The upper parking area along Gold River Road just needs minor construction and re-marking of the asphalt.

The consolidation also requires a new playfield be developed to separate the elementary students, particularly the



primary grades, from the older students. This is best located in the front of the school as shown above.

Temporary Accommodation and Bussing Plan:

Temporary accommodation is not required. The connection of the expansion to the existing school is minimal and the new expansion itself can be isolated from the existing school during construction. The two classrooms abutting the expansion can be vacated during the construction period.

No additional bussing is required.

Municipal Requirements:

There will be some site servicing for the addition, but Gold River does not have applicable Development Cost Charges at this time.

It is unlikely Works and Services will be required on Gold River Road since it is already a good two lane major road, however the City may require the installation of a left turn lane into the pick-up and drop-off area?

Project Budget:

The project budget for Option 1 was prepared by LTA Consultants Ltd., Professional Quantity Surveyors and Construction Cost Consultants, Kelowna, BC (Values increased in 2023 submission but ratios remain the same.)

In conjunction with the Mechanical Engineer, it is anticipated that additional renovation work would be required for HVAC to convert the old gymnasium to shops. In addition, construction of a new secondary sized gymnasium would add some additional costs. The stage could be accommodated within the new gymnasium.

PROJECT REQUEST FACT SHEET	FINANCIAL	Facilities & Spottman	
Project Name:	RWES/GRSS Amalgamation Option 1		
Estimate Type:	Class D		
Components	Cost Millions	Details	
Design	1.5		
Construction	9.0		
Other	1.1		
Project Sub-Total	11.6		
Risk Reserves	1.1	Supplementary Site Conditions Supplementary Building	
	0.4	Conditions Contingencies	
Overall Total	14.5		

The project budget above includes new mechanical and electrical for the addition but DOES NOT INCLUDE any upgrading for these in the existing school. RWES is now greater than 20 years old, so some upgrading to these existing systems can be expected over the next few years.

Project Schedule:

Milestone	Duration (months)
Project Development Report	6
Capital Project Funding Agreement	2
Design Development	3
Tender	2
Construction	12
Occupancy	1
Total Dura	ation 26

The critical timeframes on the schedule are the initial approval to proceed to Project Development Report and how long it might take to complete the Capital Project Funding Agreement (CPFA).

If the CPFA is complete by Sept, then construction can be ready to commence the following spring with occupancy in Sept.

Potential Funding Sources:

Funding Source	Amount		
Ministry of Education	\$ 13,525,986.00		
School District – Local	\$ 1,000,000.00		
School District – Restricted	\$ 0.00		
Other	\$ 0.00		
Overall Total	\$ 14,525,986.00		

2.2 OPTION 2 - Expand Ray Watkins Elementary and Close Gold River Secondary

Option 2 is an alternative using a similar footprint to Option 1 without constructing a new gymnasium. This was where the consolidation idea started.

This Project Request Fact Sheet identifies the need for an expansion to Ray Watkins Elementary. However, Option 2 does NOT include an expansion to the gymnasium to accommodate secondary students.

Area:

Existing school area: 3,156 m²

New addition area: 778 m²

Total after addition: 3,934 m²

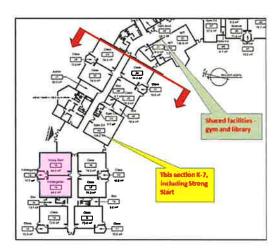
Scope of Work Description:

Option 2 provides the same school space for the Strong Start Centre and the elementary students. The gymnasium and the library continue to be shared facilities. The school dormitories also remain unchanged.

Option 2 still requires the expansion adjacent to the secondary general purpose classrooms.

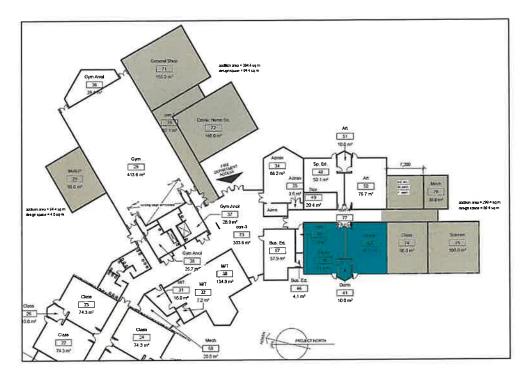
In this option, putting the shop areas next to the current gymnasium would allow the shop area to be remote from the general classrooms for noise abatement.

The existing stage area in the gym would be demolished to provide additional floor space. A new stage/multi-purpose would be added to the side of the gym as shown below.





In order to accommodate the secondary students in the consolidation, the required additions are as shown in **GREY** below:



As in Option 1, it is still possible to relocate some of the existing HVAC equipment from Gold River Secondary.

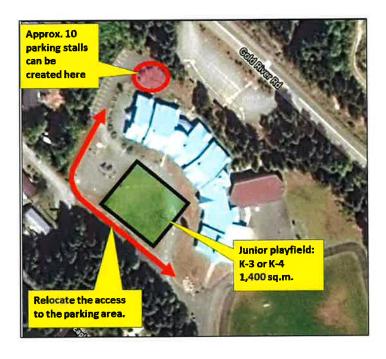
Because the expansion rea is similar to Option 1, the construction of the other external pieces is still required – parking, access road adjustment and primary playfield construction.

Temporary Accommodation and Bussing Plan:

Temporary accommodation should not be required.

Municipal Requirements:

These are the same as Option 1.



Project Budget:

The project budget was prepared by LTA Consultants Ltd., Professional Quantity Surveyors and Construction Cost Consultants, Kelowna, BC. (Values increased in 2023 submission but ratios remain the same.)

Estimate Type:		Class D		
Components	Cost Millions	Details		
Design	1.4			
Construction	7.6			
Other	0.9			
Other	0.5			
Project Sub-Total	11.6			
Risk Reserves	1	Supplementary Site Conditions		
Misk Neserves	0.4	Supplementary Building Conditions		
	1.2	Contingencies		
Overall Total	12.5			

The project budget above includes new mechanical and electrical for the addition but DOES NOT INCLUDE any upgrading for these in the existing school. RWES is now greater than 20 years old, so some upgrading to these existing systems can be expected over the next few years.

Project Schedule:

Milestone	Duration (months)
Project Development Report	6
Capital Project Funding Agreement	2
Design Development	3
Tender	2
Construction	6
Occupancy	1
Total Duration	20

The critical timeframes on the schedule are the initial approval to proceed to Project Development Report and how long it might take to complete the Capital Project Funding Agreement (CPFA).

If the CPFA is complete by Sept, then construction can be ready to commence the following spring with occupancy in Sept.

Potential Funding Sources:

Funding Source	Amount		
Ministry of Education	\$ 12,500,000.00		
School District – Local	\$ 0.00		
School District – Restricted	\$ 0.00		
Other	\$ 0.00		
Overall Total	\$ 12,500,000.00		

Summary

The drawback to Option 2 is that the current elementary gymnasium is both small and has a very low ceiling.

It is not suitable for secondary students.

For this reason, Option 2 was rejected in favour of Option 1.



2.3 OPTION 3 – Close Ray Watkins Elementary and consolidate at Gold River Secondary

As discussed above, this is not seen as a reasonable expenditure of funds to achieve the aim of consolidation.

- Gold River Secondary is the older school, opened in 1967 (RWES opened in 1997),
- Gold River Secondary has the higher Facility Condition Index at 0.49 (RWES = 0.26),
- There is no practical location on the Gold River Secondary site to construct an additional playfield for the primary/elementary students, and
- The cost to renovate and add a large addition to Gold River Secondary would be greater than that at RWES.

2.4 OPTION 4 – Close Surplus Classrooms at both Ray Watkins Elementary and Gold River secondary

While this is possible, preliminary reviews indicate that the costs for demolition and renovation at the two schools would be greater than consolidation at either school.

Keeping both schools also means the school district has to continue to operate both facilities with no opportunity to reduce overall staffing.

2.5 OPTION 5 - Construct a new replacement K-12 school in Gold River

This is also not an economical alternative.

There are no other properties readily available in Gold River for construction of a new school and no rationale to spend the additional funds on property acquisition.

Demolition and construction of a new school on either the Ray Watkins Elementary or the Gold River Secondary site would be more expensive that expanding Ray Watkins Elementary (Option 1). There would also be significant temporary accommodation costs during the construction period.

3.0 Surrounding School Analysis

The table below shows the current utilization and projected enrollment of Ray Watkins Elementary and Gold River Secondary. There are no other surrounding schools in Gold River.

RWES GRSS

		Enrolment	Enrolment Forecast					
Nominal	Operational		2023-	2024-	2025-	2026-	2027-	2028-
Capacity	Capacity	2022-23	24	25	26	27	28	29
20 + 275	252	127	120	114	108	102	102	102
325	325	83	92	90	96	86	80	83
Totals		210	212	204	204	188	182	186
	Utilization	0.35	0.35	0.34	0.34	0.31	0.30	0.31

RWES Util GRSS Util

0.50
0.26

0.40

The key notes from the above analysis are:

- The table above clearly shows the enrolment is forecast to continue to slowly decrease over the next ten years.
- The utilization of Ray Watkins Elementary is currently at 50% of available school capacity and forecasted to reduce to 40% by 2028-29.
- The utilization of Gold River Secondary is currently at 26% of available school capacity and forecasted to remain at or near that level.
- The amalgamation of the two schools would decrease the operating capacity of the combined schools by 268. It is clear that reduced operational capacity would benefit the school district.
- Consolidation would also benefit the Ministry since less demand for future capital would be required. The cumulative FCI Cost projected over the next 10 years to maintain GRSS come to \$6.9 million.

School District:

SD No. 84 - Vancouver Island West

Facility:

Gold River Secondary

Years	PCI Cost (Requirements)	Cummulative PCI Cost (Requirements) (Current year+previous years)=A	Replacement Value	BCI A/B	
2023	\$84,787	\$84,787	\$10,517,466	0.01	
2024	\$2,414,882	\$2,499,669	\$10,517,466	0.24	
2025	\$180,074	\$2,679,743	\$10,517,466	0.25	
2026	\$2,428,219	\$5,107,962	\$10,517,466	0.49	
2027	so	\$5,107,982	\$10,517,466	0.49	
2028	\$30,651	\$5,138,612	\$10,517,486	0.49	
2029	\$334,365	\$5,472,977	\$10,517,466	0.52	
2030	\$278,270	\$5,751,247	\$10.517.466	0.55	
2031	\$764,243	\$6,515,490	\$10,517,466	0.62	
2032	\$162,026	\$6,677,518	\$10,517,466	0.63	
2033	\$221,036	\$8,896,552	\$10,517,468	0.66	

Consolidation of the schools makes sense both for improved educational opportunities and long term operation, maintenance and capital requirements.

4.0 Long Range Facilities Plan

The Long Range Facilities Plan (LRFP) for SD#84 was completed in 2017.

The LRFP includes the consolidation of Gold River Secondary into Ray Watkins Elementary. The Board has approved the submission of this Project Request Fact Sheet as their highest priority capital project to move the consolidation along.

5.0 Other

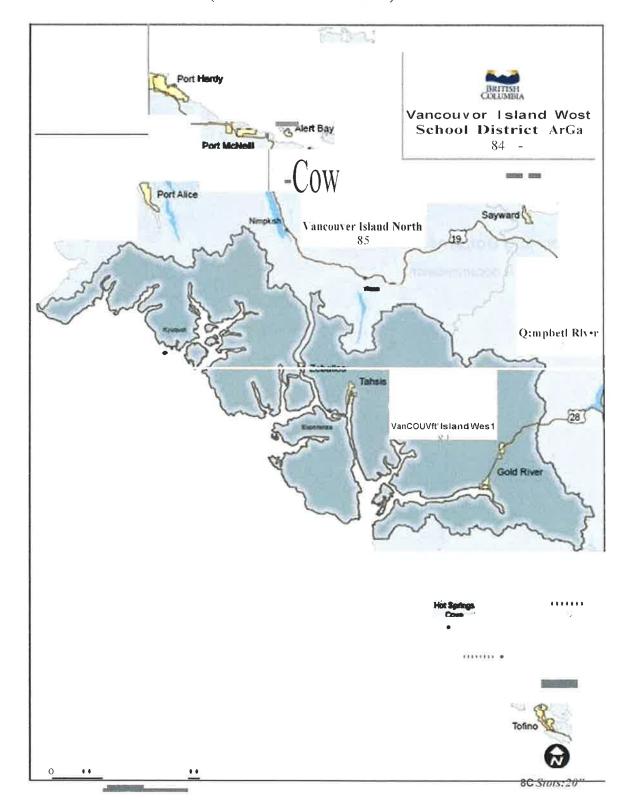
There are no other unique needs of the District applicable to this Project Request Fact Sheet.

6.0 Supporting Documentation

There is no applicable documentation.

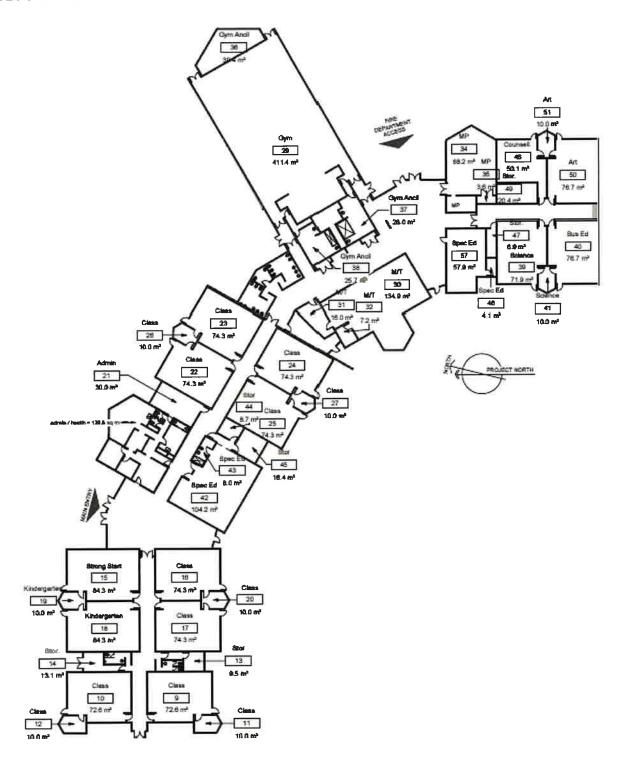
SCHEDULE A

MAP OF SCHOOL DISTRICT 1184 (VANCOUVER ISLAND WEST)



SCHEDULES

FLOOR PIAN OFRAY WATKINS ELEMENTARY SCHOOL



(1) key plan

AP 505

Adopted: 11-18-22 Amended: 06-12-23

PURCHASING AND TENDERING

The School District shall purchase the most appropriate services, products, commodities, and equipment for the purposes envisaged, based on the quality and cost of the particular product. The School District believes in purchasing competitively and seeking maximum educational value for every dollar expended, consistent with good purchasing practices.

1. Procedures and Guidelines

- a. All services, supplies, commodities, or equipment required for the ongoing operations of the School District are acquired on the open market with probity and in accordance with competitive public sector purchasing practices.
- b. Whenever possible, the tender that provides the best economic value is to be accepted consistent with equal quality and the ability of the bidder to supply the requirements in a reasonable period of time. In exceptional circumstances, the Superintendent/ Secretary-Treasurer (or designate) may authorize acquisition from a sole source. These exceptional circumstances would involve an urgent requirement to:
 - protect and ensure the safety of students and staff;
 - protect School District assets;
 - prevent a serious financial loss to the School District.
- c. In determining the best economic value, the following factors will be considered:
 - price;
 - quality:
 - ability to meet product specifications;
 - ability to provide service and warranty support (including past performance);
 - availability of replacement parts.
- d. In all purchasing transactions, authorized employees of the School District will:
 - consider the interest of the school system and the improvement of its educational program;
 - consider all responsible bidders equally when determining whether their product meets specifications and the educational needs of the school system;
 - decline gifts that might in any way influence the purchase of school supplies and equipment;
 - refrain from soliciting funds or material from vendors, however worthy the purpose;
 - refrain from asking for special discounts or prices on items purchased from School District suppliers for personal use.
- e. The Superintendent/Secretary-Treasurer (or designate) may develop specific educational partnerships that result in the provision of unique products or services to support educational programs, at a reduced cost to the School District.
- f. The Superintendent/Secretary-Treasurer (or designate) may pursue improved efficiencies and economies through cooperative ventures with other public sector agencies. The success

of these joint initiatives will depend, in part, on achieving a level of standardization in supplies and services.

g. Any single transaction expenditures exceeding \$75,000 will be referred to the Board for approval.

(Note: These single transaction limits do not include utilities expenditures; e.g. telephone, natural gas, and hydro. These single transaction limits are pre-tax amounts.)

2. The Superintendent/Secretary-Treasurer (or designate) may delegate to the appropriate personnel the authority to purchase goods and services. The operating units are encouraged wherever possible to cooperatively purchase; that is, to take advantage of quantity discounts.

3. General Guidelines:

- a. All items purchased, or donated, in the name of a school or the School District will become the property of the Board.
- b. Where practicable, the Superintendent/Secretary-Treasurer (or designate) will coordinate "bulk purchases" for various commodities.
- c. Use of the School District's purchasing procedures to acquire goods and services for personal use will not be permitted except where specifically allowed by the Superintendent/Secretary-Treasurer (or designate).
- d. Whenever practicable, equipment and supplies will be standardized to achieve maximum purchasing economy and quality goods. Consideration will be given to future maintenance of equipment and availability of parts and services.
- e. The purchase of any item or product from any person employed by the School District will not be in effect until the purchase has been approved by the Superintendent/ Secretary-Treasurer (or designate).
- f. All contracts must be signed by the Superintendent/Secretary-Treasurer (or designate).

4. Purchasing Methods

The School District utilizes various purchasing tools for the acquisition of goods and services as follows:

- a. Petty Cash used at the user level to expedite the acquisition of low value goods not to exceed \$100.00 (excluding taxes) per single transaction. A petty cash fund can be established by contracting the Superintendent/Secretary-Treasurer (or designate).
 - Receipts must be attached to a petty cash voucher by the custodian in charge of the petty cash. The petty cash voucher must be signed by the custodian of the petty cash, and signed by the custodian's immediate supervisor. The petty cash voucher shall be submitted to the Finance Department to be approved by the Superintendent/Secretary-Treasurer (or designate) prior to reimbursement by Accounts Payables.
- b. School Trust/Bank Account (Self Generated Funds) used at the school level to expedite the acquisition of goods and services. The School Trust/Bank Account is the responsibility of the School Principal. The School Principal may delegate the duties of financial record keeping, receipting and disbursing fund to an individual of his/her choice.
 - Disbursement of funds to purchase goods and services shall be made with cheques. The cheque must be signed by two (2) authorized signatures.
 - In some instances, funds disbursed from the School Trust/Bank Account may be reimbursed by the School District. Receipts must be attached to a cheque requisition by the custodian in charge of the School Trust/Bank Accounts. The cheque requisition must be signed by the

custodian, and signed by the custodian's immediate supervisor. The cheque requisition shall be submitted to the Finance Department to be approved by the Superintendent/Secretary-Treasurer (or designate) prior to reimbursement by Accounts Payable.

c. Purchasing Cards (Procurement Cards) – used for the procurement and payment of goods and services within established purchasing authorization limits, where it is efficient, economical and operationally feasible to do so. With the written approval from an employee's School Principal, or Supervisor, an employee may make application to the Superintendent/Secretary-Treasurer (or designate) or the Purchase Card Administrator for a Purchasing Card.

The Purchasing Card may only be used by the person named on the front of the card. Monthly limits on each Purchasing Card will not exceed \$10,000 without the express consent of the Superintendent/Secretary-Treasurer (or designate).

On a monthly basis, the Finance Department will forward a Monthly Purchasing Card Statement to each cardholder. The cardholder must attach the receipts to the Monthly Purchasing Card Statement, and ensure the GST amount and General Ledger Account attached to the transaction is correct. The Monthly Purchasing Card Statement must be signed by the cardholder's immediate supervisor. The Monthly Purchasing Card Statement must be returned to the Finance Department seven business days after the statements are issued, and must be approved by the Superintendent/Secretary-Treasurer (or designate). The Finance Department will process payment to the Financial Institute each month (refer also to Purchasing Card Procedure Manual).

d. Cheque Requisitions – used to request payment for goods and/or service where an invoice has been received and a purchase order was not issued (i.e. subscriptions, dues, or fees, etc). Cheque requisitions are not to be used to circumvent the Purchase Requisition/ Purchase Order process.

Receipts, invoice or order form must be attached to the Cheque Requisition by the employee. The Cheque Requisition must be signed by the employee, and signed by the employee's immediate supervisor. The Cheque Requisition must be submitted to the Finance Department to be approved by the Superintendent/Secretary-Treasurer (or designate) prior to reimbursement by Accounts Payables.

Any cheque requisition with a single transaction greater than \$75,000 must also be approved by the Board, prior to reimbursement by Accounts Payable.

Purchase Requisition/Purchase Order - used for the purchase of goods and services. e. personnel appropriate signed by the All purchase orders must be responsible by (School Principal/Supervisor) for an operating unit. Superintendent/Secretary-Treasurer (or designate). In no case will a purchase order be honoured without the signature of the Superintendent/Secretary-Treasurer (or designate). Any purchase order greater than \$75,000 must also be approved by the Board prior to the purchase order being sent to the vendor.

The approved purchase order will be mailed or faxed to the vendor to enact to supply the goods or service as stated in the purchase order. Upon completion of the order, the vendor will send an invoice to the Finance Department for payment.

If the invoice received from the vendor is the same amount, or within 10% or \$100 of the purchase order, the Finance Department will process payment to the vendor without additional approval. If the invoice received from the vendor is greater than 10% or \$100 of the purchase order, additional approval from the requisitioner's School Principal/Supervisor must be received prior to processing the payment to the vendor.

f. Standing Purchase Order – used to make purchases from a sole source vendor over a period of time (usually the school fiscal year) for supplies or services (i.e. building supplies, food distributor, office supplies, etc.). All standing purchase orders must be signed by the appropriate personnel (School Principal/Supervisor) responsible for an operating unit, and by the Superintendent/Secretary-Treasurer (or designate). In no case will a standing purchase order be honoured without the signature of the Superintendent/Secretary-Treasurer (or designate). Any standing purchase order greater than \$75,000 must also be approved by the Board, prior to the standing purchase order being sent to the vendor.

The approved standing purchase order will be mailed or faxed to the vendor. An employee may purchase goods or services from the vendor quoting the standing purchase order. Upon completion of the requested order, the vendor will send an invoice to the Finance Department for payment. The invoice received from the vendor by the Finance Department will be forwarded to the requisitioner's School Principal/Supervisor for approval prior to processing the payment to the vendor.

g. Systems Contract – for goods or services to be supplied over a period of time at a fixed or negotiated price (i.e. equipment leases, garbage disposal, etc.). An encumbered amount with start and end dates will be established for the System Contract. All system purchase orders must be negotiated by the Superintendent/Secretary-Treasurer (or designate). Any system contracts greater than \$75,000 must also be approved by the Board, prior to the system contract.

The approved systems contract will be sent to the vendor for the vendor to enact on the requirements stated in the systems contract. Based on the terms of the system contract, the vendor shall forward an invoice to the Finance Department for payment.

If there is no deviation between the invoice and the system contract, payment to the vendor will be processed without additional approval. If there is a deviation between the invoice and the system contract, additional approval from the Superintendent/Secretary-Treasurer (or designate) must be received prior to the processing of payment.

5. Purchasing Procedures

- a. The Superintendent/Secretary-Treasurer may assign to his/her designate the authority to sign purchase orders in accordance with the procedure outlined in this policy.
- b. The Superintendent/Secretary-Treasurer (or designate) shall assign to individual employees the authority to initiate expenditures from accounts specifically assigned to them. When the total purchase cost of a single unit or group of units, or a service, is estimated to be:
 - i. Up to \$10,000, the purchase shall be made by comparative selections unless made from a previous supplier. Purchases are to be completed by the end user by one of the following methods: "Purchasing Cards", "Purchase Orders", or "Cheque Requisitions". Where convenient "Petty Cash" can be used to complete purchases of items up to \$100. Purchases will be authorized by the Superintendent/Secretary-Treasurer (or designate).
 - ii. Purchases from \$10,000 to \$75,000 (pre tax amount), written quotations will be requested from known reputable suppliers of a particular goods and/or services. Purchases are to be completed by the end user by using a "Purchase Order". These purchases must be approved by the Superintendent/Secretary Treasurer (or designate) prior to initiating the order with the vendor.
 - iii. (Note: Processing of utility invoices does not require prior approval from the Board for processing of payment to the supplier. These would include telephone, hydro and natural gas.)

iv. Purchases greater than \$75,000 (pre tax amount), a "Tender" or "Request For Proposal" will be written by the Superintendent/Secretary-Treasurer (or designate), and will be sent to competing suppliers. The "Tender" or "Request For Proposal" must be approved by the Superintendent/Secretary-Treasurer (or designate) prior to initiating the order with the successful vendor. The Superintendent/Secretary-Treasurer (or designate) will notify the Board as to the results of the "Tender" or "Request For Proposal".

6. Tendering or Request For Proposals

- a. All orders in excess of \$75,000 (pre tax amount) shall be tendered.
- b. All responsible bidders will be given equal consideration and assurance of unbiased judgments in determining whether their product or service meets specifications and the needs of the School District.
- c. Invitations to tender shall be mailed, couriered, or otherwise delivered to all suppliers from whom tenders have been received in previous circumstances, or to any other supplier.
- d. The Superintendent/Secretary-Treasurer (or designate) will ensure that competition is maximized and that local vendors are given every reasonable opportunity to bid on School District contracts.
- e. All tenders or sealed bids will be opened in public in the presence of and signed by two staff members, one of whom must be the Superintendent/Secretary-Treasurer (or designate), or the Operations Supervisor, recording the time and date opened.
- f. On occasion, only one bid may be submitted by tender closing time. The bid will not be opened unless the bidder agrees, in writing, that they accept their bid may be rejected and that the tender may be re-tendered without any changes in the tender documents.
- g. Information pertaining to the proposals will not be released until after the review process has been completed and the successful vendor has been identified.
- h. Tenders will be awarded to the lowest bid or quoted price, consistent with the required quality, service and safety standards. The School District reserves the right to accept or reject the whole or part of any tenders. The "Tender" must be approved by the Superintendent/Secretary-Treasurer (or designate) and the Chairperson or Vice-Chairperson of the Board prior to initiating the order with the successful vendor. The Superintendent/Secretary-Treasurer (or designate) will notify the Board as to the results of the "Tender".

The Superintendent/Secretary-Treasurer (or designate) will inform the successful vendor to the awarding of the tender. After the successful vendor has accepted the tender, then the unsuccessful vendors will be informed of the awarding of the tender to a competitive vendor.

i. The Superintendent/Secretary-Treasurer (or designate) will be consulted prior to awarding a tender to other than the low bidder.

7. Suppliers and Vendors

In considering qualifications and performance of suppliers and vendors, considerations will be given to:

- current Business licences and Canada Custom & Revenue Agency business number;
- minimum of \$1,000,000 (one million dollar) liability insurance;
- WSBC coverage (where applicable);
- reputation and experience;
- ability to deliver or perform within the time specified;
- ability to provide after sales' maintenance and service;
- past experience on previous orders.

Vancouver Island West School District 84 ENROLLMENT REPORT 2022-2023

As of June 8, 2023

Grade	CMESS	GRSS	KESS	RWES	ZESS	CONT ED	TOTALS
K	2			18	7		27
1	1		3	14	5		23
2	3		4	15	4		26
3	4		2	9	4		19
4	2		1	9	3		15
5	4		6	15	5		30
6	2		5	26	3		36
7	2		8	21	3		34
8	2	13	3		2		20
9	1	16	5		0		22
10	1	22	3		2		28
11	2	15	4		7		28
12	1	15	7		3	8	34
Totals:	27	81	51	127	48	8	342

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) May-31-23

OBJECT	DESCRIPTION	Expenditures Apr-23	Budget 2022/23		2022/23 6 difference remaining	KEY APPROX
-105	PRINCIPAL & VP SALARIES	1,806,482	2,014,361	207,879	10.30%	9%
-110	TEACHERS SALARIES	1,625,147	1,829,127	203,980	11.20%	10%
-120	SUPPORT STAFF SALARIES	728,148	787,700	59,552	7.60%	9%
-123	EDUCATIONAL ASST SALARIES	276,290	344,931	68,641	19.90%	10%
-130	OTHER PROFESSIONAL SALARIES	605,056	646,375	41,319	6.40%	9%
-140	SUBSTITUTE SALARIES	231,255	401,000	169,745	42.30%	10%
-200	EMPLOYEE BENEFITS	1,226,299	1,488,202	247,903	17.60%	10%
-330	SERVICES	480,027	662,950	182,923	27.60%	10%
-340	STUDENT TRANSPORTATION	560	38,500	37,940	98.50%	10%
-360	TRAVEL	508,099	555,114	47,015	8.50%	10%
-370	RENTAL & LEASES	128	0	-128	0.00%	10%
-390	DUES & FEES	39,925	42,200	2,275	5.40%	10%
-510	INSURANCE	29,072	39,000	9,928	25.50%	10%
-540	SUPPLIES	516,236	1,209,465	693,229	57.30%	10%
	UTILITES	279,854	378,750	98,896	26.10%	10%
GRAND TOTAL		8,352,578	10,437,675	2,085,097	20.00%	10%

Capital Projects	current yr.	Last yr	Total		to date	
	expenses	expenses	expense	funds available	funds drawn	
CMESS	36,145	50,731	86,876	450,000	300,000	
Kyuquot		605,000	605,000	605,000	605,000	Modular and exterior walls complete
CMESS	28,208	0	28,208	795,000	2	
ZESS	96,810	6,110	102,920	100,000	100,000	
Kyuquot	3,735	8,204	11,939	150,000	150,000	CNCP
RWES	91,465	79,828	171,293	165,000	165,000	playground complete
GRSS	331,397	-	331,397	180,000	180,000	CNCP
RWES	17,751	-	17,751	180,000	50,000	CNCP
GRSS	223,816	70,840	294,656	450,000	450,000	electrical
	829,327	820,713	1,650,040	3,075,000	2,000,000	
_	452.000		452.000	10010	155,815	NOTE- a portion of the bus will be paid
Bus	452,996	-	452,996	·	•	· ·
AFG	268,142		268,142			from local capital funds
	721,138		721,138	482,828	0 482,828	