



REGULAR MEETING OF THE BOARD OF EDUCATION

MONDAY, JUNE 9, 2025 – 4:00 PM

HOUSE OF UNITY, TSAXANA, BC

AGENDA

- 1. CALL TO ORDER**
- 2. TERRITORIAL ACKNOWLEDGEMENT**
- 3. APPROVAL OF AGENDA**
- 4. ADOPTION OF MINUTES**
 - a. Regular Meeting of May 12, 2025
- 5. BUSINESS ARISING FROM THE MINUTES**
- 6. PUBLIC PRESENTATIONS**
 - a. Vancouver Island West Teachers' Union
- 7. CORRESPONDENCE**
- 8. REPORT OF THE CLOSED MEETING**
- 9. TRUSTEE REPORTS**
 - a. School Reports
- 10. INDIGENOUS EDUCATION COUNCIL REPORT**
- 11. UNFINISHED BUSINESS**
 - a. Strategic Plan
 - b. School Calendars
- 12. NEW BUSINESS**
 - a. School Fees
 - b. School Bell Schedules
 - c. School Codes of Conduct
 - d. School Plans
 - e. Summer Board Office Closure
 - f. Five-year Capital Plan (Major Capital Programs)
- 13. STAFF REPORTS**
 - a. Superintendent's Report
 - b. Secretary Treasurer's Report
- 14. TRUSTEE INQUIRIES**
- 15. PRESS AND PUBLIC INQUIRES**
- 16. NOTICE OF MEETINGS**
 - a. September 8, 2025 – School Board Office, Gold River
- 17. ADJOURNMENT**



**REGULAR MEETING OF THE BOARD OF EDUCATION
FOR VANCOUVER ISLAND WEST SCHOOL DISTRICT 84
HELD ON MONDAY MAY 12, 2025
KYUQUOT ELEMENTARY SECONDARY SCHOOL, KYUQUOT, BC**

TRUSTEES PRESENT: Arlaine Fehr, Chairperson (Gold River)
Cyndy Rodgers (Zeballos)
Katie Unger (Gold River)
Allison Stiglitz (Tahsis)
Jenniffer Hanson, Vice-Chairperson (Kyuquot)

ALSO PRESENT: Lawrence Tarasoff, Superintendent
Deane Johnson, Assistant Superintendent
Jason Corday, Assistant Superintendent
Stephen Larre, Deputy Superintendent
Gillian Leask, Secretary Treasurer
Ellena Gjesdal, Executive Assistant

PUBLIC PRESENT: 2

CALL TO ORDER

Chairperson Fehr called the meeting to order at 4:03 pm.

TERRITORIAL ACKNOWLEDGEMENT

Chairperson Fehr acknowledged and gave thanks to be on the beautiful territory of the Ka:'yu:'k't'h'/Che:k'tles7et'h First Nations.

APPROVAL OF AMENDED AGENDA

2025:R-017 MOVED: Trustee Unger SECONDED: Trustee Hanson
AND RESOLVED:
"TO approve the agenda"

ADOPTION OF MINUTES

2025:R-018 MOVED: Trustee Stiglitz SECONDED: Trustee Unger
AND RESOLVED:
"TO adopt the minutes of the Regular Board meeting of April 14, 2025."

BUSINESS ARISING FROM THE MINUTES

Nil.

PUBLIC PRESENTATIONS



Principal Natalie Dickson KESS lead the board through a passionate information session on what is happening at KESS. Attached

CORRESPONDENCE

Nourish Nootka Sound Neighborhood Necessities Society (NNS)

2025:R-019 MOVED: Trustee SECONDED: Trustee
AND RESOLVED:
"TO receive the correspondence as presented"

Trustee Stiglitz declared a conflict of interest due to her role on the NNSNNS Board. The remaining Trustees asked her to answer questions on behalf of NNS.

Board Chair Fehr asked the total cost of the vehicle and about liability insurance. Trustee Stiglitz responded that vehicles are priced between \$20,000 and \$46,000 and confirmed that appropriate liability insurance and driver licensing will be obtained by NNS.

Board Chair Fehr asked about costs to those taking part and whether any other community stakeholders have committed to funding yet. Trustee Stiglitz responded that there may be mileage charges for some organizations such as VIHA or food organizations. There has been interest from VIHA and the Seniors' Centre but no firm commitment yet. There have been less grants available than previously anticipated, but an application has been submitted to United Way.

Superintendent Tarasoff inquired about the possibility of leasing a vehicle if NNS were not able to raise enough funds for the purchase. Trustee Stiglitz confirmed that this is an option being considered, with research being done to investigate leasing opportunities for nonprofits.

Trustee Rodgers asked whether it is normal practice for school districts to donate to non-profits.

Superintendent Tarasoff stated that it has been done before and that this would result in savings for the district.

There were questions and discussions about operating costs and volunteer availability. It was concluded that the main concerns about donating were around viability and therefore the Board wants more assurance that the funds will go to use supporting food security in the community as intended.

2025:R-020 MOVED: Trustee Rodgers SECONDED: Trustee Unger
AND RESOLVED:
"The Board of Education approves the \$10,000 donation to the Nourish Nootka Sound Neighborhood Necessities Society, subject to review and approval of an Operational Business Plan by the Secretary Treasurer"

REPORT OF THE CLOSED MEETING

Chairperson Fehr noted that there were two labour, no land, and two legal items from April 14, 2025.

Chairperson Fehr noted that there were one labour, no land, and no legal items from May 12, 2025.

TRUSTEE REPORTS

a. School Reports:

- i. GRSS: Scholarship packages were completed and submitted. Culture groups from Gold River Secondary School & Ray Watkins Elementary have been practicing together for the Zeballos cultural sharing event on May 22. The Graduation class are planning a trip to Edmonton. Track and Field are off to their first meet with the school hosting a BBQ/singing/pep rally send off. The school live-streamed the Wrestling Nationals to watch a fellow student compete. Cultural students opened the floor for the Early Years conference at Ray Watkins Elementary School. Goals for next year are to make more allowances for diverse schedule/learning needs of students. Art Starts and Road safe events were held. Gold River Secondary School is working on engagement with parents & community to support student attendance and targeted literacy intervention for specific students.
- ii. KESS: reported by Principal Natalie Dickson



- iii. CMESS: Nil.
- iv. RWES: Nil.
- v. ZESS: Nil

b. BC School Trustee Association AGM BCSTA AGM – Board Chair Fehr

April 24 -26

Thursday - Student Success

Presentations by Merritt, Haida-Gwaii, and Sunshine Coast. Diploma Verification Model to track if students are registered in courses to graduate on time, Structure for student trustees for the district.

Data and Evidence for Decision Making - [www. Studentsuccess.bc.cov.ca](http://www.Studentsuccess.bc.cov.ca) for datastatscan.gc.ca

Friday - Communications, Advocacy, and Community Engagement

Presentations by Richmond, Saanich, and Okanagan/Skawha

First Nations territory maps in schools, Need strategic goals and long-range facility planning, Generate public confidence and trust, 4 pillars posted everywhere (school, classrooms, board office)

Reward staff for taking risks, trying new things

Indigenous Education - Presentations by Chilliwack, Sea to Sky, and French school district
Relationship is a 2-way street, 4 paddles – government to government, Indigenous voice and advocacy, Board learning sessions, Community and district working together, Decolonize a colonial system, Bill 40 – key is to paddle in the same direction, understand local culture, All cultures carry trauma, 4 Rs – Relationship, Respect, Reciprocity, Relevance

Business Meeting: Friday afternoon and Saturday

Reports from committees, Pass Budget, Present motions and pass or defeat, Elect new Executive and Board of Directors

INDIGENOUS EDUCATION COUNCIL REPORT

Superintendent Tarasoff shared the report attached.

UNFINISHED BUSINESS

a. Strategic Plan

Deputy Superintendent Larre presented the draft of the Strategic Plan which received unanimous support from the Board.

b. 2025-26 Preliminary Budget

Secretary Treasurer Leask presented the 2025-26 Annual Budget which rolls forward services from the 2024-25 Amended Annual Budget with some small changes to temporary and non-enrolling staffing, decreased spending on senior leadership due to succession, and the addition of inclusive education supports.

2025:R-21 MOVED: Trustee Hanson, SECONDED: Trustee Unger
AND RESOLVED:
“To have all three readings done in one.”

2025:R-22 MOVED: Trustee Stiglitz, SECONDED: Trustee Rodgers
AND RESOLVED:
“To approve the annual budget bylaw as read “



c. School Calendar

Superintendent Tarasoff presented the finalized school calendar approved by both VIWTU and the Ministry.

NEW BUSINESS

a. Graduation Dates

KESS Grad was moved to June 4, 2025.

STAFF REPORTS

a. Superintendent's Report

Superintendent Tarasoff shared his excitement about the cultural gathering coming soon in ZESS, noting how the students are working hard on the preparation for event, sharing and taking pride in the beauty of NTC Culture.

b. Secretary Treasurer's Report

Secretary Treasurer Leask spoke on the attached reports. She projects that budget will be underspent this year, meaning surplus will remain similar to last year.

TRUSTEE INQUIRIES

Trustee Rodgers recommended the book *Autism Feels....: An Earthling's Guide* by Orion Kelly as an excellent resource for working with children with autism.

Superintendent Tarasoff's retirement event is Sunday June 8th at the School Board Office 3:00-6:00pm. There will be a public invitation extended.

PRESS AND PUBLIC INQUIRIES

Nil.

NOTICE OF MEETING:

The next regular meeting of the Board of Education will be held on June 9, 2025 at 4:00 pm, at the House of Unity, Tsaxana, BC. The public is invited to attend. Any requests for agenda additions should go to egjesdal@viw.sd84.bc.ca two weeks prior to the meeting. Board meeting minutes are posted on the District's website at sd84.bc.ca/about-sd84/board-meetings/.

ADJOURNMENT

The meeting was adjourned at 5:08 pm.



Certified Correct:

*Chairperson
Arlaine Fehr*

*Secretary-Treasurer
Gillian Leask*

Our Commitment to Inclusive Schools in Vancouver Island West School District #84

Acceptance can only be achieved through increased awareness and education. It is with this understanding that The Vancouver Island Board of Education/Vancouver Island West School District #84, Vancouver Island West Teachers Union, [and CUPE Local 2769, and Vancouver island West Principal's and Vice-Principals' Association] proudly and collectively express our commitment to inclusion and sexual orientation and gender identity rights within our schools and offices. We are affirming our support of 2SLGBTQIA+ students, staff, families, community members and our commitment to maintaining our schools as safe, welcoming, inclusive spaces for all.

As an educational system, we witness firsthand the harm caused by anti-LGBTQ2S+ campaigns. These conversations impact the students, staff, and families who require our support the most. We have been making progress in establishing safe spaces in our schools and are dedicated to ensuring that every student feels a deep sense of belonging. We shall stand against any disinformation aimed at undoing our progress.

Embracing and respecting diversity and ensuring a non-sexist environment is fundamental to creating safe, welcoming, and inclusive educational spaces. By integrating SOGI materials as part of the learning in our schools, we aim to equip our students with the knowledge and skills necessary to become socially responsible citizens who challenge discrimination and promote equity. Our commitment to this principle extends to District Literacy Program materials and all our School Library collections throughout Vancouver Island West School District 84. Resources are being dedicated to replacing lost, missing, or disappeared items from our collections and augmenting said collections in order to continue to promote the respect and celebration of the diverse identities and backgrounds of our members and students.

Promoting Sexual Orientation and Gender Identity (SOGI)-inclusive resources should not be a subject of controversy. Rather, it is a matter of ensuring that all students and their families find themselves represented in educational materials. It is also about safeguarding students and staff from discrimination based on gender identity and sexual orientation, in accordance with the BC Human Rights Code—our province's law.

Diversity within our school communities is our strength. Every member of our school community, regardless of their gender identity or sexual orientation, deserves a respectful environment in which to learn, grow, and thrive.

To our LGBTQ2S+ students, district staff, and families - we want to affirm our recognition of your presence, and we want to emphasize our unwavering support for you. You are an indispensable part of our school community, and we are firmly committed to nurturing an environment in which you can excel academically, socially, and emotionally. Your rights and dignity must always be upheld, and our commitment to constructing inclusive spaces that celebrate diversity will not waver.

Signed:

September 19, 2024

Our Commitment to Inclusive Schools in Vancouver Island West

The Vancouver Island West Board of Education and the Vancouver Island West Teachers Union publicly affirm their commitment to providing an inclusive environment free of harassment and discrimination, including but not limited to, LGBTQ2S+ education, gender identity and expression.

There is no room for any type of discrimination in our schools. The *B.C. Human Rights Code* protects our students and staff from discrimination based on Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age. Our schools are places where everyone is welcome, and no one should feel unsafe or excluded.

As an educational system, we witness firsthand the harm caused by campaigns which are rooted in discrimination, whether that discrimination is directed towards LGBTQ2S+, Indigenous peoples, those with disabilities or any based in any of the other prohibited grounds. These conversations impact the students, staff, and families who require our support the most. We have been making progress in establishing safe spaces in our schools and are dedicated to ensuring that every student feels a deep sense of belonging. We shall stand against any disinformation aimed at undoing our progress.

All people have the right to be free from discrimination. Beyond the *B.C. Human Rights Code*, this right is protected by Article 2 of the *UN Convention on the Rights of the Child*, as well as in the *Canadian Charter of Rights and Freedoms* and the *Canadian Human Rights Acts*.

Embracing and respecting diversity and ensuring a discrimination free and non-sexist environment is fundamental to creating safe, welcoming, and inclusive educational spaces.

Diversity within our school communities is our strength. The Vancouver Island West Board of Education and the Vancouver Island West Teachers Union commit to creating learning environments that are: - equitable, - culturally responsive, - trauma-informed, and - inclusive where all students receive the supports they need to develop as independent learners and effective communicators with positive personal and cultural identities

Signed:

VIWTU President, Elmar Nabbe



signature

Board Chair – Arlaine Fehr
School District 84 – Vancouver Island West



signature

**BOARD OF EDUCATION
VANCOUVER ISLAND WEST SCHOOL DISTRICT 84
CORRESPONDENCE FOR THE REGULAR BOARD MEETING**

June 9, 2025

[illegible]

May 26, 2025 – IEC Meeting – Baymont by Wyndham – 10:00AM-3:00PM

Council Attending:

Ehattlesaht/Chinehkint First Nation – Chrissie John
Nuchatlaht First Nation – Audrey Smith, Julie John
Mowachaht/Muchalaht First Nation – Jorge Llaca
Kyuquot/Checklesaht First Nation – Devon Hansen, Nora Assu (Zoom)
Nuu-chah-nulth Tribal Council – Melissa Bartier

Secretariat – Ian Caplette

Invited Attendees:

SD 84 – Arlaine Fehr
SD 84 – Lawrence Tarasoff
SD 84 – Stephen Larre
SD 84 – Joni Johnson
SD 84 – Jenniffer Hanson
SD 84 – Deane Johnson
SD 84 – Gillian Leask

Synopsis: The meeting began with a recap of the April IEC meeting, which covered discussions around strategic planning, capacity building, and budget planning for indigenous education. The group reviewed the district's budget, including operating, capital, and special purpose funds, while addressing challenges in staffing and funding for indigenous education initiatives. The conversation ended with discussions on Truth and Reconciliation Day planning, board meeting schedules, and ongoing challenges with special hiring programs for First Nations applicants, along with updates on mental health supports in schools and assessment frameworks.

| AGENDA ITEM | COMMENTS | DUE DATE | PROGRESS |
|---|--|---------------------------|----------------------------------|
| District Budget | Gillian Leask, SD 84 Secretary Treasurer, presented the district's budget, highlighting the three main funds: operating, capital, and special purpose funds. She explained that the operating fund, which covers day-to-day expenses, shows a projected deficit of \$282,000, with a potential draw from the accumulated surplus. Gillian also presented the draft ITEF budget for 2025/26. The conversation ended with agreement to continue the current funding formula for the next 3 years, with the understanding that local communities could still determine how to allocate the funds within their own operations. | NA | NA |
| National Day for Truth and Reconciliation | The group discussed the need for better consultation between schools and communities regarding classroom content and activities, with Lawrence explaining the existing legal requirements and governance structures around indigenous education. The IEC acknowledged the need for more local-level planning and support in the implementation of events around the National Day and Indigenous focused professional Development Day. Suggest discussions to begin in February to start planning between local First Nations and schools for the National Day and between IEC and District for the Pro-D Day. | NA | September 2025 and February 2026 |
| Human Rights Exemption | The meeting discussed the ongoing challenges with the special hiring program for First Nations applicants in the district. The program was initially supported by various stakeholders but faced opposition from the Teachers Union President, who claimed it did not override seniority rights. This led to a conflict and the Union | Prior to June IEC Meeting | In Process |

| | | | |
|--|---|------------------|------------|
| | <p>President being uninvited from IEC meetings. The group discussed the need to find a compromise that would favor First Nations applicants while respecting Union seniority rules. They considered inviting the Union President back to negotiations to work towards a solution. The discussion also touched on the importance of hiring locally educated First Nations teachers and the need to address turnover in certain communities. Secretariat to draft letter with Chair to VIWTU to discuss the matter with voting members before next IEC meeting.</p> | | |
| Board Meeting and IEC Meeting Schedule Alignment | <p>The meeting discussed the schedule for the upcoming school year and reviewed the process for board meetings, including how reports and presentations are shared online. They concluded by discussing ways to improve communication between the IEC and board, deciding that IEC members would report out on meetings and that information could be easily accessible through the board package.</p> | June IEC Meeting | Complete |
| Teacher Union Recognition Pathway Discussion | <p>The meeting focused on addressing the challenges faced by Selena, a language and culture teacher, who is not part of the teachers' union and desires to teach only language courses without being required to cover the full BC curriculum. The group discussed the need to clarify her position and the broader implications for other similar cases, emphasizing the importance of creating a pathway for her to be recognized as a certified teacher within the union.</p> | June IEC Meeting | In Process |
| Mental Health Supports | <p>The meeting focused on mental health supports in schools, particularly concerning Indigenous girls at Gold River Secondary. Stephen presented data showing</p> | June IEC Meeting | In Process |

| | | | |
|--|--|------------------|------------|
| | <p>approximately 25% of students report not caring about their mental health, feeling unsafe at school, or lacking supportive adults. The school has implemented various supports including a counselor, youth and childcare worker, and culture programs, but is seeing increasing concerns about teenage girls' mental health, including incidents of substance use and self-harm. It was noted that the nature of the problem is ongoing and the solutions are complex involving provincial health authorities. Advocacy from SD 84 and Nations is required. Stephen to arrange for Natalie to present about mental health at June IEC meeting.</p> | | |
| Assessment Framework and Student Support | <p>The meeting focused on several key topics, including the Foundation Skills Assessment (FSA) and its limitations, the District Assessment Framework, and mental health support for students. Steven presented on the FSA, highlighting its use as a provincial measure of literacy and numeracy, while noting its limited utility for individual student interventions. The group discussed the District Assessment Framework, which provides more detailed and nuanced data on student performance. There was also a discussion about the need for further exploration of how mental health issues affect student performance and engagement in school. Stephen to prepare grade 12 graduation requirements for June IEC meeting.</p> | June IEC Meeting | In Process |
| Next IEC | <p>Zeballos with Ehattesahst hosting – June 23. Ian to organize.</p> | NA | NA |



BRIEFING NOTES

TO: Board of Education

FROM: Stephen Larre, Deputy Superintendent

SUBJECT: District Strategic Plan update

DATE: June 3, 2025

RECOMMENDATION:

That the Board of Education adopt the SD84 Strategic Plan, 2025-2030 and approve the document for publication.

SUMMARY:

School Districts in British Columbia are expected to develop multi-year strategic plans for student learning as part of the province's [Framework for Enhancing Student Learning policy](#). Strategic plans must establish a clear focus on student outcomes and equity for Indigenous students, children and youth in care, and students with disabilities and diverse abilities.

SD84 has undergone a comprehensive development process for the proposed Strategic Plan 2025-2030. We have engaged in multiple consultations in each of our communities as well as targeted consultations with the district's Indigenous Education Council, administrators, and school staffs, as well as student panels to include the voices of our learners. Rooted in SD84's Mission, Vision, and Values, informed by our evidence of student learning, and guided by the results of our consultations, the proposed Strategic Plan 2025-2030 presents a collective vision for student success.

The proposed Strategic Plan 2025-2030 presents three priority areas for SD84: i) Learning, ii) Relationships, and iii) Indigenous Ways of Knowing. Each priority area contains growth goals for the district as well as measures of our progress. Progress towards our goals will be reported annually in the district's Framework for Enhancing Student Learning (FESL) report. The draft Strategic Plan 2025-2030 sets aspirational goals for student learning; implementation strategies are found in annually updated Operational Plans.

The Strategic Plan priority areas and goals are critically important to SD84, as these will shape the focus and attention of our district. Resources and budgets will be aligned to support the goals of the Strategic Plan. Operational plans and School Plans will be aligned with goals of the Strategic Plan. As such, the Strategic Plan is a vitally important document for both the Board and district staff.

The attachments provide both the content of the draft Strategic Plan 2025-2030, as well as sample page layouts of how the published document might look. If approved, district staff will proceed to publication of both digital and paper versions of the Strategic Plan.

Staff recommends adoption of the Strategic Plan 2025-2030 document, as well as approval for publication. Adoption at the June Board meeting will allow district staff to begin the 2025-26 school year with clear direction and focus, raise awareness amongst staff and stakeholders at the beginning of the school year, and begin operational planning for implementation of the goals.

ATTACHMENTS:

Draft Strategic Plan, 2025-2030
Sample page layouts for publication

Vancouver Island West School District 84

Strategic Plan, 2025-2030

DRAFT

Draft for Board of Education, June 9 2025

Land Acknowledgement

The Vancouver Island West School District acknowledges and gives thanks that we work, play and live on the traditional 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.

District Context

SD84 is composed of five schools in the communities of Gold River, Kyuquot, Tahsis, and Zeballos, as well as a district Continuing Education program, an outdoor education program, and an international program. We are a rural, remote district with a student population of approximately 330 students. Approximately 65% of SD84 students identify as Indigenous, and the majority of Indigenous students in our district live on-reserve. The learning needs of our students are diverse, as over 20% of students in SD84 are students with disabilities or diverse abilities.

Due to the remote geography of our school district, services for students and families are limited. Travel between schools and communities in SD84 involves multiple hours, gravel logging roads, water taxi, and float plane. Families must travel to larger population centers to access groceries, banks, and dental services, often travelling over gravel logging roads for multiple hours to access basic services. The remote nature of our schools also contributes to challenges associated with staff recruitment and retention. While there are challenges associated with rural and remote geography, our small size and remote nature also offer some powerful positive opportunities for learning, such as our small class sizes, rich Nuuchahnulth culture, and abundant outdoor learning opportunities. The nature of our schools and communities allows us to be responsive to our students and to form close connections amongst students, staff, and families.

< Present below as infographic >

330 students

65% of student identify as Indigenous

21% students with disabilities or diverse abilities

5 schools

4 communities

\$11M operating budget

Message from the Board:

The Board of Education is proud of the public education system in Vancouver Island West. With this new five-year strategic plan we renew our commitment to continuous improvement. As a board, we continue to draw our inspiration and passion for our work from the students we serve.

Our Strategic Plan envisions each student's unique talents and gifts being recognized and nurtured. We embrace the wisdom of our communities and the professional judgement of our staff to focus our efforts towards this vision. Our strategic priorities of Learning, Relationships, and Indigenous Ways of Knowing will bring this vision to life and help ensure the personal success of every one of our learners.

This Plan is rooted in our relationships with local First Nations, communities, students and families. We thank all those who participated over the past 12 months in the process of creating this plan that will benefit all of our children. This Strategic Plan is directly linked to our District's Indigenous Education Enhancement Agreement and the work done in partnership with the Nuu-chah-nulth Tribal Council and local First Nations communities to create pathways forward for all of our learners.

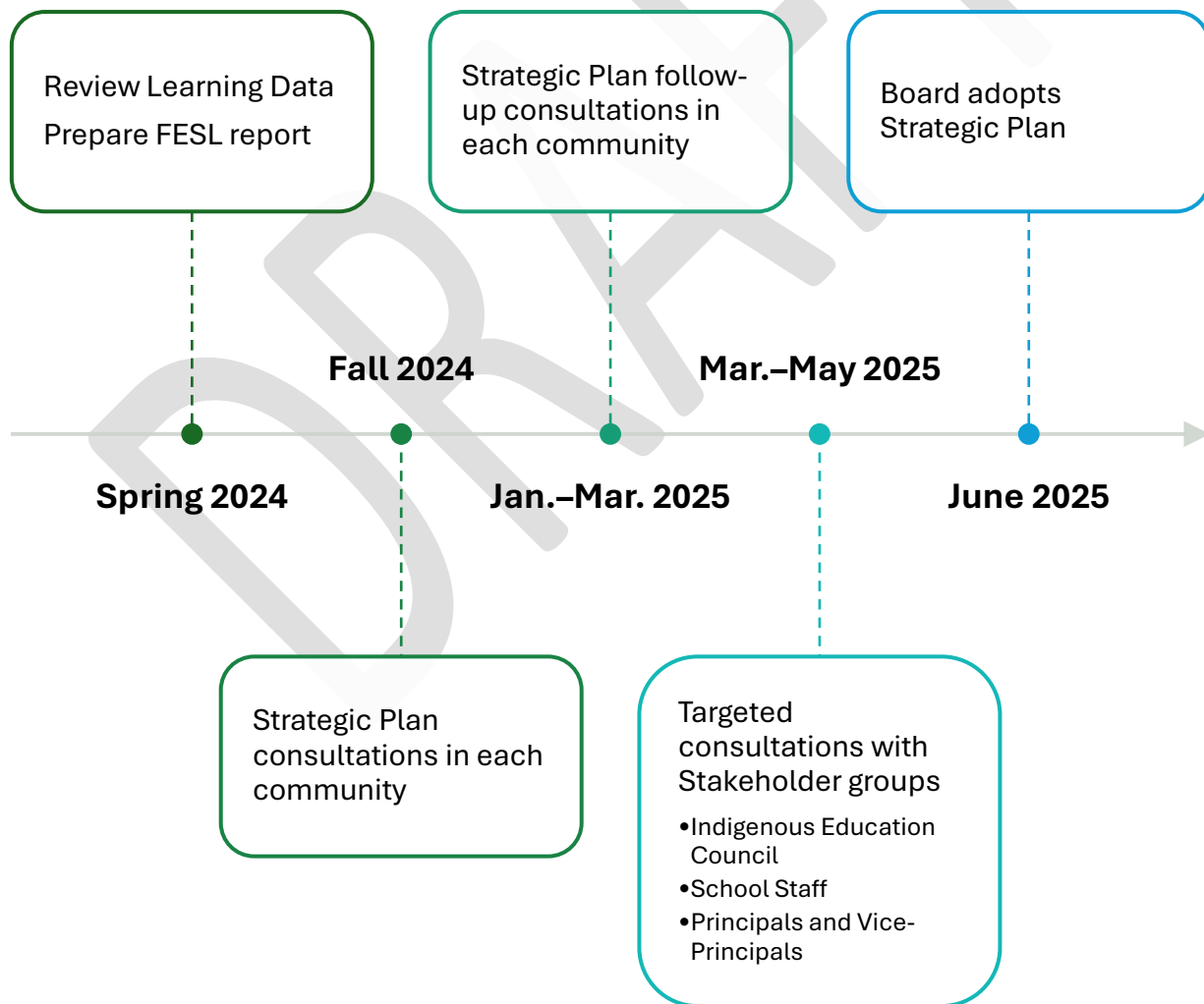
Our board is committed to the work of creating safe, healthy, and responsive schools where every student's unique gifts are nurtured. We thank you for all of your support, and welcome you to engage with us in this ongoing work.

Sincerely,

Arlaine Fehr, Chair
Jenniffer Hanson, Vice-Chair
Cyndy Rodgers, Trustee
Allison Stiglitz, Trustee
Katie Unger, Trustee

Development of the plan

Our Strategic Plan 2025-2030 has been developed by grounding ourselves in evidence of student learning and through listening to the Vancouver Island West community. A thorough public consultation process, including multiple consultations in each of our communities as well as targeted consultations with students, staff, and the district's Indigenous Education Council, took place during the 2024-25 school year. Our priorities – Learning, Relationships, and Indigenous Ways of Knowing – were chosen based on the needs of our learners and the voices of our stakeholders.



What's happening for our learners?

In order to determine our direction forward in the Strategic Plan, we need to start with our current reality. From our evidence of learning, we have identified the following trends for our learning (greater detail is found in our annual Framework for Enhancing Student Learning report):

- Many students enter Kindergarten vulnerable in one or more domains
- We have experienced growth in primary literacy
- Fewer students achieve proficiency in literacy and numeracy in the intermediate and secondary years
- Graduation rates have been increasing
- Equity gaps exist for Indigenous students, children and youth in care, and students with disabilities and diverse abilities, and increase as students get older
- Most students feel connected and cared for at school
- School absenteeism is a significant issue for many students

Our strategic priorities, described in the following sections, provide our direction forward. They have been developed from the evidence of what is happening for our learners and consultation with Indigenous rightsholders, communities, parents, staff, and students.

Our Mission

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

Our Vision

All students graduate having developed their unique potential as caring, adaptable citizens and future leaders both locally and globally in a changing world.

Our Values

| | | | |
|--|--|---|---|
| Safety Safe environments allow students to focus on learning, growth, and development without fear of harm. | Inclusion Inclusion fosters a sense of belonging and respect, enriching our communities by embracing diverse perspectives and talents. | Well-being The physical, mental, and emotional well-being of students and staff is the foundation for learning, growth, and success. | Success Achieving success, in all of its forms, boosts confidence, motivates further growth, and inspires others to pursue their own goals. |
| Trust Trust is essential for building relationships, fostering cooperation, open communication and mutual respect. | Empathy Empathy enables understanding, compassion, and connection, helping to build stronger, more supportive relationships and communities. | Respect Respect is fundamental as it fosters positive interactions, promotes equality, and creates an environment where individuals feel valued and understood. | |

Our Priorities

School District 84 strives to improve the life chances of all of our students through education, and we are committed to ongoing improvements in our practice to fully meet the needs of our students. Strategic Plan 2025-2030, developed in collaboration with stakeholders and rightsholders, provides direction and guidance for our work with a clear focus on equity, improving outcomes, and enhancing success for every student.

Learning

Achieving personal success in learning equips students with the knowledge, skills, and adaptability needed to set goals, navigate challenges, and grow in an ever-changing world. Focusing on equity in outcomes for Indigenous learners and learners with diverse abilities is crucial to ensure that every learner can realize their full potential.

Relationships

Positive relationships between students, staff, parents, and community are vital in supporting student learning, as they foster trust, motivation, and a sense of belonging. Working together to support students' social and emotional well-being is essential for helping learners develop resilience, empathy, and strong interpersonal skills.

Indigenous Ways of Knowing

As we learn on the traditional territories of the Ehattesaht, Ka:'yu:'k't'h/ Che:k'tles7et'h', Mowachaht/Muchalaht, and Nuchatlaht nations, we seek to strengthen our connection to the Nuuchahnulth peoples, culture, language, and land, and to ensure that our learning environments are safe, welcoming, and responsive for Nuuchahnulth students, parents, and communities.

Learning

We strive for personal success for each student so that every learner develops the knowledge, skills, and adaptability to navigate challenges, seize opportunities, and grow in an ever-changing world. We foster deep learning by cultivating students' curiosity, empowering students' agency, and nurturing the unique gifts that every student possesses.

Goals:

- Every student develops strong sense of agency, engagement, and voice
- Every student achieves proficiency in literacy and numeracy
- Every student graduates well-equipped to meet their personal goals
- We achieve equity for Indigenous learners, children and youth in care, and students with disabilities and diverse abilities

Measures:

- Foundation Skills Assessment
- District Assessment Framework
- Dogwood graduation rates
- Academic success (Foundation Skills Assessment, District Assessment framework, graduation rates) for learners with disabilities or diverse abilities

Relationships

We foster a culture of belonging by nurturing strong, respectful relationships among students, staff, parents, caregivers, and community partners. Our schools are healthy and inclusive learning environments where everyone feels valued, safe, and supported.

Goals:

- Students, staff, and parents feel safe, cared for, and connected to their schools
- Students learn to care for their social, emotional, and mental well-being
- Strong partnerships develop with parents, caregivers, and communities
- Students will have access to mental health supports
- As relationships grow, student attendance improves

Measures:

- Student Learning Surveys
- Pathways student interviews
- Pathways community surveys
- Attendance rates

Indigenous Ways of Knowing

We support learners to have an awareness of where they come from, of who they are and of their fullest potential, with strong character and confidence, walking through life on earth with dignity, pride and enthusiasm for all that life has to offer. We guide students to success by providing a strong foundation that promotes wisdom while they grow intellectually, socially, physically, spiritually, and emotionally. We envision safe and healthy learning environments that extend between our schools, our communities, and Nuuchahnulth territories, and where our culture and our language are embedded in everyday teachings.

Goals:

- Developing strong connections between schools and local communities
- Embedding Nuuchahnulth language and culture into everyday teachings
- Increasing Indigenous students' levels of success
- Improving the safety of our schools for Indigenous peoples
- Fostering students' sense of identity

Measures:

- Pathways student interviews
- Pathways community surveys
- Student self-assessment of core competencies
- Foundation Skills Assessment results for Indigenous learners
- District Assessment Framework results for Indigenous learners
- Graduation rates for Indigenous learners

Our Approach

We will engage in the work of improving student learning by following these principles:

Committing to continuous improvement

Consulting meaningfully with stakeholders and Indigenous rightsholders

Engaging in open and respectful communication

Promoting equity, inclusion, and accessibility

Ongoing professional growth and learning

Collaborating amongst staff, students, parents, and communities

Building professional learning communities

Monitoring results and utilizing evidence to inform decision making

Incorporating land-based and experiential learning

Developing trauma-sensitive and culturally responsive learning environments

Aligning resources to support our goals

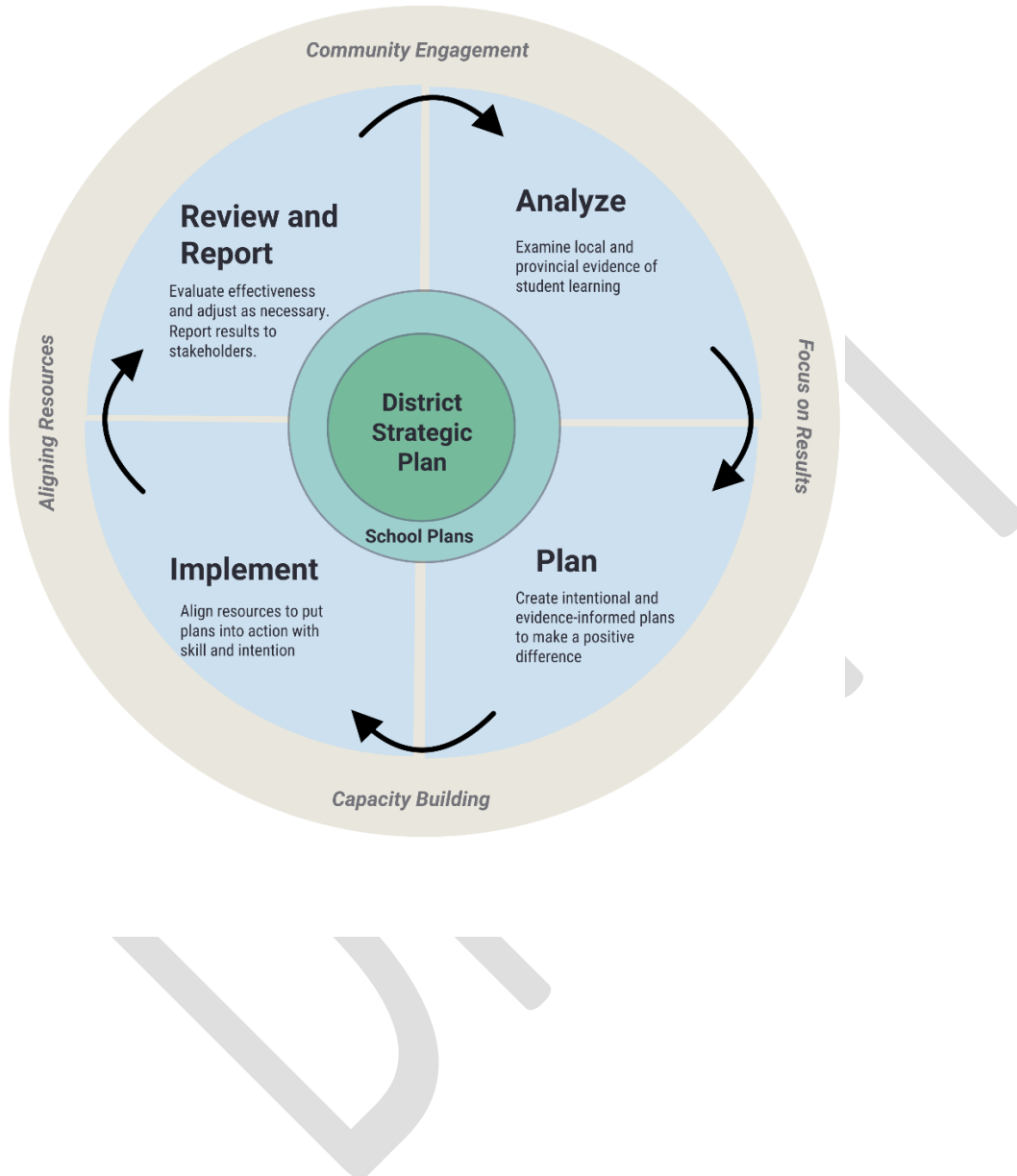
Employing efficient and effective systems to support learning

Bringing the plan to life

The goals and priorities for Strategic Plan 2025-2030 will remain consistent through the five-year life of the plan. We will be responsive and flexible through our annual Operational Plans, where strategies are developed to make progress towards the goals outlined in this Strategic Plan. Operational Plan strategies are resourced through our annual budget development cycle.

In order to make sustained progress towards the goals of our strategic plan, the district is involved in a process of continuous improvement. Our approach to continuous improvement in district and school plans is ongoing and focused on improving results for our learners. We begin with evidence of student learning, as we analyze local and provincial data to determine the effectiveness of our programs and which students require additional support. Using this evidence, we plan intentional and evidence-informed strategies to meet the identified needs and equity gaps. We align our resources to support our plans and build the capacity of our educators to implement strategies skillfully. We review the effectiveness of our strategies frequently, making adjustments as necessary, and report annually to stakeholders through the FESL report. This leads back to analyzing our results as our cycle of continuous improvement continues. Goals from our Strategic Plan 2025-2030 also inform and guide our annual School Plans. School Plans are developed at each school to identify local priorities for learning and to take actions to make a difference.

Strategic Plan priorities and goals for Indigenous education are closely aligned with our Indigenous Education Enhancement Agreement, as developed in partnership with the district's Indigenous Education Council.



Back Page

< Big photo >

Vancouver Island West School District 84

#2 Highway 28

Gold River, BC, V0P1G0

(250) 283-2241

DRAFT



Vancouver Island West School District 84

Strategic Plan | 2025-2030



Land Acknowledgement

The Vancouver Island West School District acknowledges and gives thanks that we work, play and live on the traditional territory of the Nuuchahnulth peoples, specifically the Ehattesaht, Ka'yuu:'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.

District Context

SD84 is composed of five schools in the communities of Gold River, Kyuquot, Tahsis, and Zeballos, as well as a district Continuing Education program, an outdoor education program, and an international program. We are a rural, remote district with a student population of approximately 330 students. Approximately 65% of SD84 students identify as Indigenous, and the majority of Indigenous students in our district live on-reserve. The learning needs of our students are diverse, as over 20% of students in SD84 are students with disabilities or diverse abilities.

Due to the remote geography of our school district, services for students and families are limited. Travel between schools and communities in SD84 involves multiple hours, gravel logging roads, water taxi, and float plane. Families must travel to larger population centers to access groceries, banks, and dental services, often travelling over gravel logging roads for multiple hours to access basic services. The remote nature of our schools also contributes to challenges associated with staff recruitment and retention. While there are challenges associated with rural and remote geography, our small size and remote nature also offer some powerful positive opportunities for learning, such as our small class sizes, rich Nuuchahnulth culture, and abundant outdoor learning opportunities. The nature of our schools and communities allows us to be responsive to opportunities and to form close connections with students and families.

330 students | **65%** of student identify as Indigenous

21% students with disabilities or diverse abilities

5 schools | **4** communities | **\$11M** operating budget

Message from the Board

The Board of Education is proud of the public education system in Vancouver Island West. With this new five-year strategic plan we renew our commitment to continuous improvement. As a board, we continue to draw our inspiration and passion for our work from the students we serve.

Our Strategic Plan envisions each student’s unique talents and gifts being recognized and nurtured. We embrace the wisdom of our communities and the professional judgement of our staff to focus our efforts towards this vision. Our strategic priorities of Learning, Relationships, and Indigenous Ways of Knowing will bring this vision to life and help ensure the personal success of every one of our learners.

This Plan is rooted in our relationships with local First Nations, communities, students and families. We thank all those who participated over the past 18 months in the process of creating this plan that will benefit all of our children. This Strategic Plan is directly linked to our District’s Indigenous Education Enhancement Agreement and the work done in partnership with the Nuuchahnulth Tribal Council and local First Nations communities to create pathways forward for all of our learners.

Our board is committed to the work of creating safe, healthy, and responsive schools where every student’s unique gifts are nurtured. We thank you for all of your support, and welcome you to engage with us in this ongoing work.

Sincerely,

Arlaine Fehr, Chair

Jenniffer Hanson, Vice-Chair

Cyndy Rodgers, Trustee

Allison Stiglitz, Trustee

Katie Unger, Trustee



Development of the plan

Our Strategic Plan 2025-2030 has been developed by grounding ourselves in evidence of student learning and through listening to the Vancouver Island West community. A thorough public consultation process, including multiple consultations in each of our communities as well as targeted consultations with students, staff, and the district’s Indigenous Education Council, took place during the 2024-25 school year. Our priorities – Learning, Relationships, and Indigenous Ways of Knowing – were chosen based on the needs of our learners and the voices of our stakeholders.

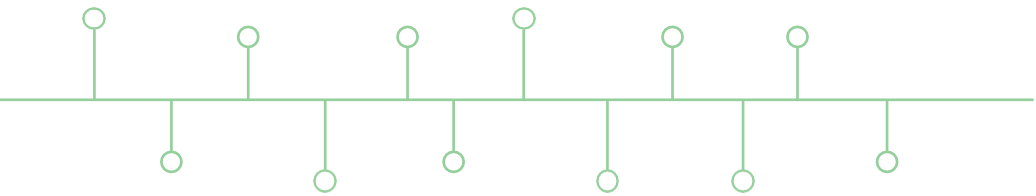
What’s happening for our learners?

In order to determine our direction forward in the Strategic Plan, we need to start with our current reality. From our evidence of learning, we have identified the following trends for our learning (greater detail is found in our annual Framework for Enhancing Student Learning report):

- Many students enter Kindergarten vulnerable in one or more domains
- We have experienced strong growth in primary literacy
- Fewer students achieve proficiency in the intermediate and secondary years
- Graduation rates have been steadily increasing
- Equity gaps exist for Indigenous students, children and youth in care, and students with disabilities and diverse abilities, and increase as students get older
- Most students feel connected and cared for at school
- School absenteeism is a significant issue for many students

Our strategic priorities, explained in the following sections, provide our direction forward. They have been developed from the evidence of what is happening for our learners and consultation with Indigenous rightsholders, communities, parents, staff, and students.

<Timeline showing consultation and engagement dates>





Our Mission

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

Our Vision

All students graduate having developed their unique potential as caring, adaptable citizens and future leaders both locally and globally in a changing world.

Our Values



Safety

Safe environments allow students to focus on learning, growth, and development without fear of harm.



Inclusion

Inclusion fosters a sense of belonging and respect, enriching our communities by embracing diverse perspectives and talents.



**Vancouver Island
West School District 84**

(250) 283-2241
#2 Highway 28, Gold River, BC V0P 1G0



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

9 DAY - 2 WEEK SCHOOL CALENDAR 2025 - 2026

SEPTEMBER 2025

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| 28 | 29 | 30 | | | | |

September

01 Labour Day
02 Schools Open
05 Schools Not in Session
08 School Board Meeting (Gold River)
19 CI Day
30 National Day for Truth and Reconciliation

February

06 Schools Not In Session
09 School Board Meeting (Gold River)
16 Family Day
20 Pro D Day

OCTOBER 2025

| S | M | T | W | T | F | S |
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| 26 | 27 | 28 | 29 | 30 | 31 | |

October

03 Schools Not In Session
13 Thanksgiving
14 School Board Meeting (Tahsis)
17 Pro D Day
31 Schools Not In Session

March

06 Schools Not In Session
09 School Board Meeting (Gold River)
16 Schools Closed Spring Break
30 Schools Re-open

NOVEMBER 2025

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November

10 School Board Meeting (Gold River)
11 Remembrance Day
14 Schools Not in Session
28 Pro D Day

April

03 Good Friday
06 Easter Monday
13 School Board Meeting (Zeballos)
17 Pro D Day

DECEMBER 2025

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December

08 School Board Meeting (Gold River)
12 Schools Not In Session
22 Schools close for Winter Break
25 Christmas Day
26 Boxing Day

May

01 Schools Not in Session
11 School Board Meeting (Kyuquot)
15 Pro D Day
18 Victoria Day
29 Schools Not in Session

JANUARY 2026

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January

01 New Years Day
05 Schools Re-open
09 Schools Not In Session
12 School Board Meeting (Gold River)
23 Schools Not In Session

June

08 School Board Meeting (Tsaxana)
12 Schools Not In Session
25 Last day of Instruction
26 Administration Day
29 Schools Not In Session
30 Schools Not In Session

FEBRUARY 2026

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MARCH 2026

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APRIL 2026

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MAY 2026

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JUNE 2026

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Days in Session: 175

Days of Instruction: 168

Number of Hours of Instruction: Elementary 878/ Secondary 952

Minutes per Day: Elementary 331 / Secondary 342

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



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

9 DAY - 2 WEEK SCHOOL CALENDAR 2026 - 2027

SEPTEMBER 2026

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September

07 Labour Day
08 Schools Open
11 School Not in Session
14 School Board Meeting (Gold River)
25 CI Day
30 National Day for Truth and Reconciliation

February

08 School Board Meeting (Gold River)
12 Schools Not In Session
15 Family Day
26 Pro D Day

OCTOBER 2026

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October

09 Schools Not In Session
12 Thanksgiving
13 School Board Meeting (Tahsis)
23 Provincial Pro-D

March

08 School Board Meeting (Gold River)
12 Schools Not In Session
15 Schools Closed Spring Break
26 Good Friday
29 Easter Monday
30 Schools Re-open

NOVEMBER 2026

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November

06 Schools Not in Session
09 School Board Meeting (Gold River)
11 Remembrance Day
20 Pro D Day

April

09 Schools Not In Session
12 School Board Meeting (Zeballos)
23 Pro D Day

DECEMBER 2026

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December

04 Schools Not In Session
14 School Board Meeting (Gold River)
18 Schools Not In Session
21 Schools close for Winter Break
25 Christmas Day
28 In lieu of Boxing Day

May

07 Pro D Day
10 School Board Meeting (Kyuquot)
17 Victoria Day
21 Schools Not in Session

JANUARY 2027

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| 31 | | | | | | |

January

01 New Years Day
04 Schools Re-open
11 School Board Meeting (Gold River)
15 Schools Not In Session
29 Schools Not In Session

June

04 Schools Not In Session
07 School Board Meeting (Tsaxana)
18 Schools Not In Session
24 Last day of Instruction
25 Administration Day
28 Schools Not In Session
29 Schools Not In Session
30 Schools Not In Session

FEBRUARY 2027

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MARCH 2027

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APRIL 2027

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MAY 2027

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JUNE 2027

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Days in Session: 170

Days of Instruction: 163

Number of Hours of Instruction: Elementary 878 / Secondary 952

Minutes per Day: Elementary 340 / Secondary 352

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



VANCOUVER ISLAND WEST SCHOOL DISTRICT 84

9 DAY - 2 WEEK SCHOOL CALENDAR 2027 - 2028

SEPTEMBER 2027

| S | M | T | W | T | F | S |
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September

06 Labour Day
07 Schools Open
13 School Board Meeting (Gold River)
24 CI Day
30 National Day for Truth and Reconciliation

February

11 Schools Not In Session
14 School Board Meeting (Gold River)
21 Family Day
25 Pro D Day

OCTOBER 2027

| S | M | T | W | T | F | S |
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| 31 | | | | | | |

October

08 Schools Not In Session
11 Thanksgiving
12 School Board Meeting (Tahsis)
22 Provincial Pro-D

March

10 Schools Not In Session
13 School Board Meeting (Gold River)
20 Schools Closed Spring Break

NOVEMBER 2027

| S | M | T | W | T | F | S |
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November

05 Schools Not in Session
08 School Board Meeting (Gold River)
11 Remembrance Day
19 Pro D Day

April

03 Schools Re-open
07 Schools Not In Session
10 School Board Meeting (Zeballos)
14 Good Friday
17 Easter Monday
21 Pro D Day

DECEMBER 2027

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December

03 Schools Not In Session
13 School Board Meeting (Gold River)
17 Schools Not In Session
20 Schools close for Winter Break
27 In lieu of Christmas Day
28 In lieu of Boxing Day

May

05 Schools Not in Session
15 School Board Meeting (Kyuquot)
19 Pro D Day
22 Victoria Day

JANUARY 2028

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| 30 | 31 | | | | | |

January

03 In Lieu of New Years Day
04 Schools Re-open
10 School Board Meeting (Gold River)
14 Schools Not In Session
28 Schools Not In Session

June

02 Schools Not In Session
12 School Board Meeting (Tsaxana)
16 Schools Not In Session
29 Last day of Instruction
30 Administration Day

FEBRUARY 2028

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MARCH 2028

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APRIL 2028

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MAY 2028

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JUNE 2028

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Days in Session: 174

Days of Instruction: 167

Number of Hours of Instruction: Elementary 893 / Secondary 952

Minutes per Day: Elementary 333 / Secondary 344

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

Vancouver Island West

School District 84



SCHEDULE OF 2025-26 SCHOOL FEES:

Captain Meares Elementary Secondary School – Nil

Gold River Secondary School – Nil

Kyuquot Elementary Secondary School – Nil

Ray Watkins Elementary School – Nil

Zeballos Elementary Secondary School – Nil



BRIEFING NOTES

TO: Board of Education
FROM: Stephen Larre, Deputy Superintendent
SUBJECT: Bell Schedule update
DATE: June 3, 2025

SUMMARY:

School bell schedules for 2025-26 are presented for the Board's information.

Schools are required to offer a minimum number of instructional hours during each school year (878 hours for elementary students, 952 hours for secondary students). When those required hours for the year are divided by the number of instructional days in the year (168 days in 2025-26) we obtain our number of required minutes for each school day.

For 2025-26, elementary school days will be 316 instructional minutes long (plus a 15 minute non-instructional recess). Secondary school days will be 342 instructional minutes long.

Note that the number of instructional minutes required each day will vary from year to year based on the number of instructional days in session. The length of the instructional day is also affected by the district's 9-day fortnight calendar and two-week spring break which reduce the number of instructional days in the year.

ATTACHMENTS:

Bell schedules for 2025-26 for all five schools in SD84

SCHOOL DISTRICT 84 – VANCOUVER ISLAND WEST 2025-2026 BELL SCHEDULES

CMESS Bell Schedule 2025-26

Elementary K-8

| | |
|------------------------|-----------------|
| Class begins | 8:40am |
| Recess | 10:30 – 10:45am |
| Elementary lunch | 12:00pm |
| Afternoon class begins | 1:00pm |
| dismissal | 3:11pm |

Secondary 9-12

| | |
|------------------------|---------|
| Class begins | 8:40am |
| Elementary lunch | 12:00pm |
| Afternoon class begins | 1:00pm |
| dismissal | 3:22pm |

GRSS Bell Schedule 2025-26

| | |
|------------------------|---------|
| Class begins | 8:55am |
| Lunch | 11:50pm |
| Afternoon class begins | 12:50pm |
| dismissal | 3:37pm |

KESS Bell Schedule 2025-26

Elementary

| | |
|------------------------|-----------------|
| Class begins | 8:45am |
| Recess | 10:30 – 10:45am |
| Elementary lunch | 12:00pm |
| Afternoon class begins | 12:45pm |
| dismissal | 3:01pm |

Secondary

| | |
|------------------------|---------|
| Class begins | 8:45am |
| Elementary lunch | 12:00pm |
| Afternoon class begins | 12:45pm |
| dismissal | 3:12pm |

RWES Bell Schedule 2025-26

| | |
|------------------------|-----------------|
| Class begins | 8:45am |
| Recess | 10:30 – 10:45am |
| Elementary lunch | 12:00pm |
| Afternoon class begins | 12:45pm |
| Dismissal | 3:01pm |

ZEES Bell Schedule 2025-26

8:44 - Classes start
12:00 - 12:45 Lunch Break
3:00 - Elementary Dismissal
3:11 - High School Dismissal



BRIEFING NOTES

TO: Board of Education
FROM: Stephen Larre, Deputy Superintendent
SUBJECT: School Codes of Conduct
DATE: June 3, 2025

RECOMMENDATION:

That the Board of Education approve the five school Codes of Conduct for the 2025-26 school year as presented.

SUMMARY:

Every school is required to produce and distribute a Code of Conduct which describes the school's approach to creating a safe, positive, and respectful school environment. The requirements for Codes of Conduct can be found in both provincial legislation (the [Provincial Standards for Codes of Conduct Order](#)) as well as local SD84 Administrative Procedure ([AP 350 Student Conduct](#)).

ATTACHMENTS:

CMESS Code of Conduct
GRSS Code of Conduct
KESS Code of Conduct
RWES Code of Conduct
ZESS Code of Conduct

KYUQUOT ELEMENTARY SECONDARY SCHOOL CODE OF CONDUCT 2025-2026



Purpose

Kyuquot Elementary Secondary School has the responsibility to provide clear guidelines and expectations that ensure a **safe, respectful, inclusive, and positive climate for learning**. All members of the school community are expected to uphold the core principles of **respect for self, others, property, and the environment**. This Code of Conduct shall apply to students during **any school-related activity**, including time spent **on school grounds, while traveling to and from school, during field trips or extra-curricular activities, and within virtual environments** connected to school programs. This ensures consistency of expectations across all learning environments.

Conduct that disrupts the school environment or negatively affects others will be addressed through **restorative, reflective, and age-appropriate interventions**.

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.

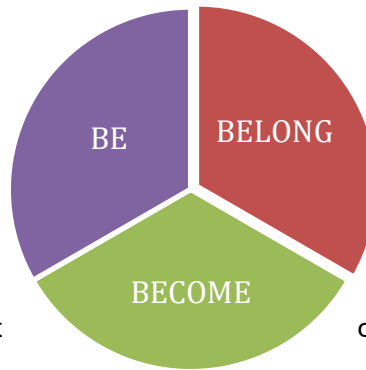
Close communication and cooperation between school and home is essential for consistency and the maintenance of high standards of behavior at school. Please take the time to review the **Guidelines for Success, School Code of Conduct** and **Dress Guidelines**:

GUIDELINES FOR SUCCESS

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

BE

- **BE SAFE** – We all work and happy place.
- **BE KIND** – We respect property, feelings, and
- **BE OURSELVES** – We we are.
- **BE HEARD** – We know that



together to make our school a safe
each other's right to learn,
identity.
are each unique and valued for who
our voices and ideas matter.

BELONG

- **IN OUR CLASS** – Our classroom is a space where we feel safe, welcomed, and supported to learn.
- **IN OUR SCHOOL** – Our school reflects who we are and what we value as a learning community.
- **IN OUR ACTIVITIES** – We are included and supported in all opportunities, regardless of where we are on our learning journey.

BECOME

- **OUR PERSONAL BEST** – We show up ready to learn, grow from mistakes, and strive for success with a positive mindset.

School Code of Conduct

Be Safe

Examples:

- Follow school rules and adult directions
- Keep hands, feet, and objects to yourself
- Use kind words and actions
- Use school technology appropriately and safely

Be Kind

Examples:

- Respect yourself and others
- Be honest and truthful
- Care for property and feelings
- Refrain from rough play or playfighting
- Place all litter in the correct bins

Do Your Personal Best

Examples:

- Attend school every day and be on time
- Participate with a positive mindset
- Understand mistakes are learning opportunities
- Take care of personal and shared belongings
- Focus during lessons and stay on task

Dress Code

Our dress code reflects the values of **dignity, equity, and respect** for the learning environment. It applies to all students regardless of age or gender.

- Dress for the weather (footwear, outerwear) and outdoor activities
- Avoid clothing with offensive or inappropriate images or messages
- Choose clothing that supports a respectful and inclusive learning environment

Use of Personal Digital Devices

Kyuquot Elementary Secondary School is committed to fostering a safe, respectful, and focused learning environment for all students. We recognize the role digital technology plays in our students' lives, both as a tool for learning and communication. Our approach to personal digital device use is grounded in **equity, safety, respect for privacy**, and the development of **responsible digital citizenship**.

Our guidelines help students build skills in digital responsibility, in line with BC's curriculum goals for *Personal and Social Awareness*.

Guidelines for Use

1. **Instructional Time:** Devices must remain off and stored away (e.g., in lockers, backpacks, or purses) during instructional time unless explicit permission is given by the supervising staff member for learning purposes.
2. **Non-Instructional Time:** Devices may be used before and after school, during breaks, and at lunch—provided their use aligns with school expectations and does not interfere with safety, supervision, or the wellbeing of others.
3. **Respecting Privacy:** Taking photos, videos, or audio recordings of others without their knowledge and permission is strictly prohibited. Devices must never be used in private spaces such as washrooms, changerooms, or counselling rooms.
4. **Assessment Environments:** Devices are not permitted during quizzes, tests, or formal assessments unless accommodations have been formally approved, or instructor permission is granted.
5. **Responsibility and Security:** Students are responsible for securing their personal devices. The school is not liable for loss, damage, or theft of any personal electronic equipment.
6. **Digital Conduct:** Online activity during school time (including through school Wi-Fi) must reflect the values and expectations of the school and district Code of Conduct.
7. **Reporting Unsafe Use:** Students are expected to report any harmful, unsafe, or inappropriate online behaviour witnessed on personal or school devices to a trusted adult at school.
8. **Network Use:** By connecting to the district network, students understand that district IT staff may access device data when necessary to investigate inappropriate use.
9. **Restorative Responses:** If expectations are not followed, devices may be temporarily held by staff. A restorative process involving the student, their caregiver, and school personnel will follow to support understanding and future success.

Equity-Based Exceptions

Exceptions to the above guidelines may be made with discretion and compassion under the following circumstances:

- To support **accessibility and accommodations** for students with disabilities or diverse abilities, as outlined in an IEP or Learning Plan.
- To support **health or medical needs**, as discussed and approved by the school principal in collaboration with caregivers.
- To support **digital equity** for students with limited internet access outside of school, allowing them to complete schoolwork and maintain connection with family and peers.

Partnership and Communication

Expectations around digital device use are reviewed with students regularly and shared with families at the beginning of each school year. Student perspectives are welcomed when reviewing school technology use, to ensure policies support both well-being and learning.

Student Supports

When concerns arise, staff members use opportunities to guide students through reflective and restorative learning. Students may be referred to the:

- School Counsellor
- Indigenous Support Worker or Youth & Family Worker
- Supportive peer or adult mentor

Student Discipline and Problem Solving

Discipline is viewed as an opportunity for learning. In accordance with the **BC School Act**, special considerations may apply for students with disabilities or diverse abilities, **particularly where students are unable to comply with the Code of Conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature**. Responses to behaviour will be applied in a way that is equitable, inclusive, and supportive of student growth.

Expectations and consequences:

- Are age-appropriate
- Emphasize **restoration, accountability, and growth**
- Include reflection and alternative behavior planning
- May involve temporary loss of privileges (e.g., recess or field trip)

Behaviour that contravenes the Code of Conduct includes, but is not limited to:

- Violence, threats, or intimidation
- Harassment or bullying, including **cyberbullying**
- **Sexual harassment**
- Use, possession, or distribution of **illegal or restricted substances**, including vaping or alcohol
- Acts of **retaliation** against someone who has reported a breach of the Code

Serious behaviors may require immediate action, including contact with District personnel, families, or outside agencies. Examples include:

- Violence or threats

- Harassment or bullying
- Disrespect or defiance
- Damage or theft
- Possession of illegal items

Threat Assessment and Community Safety

We take **all threats seriously**, whether verbal, written, online, or implied. A formal Threat Risk Assessment may be initiated. Our priority is always the safety of all students and staff. The school will make **reasonable efforts to prevent retaliation** against any student or community member who brings forward a report or concern regarding a breach of the Code of Conduct.

Equity and Inclusion

Kyuquot Elementary Secondary is committed to **equity, belonging, and justice**. In accordance with the **BC Human Rights Code**, there will be no discrimination based on:

- Race, ancestry, or place of origin
- Gender identity or expression
- Sexual orientation
- Religion, family status, or disability
- Age or personal background

Partnership with Families and Community

Our school thrives when we work **together**. Families and caregivers are contacted:

- Immediately in cases of serious behavior
- When minor concerns become repeated patterns
- For collaborative planning and support

We thank families and community members for being active partners in fostering **kindness, learning, and belonging** for every child.



Zeballos Elementary Secondary School Code of Conduct for 2025-26

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. The Code of Conduct applies to all school facilities, off school activities such as field trips, and also includes when students are traveling to and from school. 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.

Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

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.

Reasonable efforts will be taken to prevent retaliation against someone who reports a breach of the 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.

Cell Phones and Personal Digital:

For the purposes of promoting student safety and maintaining a focused learning environment Zeballos Elementary Secondary School restricts the use of personal digital devices during hours of instruction. Personal digital devices, defined as any devices that can access the internet (such as cellphones, tablets, smartwatches, and gaming devices), are not to be used during the following hours of instruction 8:45 to 3:18.

Exceptions to the restriction on personal digital devices will be made to support student accessibility and accommodation needs or to support students medical and health needs. This could include the use of assistive technology for students with disabilities or diverse abilities where such exceptions will be outlined in the student's Individual Education Plan (IEP) where applicable. Parents / guardians should contact the school principal to discuss any medical needs that may require an exception to the restriction on personal digital devices.

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.

GOLD RIVER SECONDARY SCHOOL

STUDENT-PARENT HANDBOOK

2025-26

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 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, gender identity and expression, or age of that person or class of persons.

Respect - ?iisaak

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

Unacceptable Conduct

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

In our school community these actions are unacceptable:

Behaviours that:

- Interfere with the learning of others
- Create unsafe conditions

Acts of:

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

Illegal acts, such as:

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

Examples of Interventions

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

Notifications

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

Consequences

1. Disciplinary action, whenever possible, will be preventative and restorative, rather than merely punitive.
2. Students, as often as possible, will participate in the development of meaningful consequences.
3. Students' age, maturity, and disabilities or diverse abilities will be taken into account when determining consequences.
4. Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

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

For the purposes of promoting student safety and maintaining a focused learning environment GRSS restricts the use of personal digital devices during hours of instruction. Personal digital devices, defined as any devices that can access the internet (such as cellphones, tablets, smartwatches, and gaming devices), are not to be used during the following hours of instruction 8:55am and 3:42pm

Personal digital devices may be used on school grounds outside of instructional hours, such as before and after school, recess, and lunch breaks.

Teachers may make exceptions to allow the use of personal digital devices for instructional purposes and to promote digital literacy. Such exceptions will be appropriate for the ages and developmental stages of the students involved.

Exceptions to the restriction on personal digital devices will be made in the following circumstances:

- a) to support student accessibility and accommodation needs, such as the use of assistive technology for students with disabilities or diverse abilities. Such exceptions will be outlined in the student's Individual Education Plan (IEP) where applicable.
- b) to support students medical and health needs. Parents / guardians should contact the school principal to discuss any medical needs that may require an exception to the restriction on personal digital devices.
- c) to support equity and learning outcomes. Students who do not have access to the internet outside of school, or have limited access to the internet outside of school, may be allowed to use personal digital devices in order to complete schoolwork and foster connections with peers and family.

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

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 and returned to student after meeting with administration

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

3rd offence

- device to office
- meeting with parents/guardians to discuss a plan for student access to device at school

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.

PLEASE DETACH LAST PAGE AND RETURN TO THE SCHOOL OFFICE

STUDENT –PARENT HANDBOOK/CODE OF CONDUCT

GOLD RIVER SECONDARY SCHOOL

Student's Name (Please Print)_____

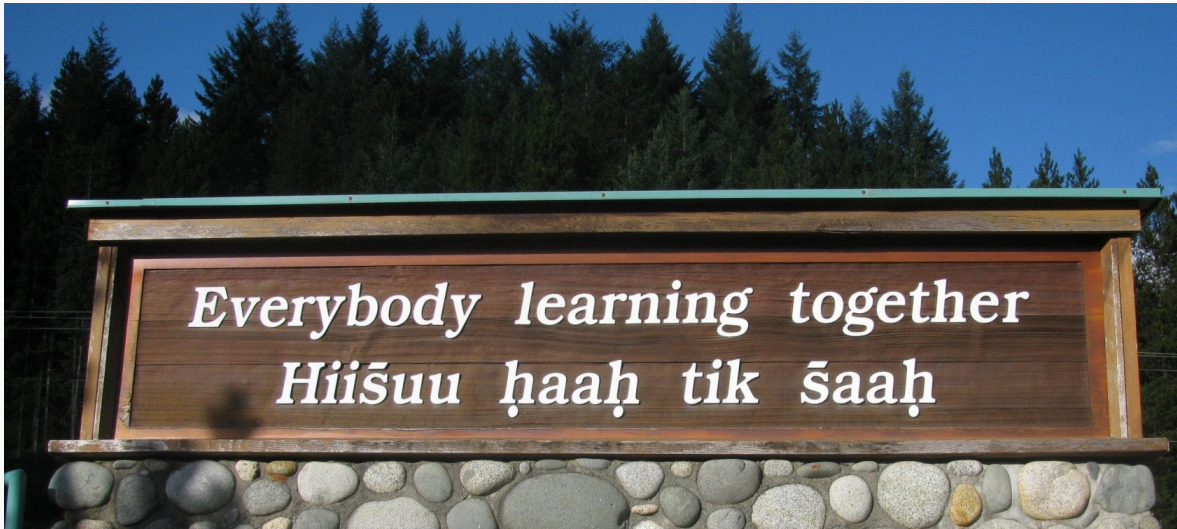
Student's Signature_____

Parent's Signature_____

Date_____

SEPTEMBER 2025

RAY WATKINS ELEMENTARY SCHOOL



Code of Conduct 2025 - 2026

Ms Natasha Toth, Principal
Mrs Corissa-Lee Campbell, Vice Principal
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Student Code of Conduct 2025 - 2026

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 2025 - 2026

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 ھاah tik saah Learning together



Student Code of Conduct 2025 - 2026

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 2025 - 2026

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. Student's age, maturity, and any disabilities will be taken into account when consequences are being applied. Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

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's age, maturity, and any disabilities will be taken into account when consequences are being applied. Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Student Code of Conduct 2025 - 2026

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.). The Safe Arrival system will contact parents / guardians of students that have an unreported absence between 9:00-9:30 am daily. 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 2025 - 2026

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.

Student's age, maturity, and any disabilities will be taken into account when consequences are being applied. Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

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's age, maturity, and any disabilities will be taken into account when consequences are being applied. Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

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Student Code of Conduct 2025 - 2026

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 to the back playground. These are the only two areas where supervision is provided. 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 expected to be outside (except for extreme inclement weather). Please ensure your child is dressed appropriately for the weather. At times, by special arrangement, some students may be allowed to make use of the sensory room or Indigenous Education room.

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.



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Student Code of Conduct 2025 - 2026

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. 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's age, maturity, and any disabilities will be taken into account when consequences are being applied. Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Student Code of Conduct 2025 - 2026**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

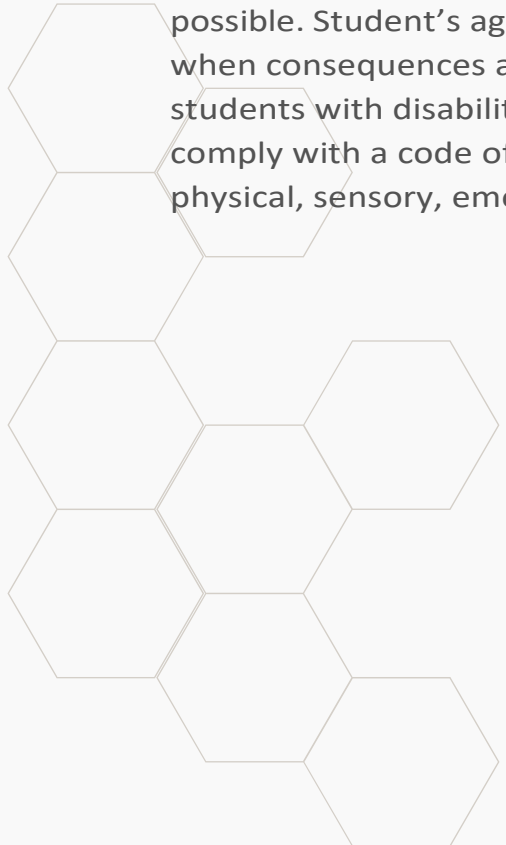
If you wear inappropriate clothing, you will be required to cover it with a sweatshirt, turn the clothing inside out, etc., or replace it with appropriate clothing from home. Student's age, maturity, and any disabilities will be taken into account when consequences are being applied. Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

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

A decorative graphic consisting of several light gray hexagons arranged in a cluster on the left side of the page. Some hexagons are solid, while others are outlined, creating a geometric pattern.

possible. Student’s age, maturity, and any disabilities will be taken into account when consequences are being applied. Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

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Student Code of Conduct 2025 - 2026

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 2025 - 2026

TECHNOLOGY

Expected Behaviour

Personal Digital Devices

To promote online safety and provide focused learning environments, personal digital devices such as cell phones and tablets are not allowed at school. If parents/guardians require their child to have a personal digital device for safety reasons, the device must stay in the student's school bag from the time they arrive until the end of the school day. Personal digital devices are not allowed to be used in the morning before the starting bell, at recess or during lunch time.

Teachers may allow students to use personal digital devices in their lessons to promote digital literacy or to aid with instruction. Teachers are required to supervise the use of personal digital devices during these times.

Allowances will be made, after meeting with the principal, for students that require personal digital devices for medical reasons or to accommodate learning needs.

Internet Use

Students are expected to utilize approved technology for the betterment of their education. While using school computers or laptops, 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.

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.

Student's age, maturity, and any disabilities will be taken into account when consequences are being applied. Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

Student Code of Conduct 2025 - 2026

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:

Student's age, maturity, and any disabilities will be taken into account when consequences are being applied. Special considerations may apply to students with disabilities or diverse abilities if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.

- ♦ 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 2025 - 2026

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.

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CMESS Student Conduct Policy 2025-2026

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, gender identity or expression, 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, gender identity or gender expression, or age of that person or class of person.

Sexual Orientation and Gender Identity or Expression

Students will:

- Be free to express themselves with reference to sexual orientation and gender identity without discrimination.
- 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 Conduct Digital Device Use

For the purposes of promoting student safety and maintaining a focused learning environment, Captain Meares Elementary Secondary School, will restrict the use of personal digital devices during hours of instruction. Personal digital devices are defined as any devices that can access the internet (such as cellphones, tablets, smartwatches, and gaming devices).

Personal devices may not be used in school or on school grounds when school is in session without the express permission of the school principal.

At no time may a student record or stream audio or visual material including photographs using any digital device during instructional hours in school or on the school grounds without the express permission of the school principal.

Student Conduct Digital Device Use Exceptions

The principal may make exceptions to allow the use of personal digital devices for instructional purposes and to promote digital literacy. Such exceptions will be appropriate under the following circumstances:

- To support student accessibility and accommodation needs, such as the use of assistive technology for students with disabilities or diverse abilities. Such exceptions must be outlined in the student's Individual Education Plan (IEP) where applicable.
- To support student medical and health needs, parents/guardians must contact the school principal to discuss any medical needs that may require an exception to the restriction of personal digital devices on a case-by-case basis.
- To support equity and learning outcomes. Students who do not have access to the internet outside of school, or have limited access to the internet outside of school may be allowed to use personal digital devices in order to complete schoolwork and foster connections with peers and family on a case-by-case basis.

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 disciplinary measures 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 the event of a suspension that would exclude the student from school, the student will be provided with independent class work based upon the prescribed curriculum for that child for the duration of that exclusion.

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.

Reporting Violations of the Code of Conduct

The administration of Captain Meares Elementary Secondary school will take all reasonable measures to ensure that there will be no retaliation against anyone who reports violations of the school code of conduct.



BRIEFING NOTES

TO: Board of Education
FROM: Stephen Larre, Deputy Superintendent
SUBJECT: School Plans
DATE: June 3, 2025

RECOMMENDATION:

That the Board of Education approve the five School Plans for the 2025-26 school year as presented.

SUMMARY:

As part of SD84's Continuous Improvement Cycle (as outlined in our district's Strategic Plan) schools complete an annual School Plan which is to be approved by the Board of Education. This requirement for Board approval of School Plans can be found in the Ministry of Education and Child Care's [Framework for Enhancing Student Learning Policy](#).

School Plans are developed at each school. Based on the school's evidence of student learning, goals for improvement are identified with targeted objectives. The School Plan also list the strategies and professional learning that will take place during the upcoming year to support progress towards the identified goal(s). Measures of progress towards the goal(s) are listed at the end of the plan (note that many of our school-based measures cannot be reported publicly due to protection of privacy legislation).

During the 2025-26 school year, schools will engage in a process to refresh their School Plans to enhance alignment with the new district Strategic Plan.

ATTACHMENTS:

CMESS School Plan
GRSS School Plan
KESS School Plan
RWES School Plan
ZESS School Plan

School Planning 2025-2026



Captain Meares Elementary Secondary School

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|---|---|
| School Context | <p>Captain Meares Elementary Secondary School is a rural K-12 school in School District 84. Captain Meares has a population of 27 students, 3 of whom identify as Indigenous. Our purpose is to provide a positive and safe environment where students will develop as independent learners who can effectively communicate a strong sense of personal and cultural identity and engage with their goals for learning and their future. We are continuing to align our goals with those of the district.</p> |
| Scanning “What’s going on for our learners?” | <p>As a result of our school's emphasis on literacy and emotional regulation, we have observed increased cooperation in Ministry assessments and surveys. Specifically, both our Grade 4 and Grade 7 students have completed their FSA assessments this year, and high school assessments were also successfully completed. Our school-wide focus on social and emotional learning has empowered students to self-regulate and effectively advocate for their individual needs.</p> <p>Upon reviewing our data, we have identified that some of our primary students have demonstrated below-expected growth in their early reading profiles, as well as medium progress in benchmark assessments.</p> <p>While we acknowledge factors such as absenteeism and student attitude as contributing elements to this lack of progress, we are committed to identifying additional support strategies for both the classroom teachers and the students involved. In the interim, we have enlisted the assistance of our Educational Assistant and Mr. Baron to conduct one-on-one pullout sessions with the students in question.</p> <p>Finally, we are on track to graduate both of our Grade 12 students this year and will continue to offer support to all students within our reach.</p> |
| Focus “What does our focus need to be?” | <p>Goal 1 To raise academic achievement and engagement in students from grades K – 12 by building up foundational skills and habits.</p> <p>Objective 1: 80% of students will be proficient or extending for their grade level in reading comprehension (up from 63%).</p> <p>Objective 2: 100% of students will demonstrate improvement in the overall quality of their writing based on performance standards.</p> <p>Goal 2 We will continue to build resilience in our students, so they are better prepared for success as they transition from our school to their chosen life and career paths.</p> <p>Objective 1: All students from grades K-12 will demonstrate the use of strategies related to mental health literacy, including mindfulness techniques and self-regulation.</p> |

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| <p>Developing a Hunch “How are we contributing to this situation?”</p> | <ul style="list-style-type: none"> • The school's academic culture is improving due to a more focused approach to affirmation, recognition, and early intervention, including increased counseling and social-emotional support. • We believe staff training in mindfulness techniques, combined with early counseling interventions, has enhanced student self-regulation and reduced the need for frequent behavioral interventions. • We are considering whether a firmer stance on behavioral concerns would further improve students' sense of safety. • We hypothesize that guided play lessons for younger students may support socialization and self-regulation. • After-school clubs are fostering positive relationships between students and teachers, promoting a stronger sense of belonging. |
| <p>Professional Learning “How and where can we learn more about how to address this situation?”</p> | <p>Improving Mental Health Literacy and Self-Regulation Relationship-Inspired Self-Regulation (K-12)</p> <ul style="list-style-type: none"> • We are utilizing the support network through Hilary and <i>Relationships Matter</i> to foster relationship-based self-regulation. • We are supporting the district's initiative for all staff to be trained in verbal de-escalation through the CPI certification. <p>Mindfulness Techniques (K-12)</p> <ul style="list-style-type: none"> • Staff are engaging in mindfulness training, led by the Calm app and mindfulness therapy tools, focusing on self-care and techniques to offer students. • To enhance academic engagement and performance, we are utilizing Ben's expertise to help integrate mindfulness tools both during staff meetings and throughout the school day. <p>Creating a Culture of Excellence through Recognition and Expectation</p> <ol style="list-style-type: none"> 1. We are using core competencies to encourage student responsibility for learning, emphasizing reflection and goal setting. Related professional development provides teachers with growth opportunities through self-reflection, which they can model for students. Learning team sessions will continue to be prioritized to support this. 2. Staff meetings will continue to serve as professional development sessions as needed. 3. We are exploring professional growth opportunities to better support kinesthetic learners in academic subjects. 4. Teachers are encouraged to take initiative and seek coaching to further their development. 5. We are reviewing and discussing Pathway survey results to promote staff reflection and professional growth. |
| <p>Taking Action “What will we do differently?”</p> | <p>Key Strategies to Improve Academic Engagement and Quality:</p> <ul style="list-style-type: none"> • Ensuring early reading support and encouragement for all students. • Using student- and teacher-created rubrics for quality writing and oral presentations, currently adapting Ministry-issued rubrics. • Implementing small pull-out groups for Math and Literacy (Grades 3-6). |

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| | <ul style="list-style-type: none"> • Referencing exemplars to set proficiency standards for reading and writing. • Focusing on relevant learning through the “Big Ideas” framework. • Employing creative formative and summative assessments tailored to diverse learning styles and goal setting, informed by District Data Collection results. • Using core competencies to engage students and foster "buy-in" to their learning. • Hosting Student Success Assemblies to celebrate academic progress. • Increasing student exposure to problem-solving skills and strategies. • Ensuring daily reading time to build student relationships with text. • Applying the writing process framework to demonstrate grade-level expectations. • Discussing academic futures and their practical implications. <p>Key Strategies to Improve Emotional Health Literacy:</p> <ul style="list-style-type: none"> • Implementing the Self and Co-Regulation Counselling Curriculum. • Encouraging inquiry-based play and socialization. • Integrating mindfulness techniques and routines throughout the school day. • Using music engagement and therapeutic tools, such as tapping, to support emotional regulation. • Promoting mental health literacy through resources from the Coalition on Mental Health Literacy. |
| <p>Checking “Have we made enough of a difference?”</p> | <p>Key measures of our success towards our goals will include:</p> <p>Goal 1 To raise academic achievement and engagement in students from grades K – 12 by building up foundational skills and habits.</p> <ol style="list-style-type: none"> 1. Use of data and analytics to ensure on grade reading ability and appropriate growth throughout the year. 2. Standard assessment of reading and comprehension (Academic Quality) (FSA 4 & 7), (EPRA/DART/IRA) 3. District Wide Write with BC Performance Standards (Academic Quality) 4. Report Card Grades (Academic Quality) <p>Goal 2 We will continue to build resilience in our students, so they are better prepared for success as they transition from our school to their chosen life and career paths.</p> <ol style="list-style-type: none"> 1. Student Learning Survey Question (Mental Health Literacy): At school I am learning to care for my well-being. 2. Student Learning Survey Question (Mental Health Literacy): How many adults at your school care about you? 3. Student Learning Survey Question (Self-Regulation): I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future. 4. Student Learning Survey Question (Self-Regulation): At school I am learning to solve problems in peaceful ways. |

Measures – How are we doing?

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|------------|---------|---|---------|--------|
| Goal 1-1 | | Students who show an at or above grade PM benchmark level. | | |
| | 2022/23 | 2023/24 | 2024/25 | Target |
| | 71% | 73% | 66% | 80% |
| Goal 1-2a | | Early Learning Profile completion appropriate for grade level. | | |
| | 2022/23 | 2023/24 | 2024/25 | Target |
| | 76% | 85% | 75% | 100% |
| Goal 1- 2b | | Students who are showing grade level reading and comprehension. | | |
| | 2022/23 | 2023/24 | 2024/25 | Target |
| | 44% | 50% | IRA | 80% |
| Goal 1- 3 | | Students who are grade level proficient in district wide write. | | |
| | 2022/23 | 2023/24 | 2024/25 | Target |
| | 35% | 38% | 44% | 80% |
| Goal 1-4 | | Students who have earned a proficient or above average on report cards. | | |
| | 2022/23 | 2023/24 | 2024/25 | Target |
| | 62% | 68% | 65% | 80% |
| Goal 2-1 | | Student Learn Survey Question (Mental Health Literacy): At school I am learning to care for my well- being. | | |
| | 2022/23 | 2023/24 | 2024/25 | Target |
| | 54% | 85% | 85% | 100% |
| Goal 2-2 | | Student Learning Survey Question (Mental Health Literacy): How many adults at your school care about you? | | |
| | 2022/23 | 2023/24 | 2024/25 | Target |
| | 100% | 100% | 96% | 100% |
| Goal 2-3 | | Student Learning Survey Question (Self-Regulation): I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future. | | |
| | 2022/23 | 2023/24 | 2024/25 | Target |
| | 50 | 74% | 95% | 100% |
| Goal 2-4 | | Student Learning Survey Question (Self-Regulation): At school I am learning to solve problems in peaceful ways. | | |
| | 2022/23 | 2023/24 | 2024/25 | Target |
| | 100% | 100% | 100% | 100% |

GRSS School Planning Document



Gold River Secondary School 2025-26

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| <h3>School Context</h3> | <p>Gold River Secondary School (GRSS) is a rural school serving the village of Gold River as well as the Mowachaht - Muchalaht community of Tsaxana. GRSS enrolls 93 Canadian students in grades 8 to 12, of which 53 (57%) identify as Indigenous. In addition, we have 11 international students as of this update. Three of these students are long-term and will graduate from GRSS. One is graduating this year. I</p> |
| <h3>Scanning</h3> <p>“What’s going on for our learners?”</p> | <p>Year 5 graduation rate data for GRSS (2019-20 to 2021-22) shows that the three year average graduation rate for non-Indigenous students was 94% while the graduation rate for Indigenous students was 67%. This highlights a significant gap in student achievement between Indigenous and non-Indigenous students.</p> <p>In 2021-22, 57% of Indigenous students met expectations (minimum C+ final grade or meeting IEP outcomes) in English Language Arts as opposed to 71% of Non-Indigenous students. There is a consistent year to year gap between Indigenous and non-Indigenous student achievement in this area. Neither group met the school plan target of 85% in 2021-22.</p> <p>Attendance data from the previous 3 Year School Plan shows a slight reduction in absences but does not show being close to meeting the targets that were set. Despite the slight improvement in school attendance rates, graduation rates have continued to be consistent and an overall trend of increasing. There was a significant drop in Indigenous students meeting or exceeding expectations in English Language Arts by Grade 12 in the 2022-23 academic year although the graduation rate improved from the previous year.</p> |
| <h3>Focus</h3> <p>“What does our focus need to be?”</p> | <p>GOAL: The Indigenous grad rates will increase to match or exceed the provincial average for all students.</p> <p>Objective 1: All students will report feeling engaged with their education and connected to the school. This data will be collected during the year from the Pathways Survey Interview.</p> <p>Objective 2: Indigenous graduation rate averaged over the past three years will be at least 85%.</p> <p>Objective 3: At least 85% of all students will meet or exceed grade level expectations (minimum C+) in English Language Arts (or the goals set in their IEPs) by the time they reach grade 12.</p> |

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| <p>Developing a Hunch</p> <p>“What factors are leading to this situation?”</p> | <p>Many students have lower than average literacy skills, particularly Indigenous students. The discrepancy between Indigenous and Non-Indigenous students indicates that more work needs to be done at the school level to improve results.</p> <p>Attendance in classes is affecting student success more than school attendance. GRSS runs mostly traditional classroom based instruction which increasingly appears to not meet more and more of our students and their needs each year. This suggests that connection and engagement are more of an issue than attendance at school. Many of these students self-select alternate models of support and instruction when given the option (i.e. NEW, Learning Center, DL, Moodle) as opposed to being in the “regular” classroom. Making connection and engagement a measurable objective is an area for further development to support increased student success.</p> |
| <p>Professional Learning</p> <p>“How and where can we learn more about how to address this situation?”</p> | <p><i>Educators on staff will participate in professional learning on:</i></p> <p>Professional learning in the areas of Indigenous Pedagogy, Pathways to Learning, Literacy, Trauma Informed Practice, and UDL will develop educator skills and provide resources to support both Indigenous and Non-Indigenous students. Applying this learning and these resources will enable educators to support the achievement of the overall goal of improving Indigenous 5 year graduation rates, and the three objectives.</p> <p><i>Professional learning resources will include:</i></p> <ul style="list-style-type: none"> • Curriculum Implementation (CI) Day • Collaborative AFL projects based on supporting student literacy. • Staff development as agenda items of regularly schedule staff meetings • District collaboration time • Accessing district level in-service opportunities supported by release time • Guest presenters / workshops • EDUC 450 (VIU) • ILRP 100 (VIU) • Nuu-chah-nulth Education Worker (NEW) • District Indigenous Education LART • MMFN Education Coordinator • MMFN elders and cultural experts |
| <p>Taking Action</p> <p>“What will we do differently?”</p> | <p><i>Key strategies to improve graduation rates for Indigenous students:</i></p> <ul style="list-style-type: none"> • Use of the Pathways Survey and Interview with students to gather qualitative data about student connection and engagement with school and staff • Increased involvement of YCCW with at risk students and grade 12s (work closely with school admin and Careers 12 teacher) |

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| | <ul style="list-style-type: none"> ● Regularly scheduled homerooms as a fixed and structured feature of the timetable to provide consistent staffing and support for student engagement via activities such as circles, workshops, Pathways, and home contacts. ● Increased SBT role bi-weekly meetings; more student/parent/staff involvement; greater attention to creating actions plan and follow-up; review of the connection and engagement surveys to identify individual and trending areas of concern for support and action ● More alternate program delivery to maximize student options inside of the regular schedule ● Use of staffing and flexible spaces to increase student options and blended learning ● Improve the support network for students by engaging in meaningful and regular consultation with the Nuuchahnulth Education Worker (NEW) the Mowachat-Muchalaht First Nation Education Coordinator and our partners at the Nuuchahnulth Tribal Council. Consultation will focus on the graduation program and will provide regular updates with families about the progress of their student(s) towards graduation. Consultation will be better tracked and documented. ● Provide intervention plans for students who need additional literacy support (e.g. use of schedule support blocks) ● Regular review and collaboration of literacy, attendance, and academic progress of at-risk students ● More connection with and presence at Tsaxana ● Reporting back to staff from collaboration sessions ● Staff development at targeted staff meetings: core competencies review, student self-assessment planning, goal setting strategies review and planning ● increase in referrals for counselling services ● increase in access to LART services ● Staff reviews of school plan and district assessment data and learning review ● Staff review of Pathways Survey and Interviews to identify larger patterns of engagement and connection in the school and address needs as identified by individual student responses ● Focused assessment and survey data collection during the first week of school with an aim to use assessment data and student voice to set the tone and guide the year |
| <p>Checking</p> <p>“Have we made enough of a difference?”</p> | <p><i>We will know we are making a positive difference when:</i></p> <ul style="list-style-type: none"> ● At least 85% of our Indigenous students are graduating within 5 years of entering high school. ● At least 85% of students are meeting or exceeding expectations in English Language Arts (C+ or higher / meeting IEP Learning Outcomes) ● All students will report feeling engaged with their education and connected to the school. |

Measures – How are we doing?

Indigenous Students Graduation Rates

| Measures | | | | | TARGET |
|---|--|---------|---------|---------|--------|
| | | 2022-23 | 2023-24 | 2024-25 | 85% |
| Year 5 Grad Rate (3 year average – the current column year and two preceding years; e.g. 2022-23 is a 3 year average of 2020-21/2021-22/2022-23) | | 90% | 90% | 71% | 86% |

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| Year 5 Grad Rate (Annual Results) | | 100% | 100% | 78% | |
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Connection and Engagement Survey

| Measures | | 2022-23 | 2023-24 | 2024-25 | TARGET |
|---|--|---|-----------------------------------|---|--|
| Students: <ul style="list-style-type: none"> Communication Connection Engagement Support | | Set baseline with results from first survey | Surveys and Interviews completed. | <ul style="list-style-type: none"> Focused on increasing student participation Year Start and Year End school-based surveys completed | 100% (Measure to be reviewed) |
| Families <ul style="list-style-type: none"> Communication Connection Engagement Support | | Set baseline with results from first survey | Did not survey families this year | Focused on increasing family participation in SLS | 100% (Measure to be reviewed) |

| Percentage of Indigenous Students Meeting or Exceeding Expectations in English Language Arts by end of Grade 12 | | | | | |
|---|-----------------------|-----------------------|----------------------|----------------------------------|---------------------------|
| Measures | 2021-22 | 2022-23 | 2023-24 | 2024-25 | TARGET |
| Meeting or Exceeding in English Language Arts | 50% (grades only)* | 55% (grades only)* | 40% (grades only) | 71% (grades and IEP outcomes) | 85% (Work in Progress) |



2025-2026 School Growth Plan

Kyuquot Elementary Secondary School

School Context

Kyuquot Elementary Secondary School is situated on the ancestral lands of the Ka:’yu:’k’t’h’/Che:k’tles7et’h’ First Nations. As a small, community-rooted Grade 1–12 school, we benefit from a close-knit setting that fosters meaningful relationships, personalized learning, and cultural grounding. In partnership with local rightsholders and through the Learning Enhancement Agreement (LEA), our work is guided by commitments to cultural pride, equitable learning outcomes, student wellness, and academic success. Our school embraces Nuu-chah-nulth ways of knowing, trauma-informed practices, and high expectations for all learners.

This year’s growth plan builds upon the commitments made in our **2024–2025 plan** while reflecting updated data from students, staff, and caregivers, as well as emerging priorities from our **District Strategic Planning** and our ongoing **Learning Enhancement Agreement** with KCFN. It is grounded in reflection, guided by the voices of our learners, and driven by the goal of ensuring all students feel safe, connected, challenged, and proud of who they are.

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

Through analysis of student feedback (Pathways, Student Learning Survey, Bullying Response), attendance trends, and educator reflection, we have identified key patterns:

- ❑ Students experience strong trust and connection with adults in the building.
- ❑ Land-based and cultural learning—particularly language and seasonal cycles—are deeply valued and contribute to positive identity development.
- ❑ A substantial number of students experience chronic absenteeism, especially in intermediate and secondary grades.
- ❑ Many students can articulate *what* they are learning, but fewer can identify personal goals or reflect on growth.
- ❑ Peer relationships remain a challenge. Students report emotional safety concerns, social exclusion, and bullying from peers, even while feeling supported by adults.
- ❑ Schoolwide and provincial assessment data show **persistent challenges in numeracy achievement**, particularly in the areas of problem-solving, number sense, and applied reasoning. Students in Grades 4, 7, and 10 are performing below district and provincial expectations, with low levels of confidence and success in foundational math skills.

These findings confirm that while our school has developed strong cultural and relational foundations, we must now increase our focus on **academic growth in numeracy**. This includes developing instructional approaches and learner strategies that support **goal setting, confidence, and achievement in math**.





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| <p>Focus “What does our focus need to be?”</p> | <p>The KESS learning team reflected on the evidence and collaborated to identify two key goals that will frame our work for the 2025–2026 school year. These goals are directly informed by student voice, aligned with our Learning Enhancement Agreement, and support the Ministry’s equity and mental health frameworks.</p> <p><i>Goal 1: To foster emotionally safe, inclusive peer relationships across all learning environments.</i></p> <p>Objective 1: Cultivate belonging, respect, and emotional safety among students by embedding social-emotional learning, Nuu-chah-nulth values, and restorative practice into daily routines.</p> <p>Objective 2: Actively reduce bullying through student-led education, prevention strategies, and culturally rooted conflict resolution.</p> <p>Why this is important?</p> <p>Belonging is a prerequisite for engagement. When students feel safe with their peers, they are more likely to take risks, attend school consistently, and share their voice. As highlighted in our feedback data, students at KESS do not always feel safe or accepted by peers—even as they describe strong relationships with adults. Addressing peer-to-peer dynamics with proactive tools and cultural values will enhance the safety and wellness of our entire school community.</p> <hr/> <p><i>Goal 2: To support students to develop agency and academic achievement through personalized goal setting and reflective learning.</i></p> <p>Objective 1: Embed routines that allow students to set learning goals, track progress, and reflect on personal growth across all grades.</p> <p>Objective 2: Increase the visibility and consistency of success criteria, portfolios, and feedback routines in each learning space.</p> <p>Objective 3: Use goal-setting strategies to support increased academic achievement in numeracy, particularly in foundational concepts and problem-solving skills, with specific attention to key transition years (Grades 4, 7, and 10).</p> <p>Why this is important:</p> <p>Students learn best when they are empowered to understand their growth and advocate for their needs. Our data shows growth in students being able to explain what they are learning. However, fewer students can describe their own learning goals or use</p> |
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| | <p>feedback to improve. Strengthening reflection, assessment literacy, and learner agency will support academic achievement and pride in personal progress.</p> <p>We also recognize that numeracy proficiency is a critical foundation for future success and confidence in learning. Embedding personalized strategies in math allows students to build the skills, mindset, and resilience necessary to see themselves as capable mathematicians. This approach aligns with the provincial emphasis on learner agency and the district’s strategic priority to improve foundational literacy and numeracy outcomes for all students.</p> |
| <p>Developing a Hunch “How are we contributing to this situation?”</p> | <p>We believe that our strong focus on adult-student relationships, while powerful, has not been fully balanced with structured support for peer relationships and student ownership. SEL is not yet embedded across all learning environments. Feedback and goal setting are not consistently used or visible to students. Our systems, while caring and flexible, have not created the routines and accountability necessary to support peer wellness and student agency across all grades.</p> <p>Our hunch is that if we intentionally create space for students to connect with peers, take ownership of their goals, and experience pride in learning, we will see improvements in belonging, attendance, and achievement. We are curious to determine if the lack of visible success and goal tracking in numeracy has contributed to low student confidence and achievement in this area. Without meaningful opportunities to experience growth and mastery in math, some students disengage. By increasing clarity, feedback, and personal ownership in numeracy—especially through culturally responsive, real-world approaches—we can support stronger foundational understanding and long-term academic success.</p> |
| <p>Professional Learning “How and where can we learn more about how to address this situation?”</p> | <p>Professional learning to meet the needs of this Plan will be done to help teachers to identify ‘How and where we can learn more about what to do?’ To support the meeting of these goals, our school team will engage in professional learning that supports the goals outlined above. These include:</p> <ul style="list-style-type: none"> ❑ Implementing the Circle of Courage framework as a foundation for SEL and peer support. ❑ Embedding culturally grounded SEL routines using teachings from Elders and Knowledge Keepers. ❑ Strengthening our use of restorative practices to address and reduce bullying. ❑ Building systems for student goal setting, portfolio documentation, and formative feedback. ❑ Deepen instructional strategies and formative assessment practices in numeracy, with a focus on goal setting, feedback, and growth mindset development ❑ Developing trauma-informed attendance strategies that reflect wellness, connection, and equity. |





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| | <input type="checkbox"/> Enhancing learning partnerships with families and the community , including increased visibility of cultural learning and inclusion of parents in planning and celebrations | | | |
| Taking Action “What will we do differently?” | <p>Taking Action is about thinking more deeply about new ideas and using them to inform action. It involves understanding that when doing something differently, effectiveness is judged by the impact on learners and their learning; and also understanding why some practices are more powerful than others. The staff at Kyuquot Elementary Secondary School will engage in ongoing professional learning and collaboration focused on goals to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create and implement a school-wide reflection and goal-setting model that supports personalized learning across all grades. <input type="checkbox"/> Develop student portfolios and embed them into classroom routines and student-led conferences. <input type="checkbox"/> Co-create a student-led peer belonging and kindness campaign rooted in Nuuchah-nulth teachings. <input type="checkbox"/> Establishing SEL instruction time, using a scope and sequence aligned with cultural values and the Circle of Courage. <input type="checkbox"/> Design and implement personalized numeracy pathways using learning goals, student conferencing, and portfolio artifacts to support growth and celebrate improvement <input type="checkbox"/> Continue to expand opportunities for land-based and cultural learning, including seasonal learning and language revitalization with KCFN support. <input type="checkbox"/> Invite parents and caregivers into classrooms and celebrations more frequently to support community connection and visibility. | | | |
| Checking “Have we made enough of a difference?” | <p>To assess the impact of our actions, we will monitor:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Learning Survey and Pathways responses <input type="checkbox"/> Peer belonging and bullying check-ins at multiple points in the year. <input type="checkbox"/> Learning portfolios and goal reviews at the end of each term. <input type="checkbox"/> Attendance tracking and early intervention. <input type="checkbox"/> Staff reflection journals on SEL, student engagement, and peer dynamics. <input type="checkbox"/> Provincial numeracy assessments (FSA Grades 4 and 7, Graduation Numeracy Assessment at Grade 10), tracked alongside student reflections and goal achievement <p>We aim to see improved emotional safety, increased student agency, reduced absenteeism, and stronger peer-to-peer relationships.</p> | | | |
| | Measures – How are we doing? | | | |
| | <What are you measuring? (e.g. % students meeting expectations for reading)> | | | |
| | Spring 2024 | Spring 2025 | Spring 2026 | TARGET |
| Students naming 2 trusted adults | 94% | 95%+ | | 100% |





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|---|------------|------------|--|------------|
| Students who feel safe with peers | 72% | 63% | | 85% |
| Students identifying learning goals | 57% | 84% | | 100% |
| Students identifying receiving helpful feedback (identifying always/ very often)) | 10% | 41% | | 100% |
| FSA Numeracy – Grade 4 (meeting or exceeding) | Masked | Masked | | 70% |
| FSA Numeracy – Grade 7 (meeting or exceeding) | Masked | Masked | | 65% |
| Provincial Graduation Numeracy Assessment – Grade 10 (Proficient or Extending) | Masked | Masked | | 60% |
| ATTENDANCE | | | | |
| % of Students Absent more than 20% of scheduled school days. | 21% | 39% | | 15% |



RWES 2025-26 School Plan

| Ray Watkins Elementary School (updated: May 2025) | |
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| School Context | <p>At RWES we strive to make sure every child feels connected to caring adults and is engaged in their learning.</p> <p>Mission – Provide a community in which students develop responsible, caring behaviour, nurture positive attitudes about themselves, each and the community; and acquire the knowledge, skills and habits necessary to succeed.</p> <p>Pop. – 117 (K-7)</p> <p>Two communities served – Tsaxana (27%) – Gold River (73%) – Total Indigenous pop. (47%), Families are generally lower/middle class – with a large “at risk” population (Local Health Area Profile).</p> |
| Scanning “What’s going on for our learners?” | <p>Most students at Ray Watkins have positive connections to caring adults at school, at home or in the community. However, since COVID-19 our students have exhibited an increase in anxiety, a lack of self-regulation, decreased motivation in learning, and an increase in negative attitude towards education and school property. Student learning is also impacted by an increase in designated students above the provincial average.</p> <p>There is a significant achievement gap between Indigenous and Non-Indigenous students in reading comprehension, reading fluency and writing. Approximately 75% of Indigenous students and 60% of Non-Indigenous students are at the ‘emerging’ level for reading fluency, reading comprehension and writing. (Based on spring 2023 data.)</p> <p>With the continued focus on reading and introduction of targeted writing strategies last year we have seen an increase in reading fluency, reading comprehension and writing skills. Overall, we have seen steady improvement in reading over the last few years with largest improvement happening in the primary grades. It will take continued coaching, collaboration and mentoring to have our students writing at a stronger level.</p> |
| Focus “What does our focus need to be?” | <p>Our goal and objectives were decided based on discussions with school staff and alignment with the District’s strategic plan for 2020-2025. Primary objective to focus on were an increase in literacy and student development of understanding around personal and social core competency.</p> <p><u>Goal:</u> To have students develop a stronger sense of identity, confidence and resilience as learners.</p> <p><u>Objective 1:</u> Students will demonstrate a developing understanding of the <i>personal awareness and responsibility</i> sub-core competency as evidenced by student self-assessment and goal setting.</p> <p><u>Objective 2:</u> Students will increase their reading proficiency by their performance on DART and PM Benchmark assessments. Any gap</p> |

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| | <p>between their assessed reading ability and the widely held grade level expectations will decrease yearly until it no longer exists.</p> <p>Objective 3: Students will increase their writing abilities with the goal to have 50% or higher of students at the proficient level based on their performance on the School Wide Write assessment.</p> |
| <p>Developing a Hunch “How are we contributing to this situation?”</p> | <p>Many of our students enter kindergarten vulnerable. It is important that we have a strong primary program that is focused on teaching a love of reading, effective reading and writing strategies, and core numeracy skills.</p> <p>Lower social economic factors, stressors that developed during COVID, and a lack of activities / clubs for our intermediate students has lead to a sense of indifference in our intermediate students. An increase in social-emotional learning and self-regulation lessons would help them better cope with stress and anxiety.</p> <p>Over the last few years we have made better strides at including Indigenous culture into RWES (more Nuu-chah-nulth language lessons, learning introduction, Nuu-chah-nulth education worker, drumming & dancing practice). However, we can do even more to integrate Indigenous ways of learning into our daily routines, schedules and classroom lessons (in all subjects).</p> <p>RWES still has a high absenteeism rate. This is partially due to a change in parent attitudes towards illness since COVID 19. Despite the use of the Safe Arrival program we still have a large number of parents not contacting the school when their child is absent. We have started attendance tracking (reasons why student is way) and contacting the parents of high absenteeism students to try and combat our absenteeism rate.</p> |
| <p>Professional Learning “How and where can we learn more about how to address this situation?”</p> | <p>Professional learning resources will include:</p> <ul style="list-style-type: none"> • Collaborative teacher inquiry time • Book studies – social emotional learning • Monthly Staff Meetings- focus on student self-assessment and goal setting • POPEY workshops • Heather Goodall providing literacy in-services • Role modeling of literary lessons at each grade level • Role modeling of writing lessons / strategies at each grade level |
| <p>Taking Action “What will we do differently?”</p> | <p>Key strategies to improve the reading achievement of our learners include:</p> <ul style="list-style-type: none"> • Targeted reading lessons for a minimum of 45 min a day. • Incorporating the use of mentor texts to help improve reading comprehension and writing skills. • Targeted writing lessons for a minimum of 30 min a day focusing on use of ‘free write’, ‘journal writing’ and targeted mini lessons. • Ensuring that each class has at least 30 minutes a day dedicated to reading books • Continual coaching from Heather Goodall for all staff: modeling lessons, team-teaching, and in-services • Literacy learning through play |

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| | <ul style="list-style-type: none"> • Liaison with Gold River Services centre and local library • Intervention plans for identified at-risk readers (action plan) • Design and implement evidence-informed interventions in collaboration with the school based team • Scheduled assessment (PM Benchmarks, Dart/ EPRA in fall and spring) • Ongoing lessons on social emotional regulation, mental health and self-regulation throughout school year. • Use core competency language to increase students' positive identity and sense of worth • Using action plans for reading & writing to develop strategies and support required to assist struggling learners • Indigenous principles and "ways of knowing" integrated into daily lessons • Aligning Indigenous calendar with school calendar to incorporate seasonal activities • Weekly drumming & dancing time continuing • Ongoing goal setting and self-reflection of core competencies for students |
| Checking "Have we made enough of a difference?" | <p>Key measures of our success towards our goal will include:</p> <ul style="list-style-type: none"> • Annual district literacy assessment (EPRA/DART) • Classroom assessments (PM Benchmark) • School Wide Write • Student Learning Survey (grade 4 and 7) • FSA (grade 4 and 7) • Pathways Survey (grade 6 and 7) • Students able to self-regulate in classroom. • Students using problem solving skills on playground to achieve a positive outcome. • Goal setting and student self-reflection of core competencies for learning updates. • Attendance records (less absenteeism) <p>Results will be reported annually to the school community, School District, and PAC.</p> |

Measures – How are we doing?

| Reading Proficiency | | | | | |
|---------------------|-------------|-------------|-------------|--|--------|
| | Spring 2023 | Spring 2024 | Spring 2025 | | Target |
| All (1-3) | 48% | 44% | | | 80% |
| Indigenous (1-3) | 25% | 43% | | | 80% |
| | | | | | |
| All (4-7) | 40% | 21% | | | 80% |
| Indigenous (4-7) | 18% | 1% | | | 80% |

| Closing the Gap | | | | | |
|------------------|-------------|-------------|-------------|--|--------|
| | Spring 2023 | Spring 2024 | Spring 2025 | | TARGET |
| All (1-7) | 37% | 42% | | | 75% |
| Indigenous (1-7) | 30% | 38% | | | 75% |

| Writing Proficiency | | | | | |
|---------------------|-------------|-------------|-------------|--|--------|
| | Spring 2023 | Spring 2024 | Spring 2025 | | TARGET |
| All (K-7) | 26% | 29% | | | 50% |
| Indigenous (K-7) | 16% | 21% | | | 60% |

| Personal Awareness and Responsibility Proficiency | | | | | |
|---|-------------|-------------|--|--|--------|
| | Spring 2025 | Spring 2026 | | | Target |
| All (K-7) | | | | | 65% |
| Indigenous (K-7) | | | | | 65% |

(New- so don't have any pre-existing data for this)

2025-26 School Plan

Zeballos Elementary Secondary School

School Context

ZESS is a K-12 school in School District 84. ZESS has a student population of 37 students. 34 of 37 (92%) of the students identify as First Nations.

There is significant internal support for students. In 2024/25 there is four classrooms with 7 teachers and administrators, 2 EAs, 1 YCCW, 1 Culture and Language Support, 1 admin assistance/library support as well as a noon hour supervisor, bus driver and custodial staff. As well there is a counsellor working approximately half time at the school, hired in partnership between SD84 and the Ehatis and Nuchatlaht Nations.

ZESS is a remote school, 42km on a gravel road from the highway and then 170km from Campbell River or 44 km to Port McNeil. ZESS receives behaviour therapy, speech and language, and occupational therapy support from outside organizations and have been consistent this year.

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

Multiple markers in the elementary program have assessed student reading. This includes Early Reading profiles, PM Benchmarks, FSA results. Assessments show that reading rates compared to grade level expectations are near or at grade level in early elementary years and then decline by grade 7. This has been a trend for multiple years. As well, numeracy results from grade 4 and 7 FSAs show an increasing achievement gap as students reach higher grades compared to a provincial average. Taken together, this shows that as students get older, the progress of their learning is declining.

One of the factors that likely effects student academic achievement is school attendance.

In 2022/23, approximately 84% of ZESS students missed more than 10% of school days and 43% of ZESS students missed more than 20% of school.

In 2023/24, approximately 62% of ZESS students missed more than 10% of school 38% of ZESS students missed more than 20% of school days. This improvement in attendance could be attributed to a large effort to call home which resulted in better tracking of excused absences.

As of May 12th, in 2024/25 , approximately 65% of ZESS students missed more than 10% of school days and 35% of ZESS students miss more than 20% of school days.

At community consultation meetings including IEC and PAC meetings community members have expressed the need for increased academic expectations. One way that academic achievement may be helped is by having students in school more often.

To assist accurately tracking attendance, in 2025, ZESS began entering reasons for absence into MYEd to better understand why students are away. A goal has been to record a reason for each unknown absence.

| Absence Reasons | | | |
|----------------------|----------------|----------------|-----------------------|
| ReasonCodeAM | Sum of AmCount | Sum of PmCount | Sum of Portion Absent |
| Appointment | 23 | 22 | 21.50 |
| Cultural Activity | 4 | 5 | 4.50 |
| Field Trip | 0 | 1 | 0.50 |
| Illness | 135 | 137 | 129.50 |
| ParentGuardianExcuse | 118 | 106 | 110.00 |
| Unknown | 880 | 705 | 763.50 |
| Total | 1160 | 976 | 1,029.50 |

Data as of May 12, 2025.

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| <p>Focus</p> <p>“What does our focus need to be?”</p> | <p><u>Goal 1: Academic</u></p> <p>1.1 Students will increase their reading level by a grade level each year or as stated by their individualized IEP goal for students below PM Benchmark 30. After PM 30, students will gain comprehension skills assessed on BC performance standards.</p> <p>1.2 Students will increase their numeracy proficiency by a grade level each year or as stated by their individualized IEP goal.</p> <p><u>Goal 2: Personal Awareness & Responsibility</u> - Students can take ownership of their choices and actions to promote their learning.</p> <p>Indicators:</p> <ul style="list-style-type: none"> - Students will articulate a personally meaningful goal for their school learning. - Students will understand expectations and incorporate feedback. - Students’ attendance will improve <p><u>Goal 3: Cultural Learning</u> Students will develop a positive personal and cultural identity by practicing Nuu-chah-nulth language and art (visual, singing, drumming, dance), and will describe ways that they participate in cultural activities.</p> |
| <p>Developing a Hunch</p> <p>“How are we contributing to this situation?”</p> | <p>Our work in 2024/25 has contributed to successes in developing a respectful school and classroom environment. For the 2025/26 year, we would like to focus this social emotional learning to ownership of learning to promote academic success.</p> <p>The school will continue to foster additional community resources to provide a rich language and culture program.</p> |
| <p>Professional Learning</p> <p>“How and where can we learn more about how to address this situation?”</p> | <p>Educators and staff will participate in professional learning on:</p> <p>GOAL 1</p> <p>1 Academic Literacy and Numeracy:</p> <ul style="list-style-type: none"> - School wide process for teaching morphology - Methods to teach comprehension strategies - Building Thinking Classrooms continued learning and implementation <p>Professional learning resources will include:</p> <ul style="list-style-type: none"> - Reading Comprehension based strategy – To be determined by staff - District Morphology Kits - Building Thinking Classrooms resources - Numeracy assessment tools – To Be determined. <p>GOAL 2 Personal Awareness & Responsibility – Students knowing Purpose at School</p> <ul style="list-style-type: none"> - Development of ways to track student personal awareness and responsibility that can be shared with students and parents. - Teachers will develop and implement clear consistent expectations based on Code of Conduct and principle of issak. <p>GOAL 3 Cultural Learning</p> <ul style="list-style-type: none"> - IRLP 100 course available to staff members if available - Participation in weekly culture practice |
| <p>Taking Action</p> | <p><u>GOAL 1</u></p> <p>1.1 Reading:</p> <ul style="list-style-type: none"> - Increase and broaden literacy activities for all students K-12 every day through regularly scheduled reading periods, book bags, home reading program and a variety of interesting and graded books |

“What will we do differently?”

- Use data from the Benchmarks, Early Reading Profile, and comprehension assessments, to focus attention and strategies on readers ‘not there yet’
- Five assessments of benchmark reading levels – every two months, OR
- Five assessments of Comprehension
- Make Reading visible in the school – Continue Reading Tree, regrow the leaves.

1.2 Numeracy

- Continued implementation of Building Thinking Classrooms.
- Find / Make new assessment tools.

GOAL 2 Personal Awareness & Responsibility – Purpose at school

- Increased academic expectations for students – Increased transparency of student achievement shared by teachers to students and parent
- Sharable student achievement tracking – (lists of completed assignments, mark tracking, must do lists etc.) Available to students and parents
- Tracking growth of Personal Awareness and Responsibility core curriculum Profiles. (See tracking sheet attached)
- Public Sharing of Attendance Goals and achievement.
- Teachers will develop and implement clear consistent expectations based on Code of Conduct and principle of issak.

GOAL 3 Cultural Learning

- With collaboration from community members, completion of a Seasonal Round for instruction of season-based land learning opportunities
- Weekly scheduled school wide cultural practices
- Completion and display of a local map showing Nu-u-Chah-Nulth place names
- Daily culture classes with Celina Hanson

Checking

“Have we made enough of a difference?”

GOAL 1

1.1 Reading Literacy assessments:

- IRA/DART twice yearly for all grades
- Early Learning Profile for primary students not yet ready for PM benchmarks twice yearly
- PM Benchmarks elementary readers until they master PM Benchmark 30
- Comprehension assessments three times per year to be scheduled between IRA assessments
- Grade 4, 7 FSA, Grade 10 & 12 Lit. Assessment
- Reading Tree

1.2 Numeracy:

Assessment to be determined – to show grade level grown over the year.

GOAL 2: Students will be able to state their unique purpose at school.

Survey students three times with the following questions (may be asked with different language for different grades)

1. My goal for learning is
2. I am learning to be better at:
3. I am proud of:
4. Do I feel that I have control over my attendance?
5. What are ways that I can improve my attendance?
6. How many days do I think I have been absent for this year?
7. What are barriers to my greater attendance?
8. What can the school, my teacher, my parents, my community, and I do to help increase attendance at the school?

GOAL 3 Cultural Learning:

| | |
|--|---|
| | <ul style="list-style-type: none">- Tracking of student participation in cultural activities- Student Learning Survey Responses on Pathways Survey and Interview |
| | |

Measures – How are we doing? –

Some data is masked to conform to Ministry Regulations




Goal 1 Reading

| Students gaining a grade in Reading Comprehension from September to May (or IEP Goal) | | | | | | |
|--|---------|-------------|-------------|-------------|---------|--------|
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | TARGET |
| Benchmarks | | | | | | |
| Grades 1-3 | N/A | 30% | 50% | 30% | TBD | 100% |
| Grades 4-6 | N/A | 0% | 25% | 53% | | |
| Students “Meeting Expectations” or better on district reading assessment (DART / EPRA) | | | | | | |
| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | |
| Grades 3-6 | 30% | 1 out of 16 | 3 out of 14 | 4 out of 14 | TBD | |

| Students who identify that they are getting better at reading (Student Learning Survey) Responses to “I feel I am getting better at reading.” | | | |
|--|---------|-----------|-----------|
| | 2022/23 | 2023/2024 | 2024/2025 |
| | | | |
| Strongly disagree | | | |
| Disagree | | 17% | |
| Neither agree nor disagree | 14% | | |
| Agree | 43% | 61% | |
| Strongly Agree | 43% | 11% | |
| Don't Know | | 11% | |
| No Answer | | | |

Data is not available for 24/25 from the Student Learning Survey “There are currently too few respondents on whom to base the report.”

Include Data from Reading Tree

| | | | |
|---|---|--|--------|
|  |  |  | |
| Fall | Winter | Spring | Summer |

Goal 2: Social Emotional Learning

Student self reflection of Social Awareness and Responsibility core competency

Student self assessments were made based on core competency profile language. This data is best view holistically and as students progress in age are expected to progress to higher profiles. However, there is no age or grade equivalent to the expected profile.

| Students who identify on student learning survey that they are learning how care for their mental health? | | | | | | | |
|---|-------|-------|-------|----------------------------|-------|-------|-------|
| Year | 22/23 | 23/24 | 24/25 | | 22/23 | 23/24 | 24/25 |
| Never | | 33% | | Strongly Disagree | | 25% | |
| Almost Never | | | | Disagree | | | |
| Sometimes | 66% | 33% | | Neither Agree nor Disagree | 25% | 33% | |
| Most of the Time | 33% | 33% | | Agree | 50% | | |
| All of the time | | | | Strongly Agree | | | |
| Don't Know | | | | Don't Know | 25% | 42% | |
| No Answer | | | | | | | |

Data is not available for 24/25 from the Student Learning Survey "There are currently too few respondents on whom to base the report."

Goal 3: Cultural Learning

| | | | | |
|--|----------|----------|-------|----------------|
| Students who identify that they are developing more positive personal and cultural identity. Data from Pathways surveys. | | | | |
| I feel connected to my culture | | | | |
| Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
| 3 | 3 | 9 | 14 | 12 |
| I feel connected to the land | | | | |
| Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
| 0 | 2 | 6 | 15 | 18 |
| I can understand and speak in my traditional language | | | | |
| Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
| 9 | 6 | 10 | 12 | 3 |

| | | | |
|---|---------|---------|--|
| Students who identify on student survey that they are participating in Indigenous activities. "Do you participate in any Indigenous (First Nations, Inuit, Metis) activities?" | | | |
| | 2022/23 | 2023/24 | |
| | | | |
| Never | | | |
| Almost Never | | | |
| Sometimes | 38% | 50% | |
| Most of the Time | 50% | 28% | |

| | | | |
|------------------------|------------|------------|--|
| All of the time | 12% | 11% | |
| Don't Know | | 11% | |
| No Answer | | | |

Data is not available for 24/25 from the Student Learning Survey "There are currently too few respondents on whom to base the report."

| At school, are you learning about local First Nations? | | | |
|--|----------------|----------------|--|
| | 2022/23 | 2023/24 | |
| | | | |
| Never | | 11% | |
| Almost Never | 12% | | |
| Sometimes | 64% | 11% | |
| Most of the Time | | 56% | |
| All of the time | 12% | 11% | |
| Don't Know | 12% | 11% | |
| No Answer | | | |

Data is not available for 24/25 from the Student Learning Survey "There are currently too few respondents on whom to base the report."

Student Name: _____ Date: _____

Assessment of Personal Awareness and Responsibility

Choose: Student Self Assessment or Teacher Assessment: Teacher Name: _____

Personal Awareness and Responsibility is understanding how your behavior affects your well-being and making good choices. It includes self-care, goal-setting, managing emotions, and advocating for your rights.

Highlight the sections that are true for you

Profile One:

| | | |
|--------------------------------|-------------------------------|-------------------------------|
| Feel happy about achievements. | Express some wants and needs. | Sometimes recognize emotions. |
|--------------------------------|-------------------------------|-------------------------------|

Profile Two: I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being.

| | | | |
|--|--|---|---|
| Do things that bring joy and satisfaction. | Understand your role in your well-being. | Have some ways to manage feelings and emotions. | Show evidence of learning and understand how choices affect well-being. |
|--|--|---|---|

Profile Three: I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions.

| | | | |
|--|---|--|----------------------------------|
| Make choices that meet needs and improve well-being. | Use strategies to manage feelings and emotions. | Connect actions with consequences and accept feedback. | Take responsibility for actions. |
|--|---|--|----------------------------------|

Profile Four: I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.

| | | | |
|--|--|--|---|
| Recognize strengths and use strategies to manage stress and achieve goals. | Advocate for yourself and engage with challenging information. | Set realistic goals and use methods to achieve them. | Calm yourself when angry, upset, or frustrated. |
|--|--|--|---|

Profile Five: I recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.

| | | | |
|--|---|--|---|
| Recognize your value and advocate for your rights. | Take responsibility for choices, actions, and achievements. | Set priorities, create and adjust plans, and assess results. | Use strategies for a healthy lifestyle and manage emotional challenges. |
|--|---|--|---|

Profile Six: I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.

| | | | | |
|---|--|--|---|---|
| Identify strengths and limits, find motivation, and seek self-growth. | Make ethical decisions and reflect on experiences. | Advocate for yourself in stressful situations. | Take initiative in learning and make ethical choices. | Recognize leadership potential and maintain a balanced lifestyle. |
|---|--|--|---|---|

Student Name: _____ Date: _____

Assessment of Social Awareness and Responsibility

Choose: Student Self Assessment or Teacher Assessment: Teacher Name: _____

Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

Highlight the sections that are true for you

Profile One: I can be aware of others and my surroundings.

| | | | |
|--|-------------------------|---|--|
| I like to be with my family and friends. | I can help and be kind. | I can tell when someone is sad or angry and try to make them feel better. | I am aware that other people can be different from me. |
|--|-------------------------|---|--|

Profile Two: In familiar settings, I can interact with others and my surroundings respectfully.

| | | | | |
|--|--|---|-------------------------------|---|
| I listen to others ideas and concerns. | I can make friends and work and play well with others. | I can join activities to take care and improve my surroundings. | I use materials respectfully. | I can solve some problems myself and ask for help when I need it. |
|--|--|---|-------------------------------|---|

Profile Three: I can interact with others and the environment respectfully and thoughtfully.

| | | | |
|--|---|--|---|
| I can build and sustain relationships and share my feelings. | I can contribute to group activities, community a better place. | I can identify different perspectives on an issue, clarify problems, consider alternatives, and evaluate strategies. | I can demonstrate respectful and inclusive behaviour with people I know. I can explain why something is fair or unfair. |
|--|---|--|---|

Profile Four: I can take purposeful action to support others and the environment.

| | | |
|--|---|--|
| I can build relationships and be a thoughtful and supportive friend. I can identify ways my actions and the actions of others affect my community and the natural environment. | I look for ways to make my classroom, school, community, or natural world a better place and identify small things I can do that could make a difference. | I demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer. |
|--|---|--|

Profile Five: I can advocate and take action for my communities and the natural world. I expect to make a difference.

| | | | | |
|--|--|--|---|---|
| I am aware of how others may feel and take steps to help them feel included. | I maintain relationships with people from different generations. | I work to make positive change in the communities I belong to and the natural environment. | I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. | I use respectful and inclusive language and behaviour, including in social media. |
|--|--|--|---|---|

Profile Six: I can initiate positive, sustainable change for others and the environment.

| | | | | |
|---|---|---|--|--|
| I build and sustain positive relationships with diverse people. | I show empathy for others and adjust my behaviour to accommodate their needs. | I advocate and take thoughtful actions to influence positive, sustainable change. | I can analyze complex social or environmental issues from multiple perspectives. | I act to support diversity and defend human rights and can identify. |
|---|---|---|--|--|

Vancouver Island West

School District 84



TO: Board of Education

FROM: Gillian Leask, Secretary Treasurer

RE: Summer Board Office Closure

DATE: June 4, 2025

RECOMMENDATION:

That the Board approve the closure of the School Board Office to the public, effective July 7, 2025 to August 22, 2025 inclusive.

SUMMARY:

Many staff members will be working in the school board office and remotely during the summer. However, summer is also a time when many board office staff members take vacation, in alignment with the school calendar. Closure to the public during the summer helps facilitate this, as it provides support to the staff members working in the office during this time. The public can contact the school board office via phone and email during the summer closure, but walk-ins will not be accommodated.

Vancouver Island West

School District 84



TO: Board of Education

FROM: Gillian Leask, Secretary Treasurer

RE: Five-Year Capital Plan

DATE: June 4, 2025

RECOMMENDATION:

That the Board approve the five-year capital plan as presented.

SUMMARY:

The amalgamation of GRSS and RWES continues to be the highest priority for the district in long-range facility planning due to the deteriorating state of GRSS and the cost savings an amalgamation would produce. Assistant Superintendent Johnson has been working closely with the Ministry of Infrastructure on developing this year's capital plan submission. This year the project was broken into phases, with only the first phase submitted under the major capital program and the remaining phases to be submitted under the minor capital program in the coming years.

Community consultation for the amalgamation has been completed. Ministry approval of this major capital submission is required for the project to move forward. If the submission is approved, it will be known in April 2026.

The district has also submitted for funding for demolition at CMES to continue work being done on converting a portion of the property to the Village of Tahsis.

ATTACHMENTS:

1. Major Capital Submission Summary
2. Major Capital Board Resolution

Submission Summary

| | |
|----------------------------|---|
| Submission Summary: | Major 2026/2027 2025-06-30 MAIN - K12 |
| Submission Type: | Capital Plan |
| School District: | Vancouver Island Region West (SD84) |
| Open Date: | 2025-04-07 |
| Close Date: | 2025-06-30 |
| Submission Status: | Draft |

| Submission Category | Sum Total Project Cost |
|---------------------|------------------------|
| Demolition | \$125,000 |
| Addition | \$3,998,625 |
| Total | \$4,123,625 |

| ADDITION | | | | | |
|------------------|----------------|-------------------------------|--------------------|---|--------------------|
| SD Category Rank | Project Number | Facility/Site | Project Type | Project Description | Total Project Cost |
| 1 | 171018 | Ray Watkins Elementary | Addition | Phase one of Amalgamation of RWES and GRSS. New Gym Construction | \$3,998,625 |
| | | | | Submission Category Total: | \$3,998,625 |
| DEMOLITION | | | | | |
| SD Category Rank | Project Number | Facility/Site | Project Type | Project Description | Total Project Cost |
| 1 | 171020 | Captain Meares Elem-Secondary | Partial Demolition | We have completed the first two phases of downsizing CMESS. The final stage is to demolish the unused area. | \$125,000 |
| | | | | Submission Category Total: | \$125,000 |



School District 84

Vancouver Island West

Box 100, #2 Highway 28, Gold River, BC V0P 1G0

Office: 250-283-2241 Fax: 250-283-7352

www.sd84.bc.ca

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 2026/2027, as provided on the Five-Year Capital Plan Summary for 2026/2027 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 2026/2027 adopted by the Board of Education, on this the 9th day of June 2025.

Secretary-Treasurer Signature

Gillian Leask

Secretary-Treasurer Name

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

District Enrollment - Active Primary Including Fee Paying

| School | School Name | EL | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---------|-----------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| 8425078 | Ray Watkins Strongstart | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| 8425079 | Zeballos StrongStart Centre | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 8484000 | Continuing Ed SD 84 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 26 | 27 |
| 8484011 | Ray Watkins Elem | 0 | 17 | 16 | 20 | 13 | 12 | 10 | 13 | 15 | 0 | 0 | 0 | 0 | 0 | 116 |
| 8484012 | Gold River Secondary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 21 | 18 | 20 | 19 | 104 |
| 8484022 | Captain Meares Elementary | 0 | 1 | 1 | 1 | 1 | 2 | 5 | 2 | 3 | 5 | 2 | 2 | 0 | 2 | 27 |
| 8484031 | Zeballos Elem-Sec | 0 | 1 | 5 | 5 | 4 | 4 | 3 | 3 | 4 | 3 | 2 | 1 | 0 | 3 | 38 |
| 8484041 | Kyuquot Elem-Sec | 0 | 0 | 1 | 6 | 4 | 4 | 2 | 1 | 6 | 4 | 8 | 3 | 5 | 3 | 47 |
| Totals | | 15 | 20 | 23 | 32 | 22 | 22 | 20 | 19 | 28 | 38 | 33 | 24 | 26 | 53 | 375 |

School District No. 84 (Vancouver Island West)

Budget Report

as of May 31, 2025



Operating Fund

| Description | Expenditures | Amended Annual Budget | Balance Remaining | % Budget Remaining | % Year Remaining |
|---------------------------------------|------------------|--------------------------|----------------------|-----------------------|---------------------|
| 110 Teachers | 2,033,931 | 2,350,279 | 316,348 | 13% | 10% |
| 105 Principals and Vice Principals | 1,733,155 | 1,882,359 | 149,204 | 8% | 8% |
| 123 Educational Assistants | 334,232 | 398,702 | 64,470 | 16% | 10% |
| 120 Support Staff | 904,890 | 1,056,670 | 151,781 | 14% | 9% |
| 130 Other Professionals | 894,365 | 987,417 | 93,052 | 9% | 8% |
| 140 Substitutes | 218,556 | 229,183 | 10,627 | 5% | 10% |
| 200 Employee Benefits | 1,403,440 | 1,526,583 | 123,143 | 8% | 9% |
| 310 Services | 843,326 | 1,064,840 | 221,515 | 21% | 10% |
| 330 Student Transportation | 8,098 | 35,500 | 27,402 | 77% | 10% |
| 340 Professional Development & Travel | 318,361 | 629,923 | 311,562 | 49% | 10% |
| 370 Dues and Fees | 38,562 | 46,200 | 7,638 | 17% | 10% |
| 390 Insurance | 53,488 | 54,136 | 648 | 1% | 10% |
| 510 Supplies | 391,346 | 517,013 | 125,667 | 24% | 10% |
| 540 Utilities | 341,129 | 358,500 | 17,371 | 5% | 8% |
| Total | 9,516,878 | 11,137,305 | 1,620,427 | 15% | 10% |

Ongoing Capital Projects

| Project | Budget | Current Year Costs | Total Costs to Date | Budget Remaining | Status |
|-------------------------------------|------------------|-----------------------|------------------------|---------------------|------------------|
| Prior year projects | 2,190,900 | 620,418 | 2,144,475 | 46,425 | completed |
| 2024-25 Food Infrastructure Program | 34,000 | 9,634 | 34,000 | - | completed |
| 2024-25 DDC Renewal - All Schools | 175,000 | 172,521 | 172,521 | 2,479 | completed |
| 2024-25 KESS Expansion | 795,000 | 662,548 | 662,548 | 132,452 | work in progress |
| 2025-26 KESS Building Code Upgrades | 275,000 | 25,551 | 25,551 | 249,449 | work in progress |
| 2025-26 KESS Electrical Upgrades | 332,000 | 33,715 | 33,715 | 298,285 | work in progress |
| 2025-26 PA System Upgrades | 510,000 | - | - | 510,000 | work in progress |
| 2025-26 Food Infrastructure Program | 100,000 | 27,324 | 27,324 | 72,676 | work in progress |
| Total | 4,411,900 | 1,551,711 | 3,100,135 | 1,311,765 | |