

Public Notice – Education-Policy Committee Online Public Meeting


A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on March 1, 2022 at 6:00 pm.**

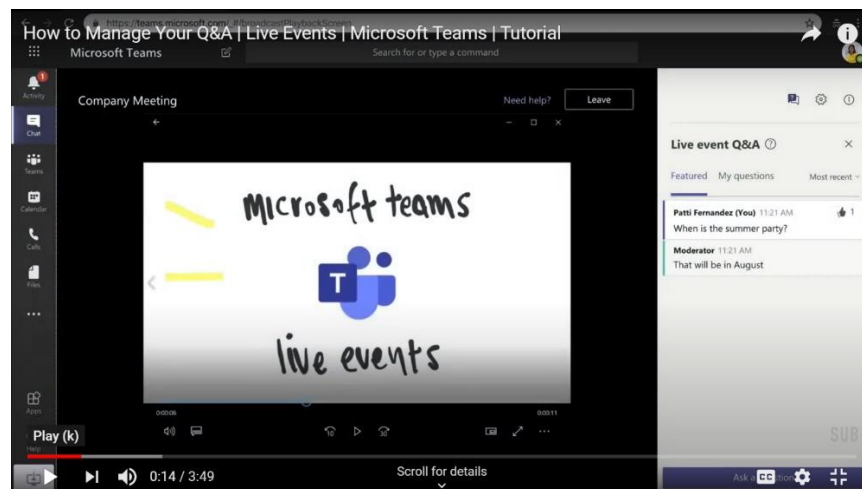
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Mar-1-2022>

To guide you, the following is information on how to join a live event in MS Teams.

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



For those who are unable to join the meetings, they will be recorded and audio will be available upon request following the meeting by emailing jfoulger@sd62.bc.ca.

If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.



EDUCATION-POLICY COMMITTEE

School Board Office

Via MS Teams

March 1, 2022 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.
2. **Opening Remarks from Chair, Allison Watson**
3. **COMMITTEE REPORT** of February 1, 2022 Education Standing Committee meeting (attached) **Pg. 3**
4. **BAA COURSE PROPOSALS**
 There are no BAA course proposals for this meeting
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Rescind Policy and Regulations C-316 "Breaches of Peace and Order" – Stephanie Hedley-Smith **Pg. 6**
6. **NEW BUSINESS** (attached)
 - a. School Codes of Conduct – Paul Block **Pg. 11**
 - b. Presentation – International Program and English Language Learners Update – Laura Schwertfeger **Pg. 66**
 - c. Presentation – Indigenous Education – Jon Carr, Marlys Denny, Bryan Johnson **Pg. 72**
 - d. Presentation – Dogwood & Canadian Physicians for the Environment Presentation - David Mills, **Pg. 77**
 Dogwood BC and Lori Adamson, Canadian Physicians for the Environment
7. **FOR INFORMATION**
 - a. Research Project Approval (concurrent projects) – Stephanie Sadownik – “Bring Your Own Devices in Education – Issues of Surveillance of Vulnerable and Marginalized Populations” and “Bring Your Own Devices in Education – Does Technology Integration Cause Ageing Teachers to be More Vulnerable?” **Pg. 102**
 - b. Research Project Approval (conditional) – Trisha Renken-Sebastian – “Speaking Across Barriers: How Parents in a Canadian Public School System Learn About Their Children’s Diversity Education” **Pg. 105**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Apr. 5, 2022



**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams Live
February 1, 2022 – 6:00 p.m.**

- Present: Allison Watson, Trustee (Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Christina Kempenaar, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Stephanie Hedley-Smith, Associate Superintendent
Paul Block, Associate Superintendent
Scott Stinson, Superintendent/CEO
- Regrets: Dave Strange, Associate Superintendent
- Guests: Harold Cull, Secretary-Treasurer, Pete Godau, Director of Facilities

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**

We are honoured to be meeting on the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

2. **Opening Remarks from Chair, Allison Watson**

Trustee Watson thanked members of the committee for attending. She acknowledged the current challenges the school system is undergoing and the additional time and work for committee members to attend and participate in the meeting is greatly appreciated.

Trustee Watson explained that in her role as chair, the committee will notice a shift from Trustees being asked to comment first after a presentation and prior to partners commenting. Moving forward, the committee will hear the chair acknowledging partner's perspectives in the order committee members indicate a desire to speak or pose a question. Trustee Watson spoke to the intent of respecting all voices and creating the opportunity for Trustees to hear from partners and stakeholders prior to their opportunity to pose questions or comments. This change supports and honours the equitable values held by SD62 and promotes healthy dialogue and feedback from our partners and stakeholders that further supports Trustees in practicing informed decision-making.

3. **COMMITTEE REPORT** of January 4, 2022 Education Standing Committee meeting

The committee report for the January 4, 2022 Education-Standing Committee meeting was reviewed by the committee.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. REVIEW OF POLICIES/REGULATIONS

- a. Draft Revised Policy and Regulations B-132 “Career Education” – Paul Block
Associate Superintendent Paul Block highlighted the modernization of the Policy and Regulations as a result of the Curriculum Re-Design (2019) and responded to several questions about how Career Education operates and serves students in our District and community.

Recommendation

That the Board of Education give Notice of Motion to draft revised Policy and Regulations B-132 “Career Education”.

- b. Revised Regulations E-152 “Excluded Staff & Administrative Officers – Salaries & Benefits” – Scott Stinson
Superintendent Scott Stinson highlighted adjustments to the Regulations that were triggered primarily as a result of recent BCPSEA directives. The revisions reflect housekeeping based on legislative changes and brings SD62 into alignment with legislation. Mr. Stinson responded to questions from the committee.
- c. Draft Revised Policy and Regulations F-100 “Transportation” – Harold Cull
Secretary-Treasurer Harold Cull shared highlights of the draft revised Policy and Regulations with attention paid to student and staff safety and addressing growth across the District as the main focus of the changes to the proposed revisions. He highlighted the process for gathering information and decision-making in addition to rationale involved with the recommended changes.

Comments were made and discussion ensued regarding the potential impacts of proposed fees on families and students.

Mr. Cull responded to questions from committee members and spoke to the intent of the Policy and Regulations. This step is intended to generate discussion and further consultation. Moving this forward provides the opportunity for the Board to discuss and consult as part of the process to refine building towards a revised Policy and Regulations.

Recommendation:

That the Board of Education give Notice of Motion to draft revised Policy and Regulations F-100 “Transportation”.

6. NEW BUSINESS

- a. Draft School Calendar – Stephanie Hedley-Smith
Associate Superintendent Stephanie Hedley-Smith spoke to a consultative process with all stakeholders and neighbouring Districts to develop a 3-year school calendar. After tonight’s meeting the proposed calendars will go out for public consultation. One error on the 2024-25 calendar was noted for correction.

The committee provided some feedback and indicated a desire for the calendars to move to public consultation.

- b. EMCS Society Review – Scott Stinson
Mr. Stinson spoke to the work that former Superintendent Jim Cambridge undertook to engage in an investigative and consultative process to review the current operations and governance of the Society.

He has made recommendations to bring the Society back into focus and alignment of the original intent and mission of the Society. The report spoke to the connection of the Society to the school and the community, the evolution of funding and programming and the District's desire to clarify and re-invigorate the Society through a thorough policy revision rooted in the report's findings and recommendations.

Dialogue ensued amongst committee members and Mr. Stinson responded to questions from the committee.

Recommendation:

That the Board of Education direct the Superintendent to review Policy B-425 "Community Schools" for the purpose of revising the Governance Structure. Further, that the Superintendent make recommendations for aligning funding from the District to the core vision and mission of the Society.

d. Strategic Plan Progress – Quarterly Report – Scott Stinson

Mr. Stinson spoke to the highlights and origins of the data provided in the Q2 report and the intent to connect the report to the Strategic Plan. Trustees spoke to engaging in a dialogue at the Board meeting around these data points and their significance.

Dialogue ensued amongst committee members and Mr. Stinson spoke to questions brought forward by the committee.

Recommendation:

The committee recommends that the Board of Education pass a motion to receive the Strategic Plan Progress – Quarterly Report (Q2) for consideration and further discussion.

7. **FOR INFORMATION**

- a. Research Project Approval – Annalea Sordi, Victoria Sexual Assault Centre – "Preventing Dating Violence by SHIFTing Culture" – Scott Stinson

8. **FOR FUTURE MEETINGS**

9. **ADJOURNMENT AND NEXT MEETING DATE:** Mar. 1, 2022



Committee Info Note
Education-Policy Committee Meeting
March 1, 2022
Agenda Item 5a: Rescind Policy & Regulations C-316
“Breaches of Peace and Order”

Background

Policy and Regulations C-316 “Breaches of Peace and Order” from 1998 have been replaced with our Safe and Healthy and Schools team as well as new Policy and Regulations C-317 “Police Requests For Student Interviews”.

Rationale

The VTRA (Violence Threat Risk Assessment) protocol and Safe and Healthy schools team now provides support for the schools on a regular basis. The new Policy and Regulations C-317 have replaced aspects of C-316. The new Policy and Regulations are in line with what is presently occurring through the Safe and Healthy Schools team.

Context

Policy and Regulations C-316 “Breaches of Peace and Order” is no longer relevant and should be rescinded.

Recommendation

That the Board of Education RESCIND Policy and Regulations C-316 “Breaches of Peace and Order” and remove them from the District’s policy manual.

Respectfully,

Stephanie Hedley-Smith
Associate Superintendent

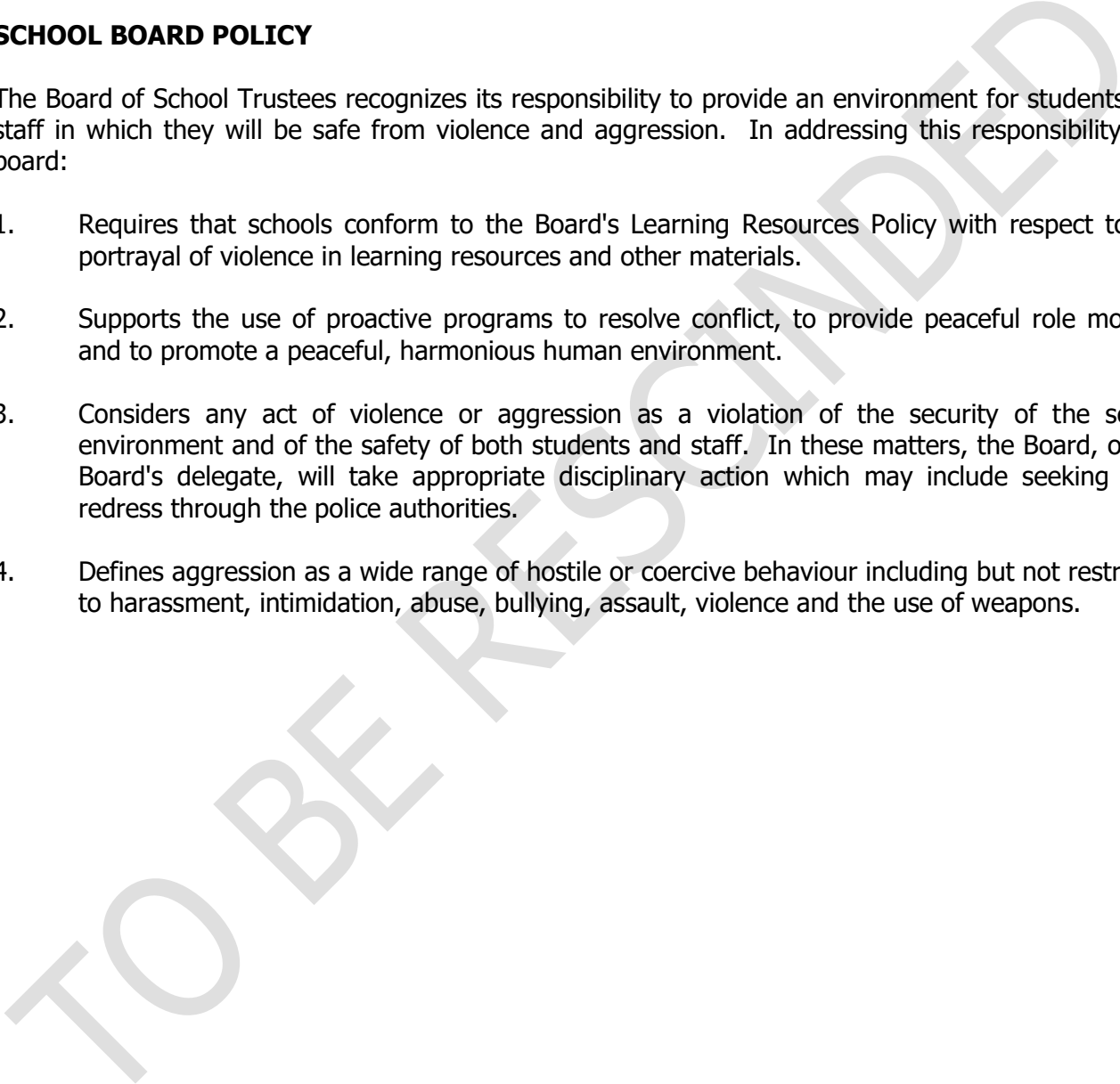
School District #62 (Sooke)

BREACHES OF PEACE AND ORDER	No.: C-316
	Effective: May 26/98 Revised: Dec. 14/99 Reviewed: Mar. 1/22 Rescinded:

SCHOOL BOARD POLICY

The Board of School Trustees recognizes its responsibility to provide an environment for students and staff in which they will be safe from violence and aggression. In addressing this responsibility, the board:

1. Requires that schools conform to the Board's Learning Resources Policy with respect to the portrayal of violence in learning resources and other materials.
2. Supports the use of proactive programs to resolve conflict, to provide peaceful role models, and to promote a peaceful, harmonious human environment.
3. Considers any act of violence or aggression as a violation of the security of the school environment and of the safety of both students and staff. In these matters, the Board, or the Board's delegate, will take appropriate disciplinary action which may include seeking legal redress through the police authorities.
4. Defines aggression as a wide range of hostile or coercive behaviour including but not restricted to harassment, intimidation, abuse, bullying, assault, violence and the use of weapons.



School District #62 (Sooke)

BREACHES OF PEACE AND ORDER	No. C-316
	Effective: May 26/98 Revised: Dec. 14/99 Reviewed: Mar. 1/22 Rescinded:

ADMINISTRATIVE REGULATIONS**1. Board Expectations**

The Board expects that:

- Schools will adhere to provisions of the Board's policy on Codes of Conduct.
- Administrators will distribute a SPEAC approved Parent Appeal Process pamphlet to all parents early in each school year.
- Parents will follow steps outlined in the SPEAC approved Parent Appeal Process pamphlet in order to resolve any disagreement.
- The District Violent Incident Report Form will be completed and sent to the appropriate authorities when serious incidents of aggression occur.
- Police will be called immediately whenever there is a threat of death or bodily injury.

2. Level 1 Aggression

Level 1 aggression means personal harassment involving verbal abuse (such as name calling, racial or ethnic epithets, taunting), personal character attack, persistent loud accusations, or threats to do something one is entitled to do, such as "go to the press about this". This level includes phrases such as "you are a . . .", "you haven't heard the last of . . .", "you deserve to be . . .".

Supervisory Responsibilities

- Investigate each reported incident and report to persons with a need to know in a timely manner.

Personal Responsibilities

- Behave in a manner which encourages the person to calm down.
- Get help or support if needed.
- Request that any accusation be put in writing.
- Refer to the school's Code of Conduct and seek agreement to resolve the conflict within the behaviours affirmed by the code.
- In the case of a second or escalated incident, talk only in the presence of a third party.
- In the case of a second or escalated incident, seek advice from a union representative or other supportive person.
- Notify supervisor/administrator of the incident as soon as possible.
- Record the incident in personal or school records.

3. Level 2 Aggression

Level 2 aggression means intimidation or threats that involve potential risk to person or property.

These may include phrases such as "I'm going to get . . . ", "I'll be sure that", "If you don't then I will ".

Supervisory Responsibilities

- In the case of a staff member subjected to aggression, offer immediate support in a manner that will empower, rather than remove the person's own ability to deal with the situation. In the case of a student subjected to aggression, provide support in a manner that will ensure the safety and security of the student.
- After the incident, consult with the victim.
- Ensure that the Violent Incident Report Form is completed and filed. (NOTE: This must NOT be put into a student's file, but rather in a confidential file kept secure by the supervisor or administrator.)
- Send a letter to the offending person indicating that the incident has been documented for the School board, and sent to the RCMP if appropriate.
- In the case of threats involving death or serious bodily injury, the police must be notified.
- When the aggressor is a member of the public, consider use of the School Act Section 177 to assist in removing the aggressor from the school.
- When the aggressor is under the school district jurisdiction as an employee or student, follow appropriate disciplinary measures including notification of a student aggressor's parents/guardians.

Personal Responsibility

- Be aware of laws and policies that protect people from aggression.
- Be calm. Refer to the school's Code of Conduct and seek agreement to resolve the conflict within the behaviours affirmed by the code.
- Point out channels whereby the person could redirect her or his hostility.
- Get help or support if needed.
- Tell the aggressor that this incident will be recorded and reported to a supervisor/administrator.
- Remove oneself from the situation as soon as possible.
- Fill out the Violent Incident Report Form and file it with supervisor.

4. Level 3 Aggression

Level 3 aggression means hostile physical contact (including pushing, shoving, slapping, punching), or menacing gestures that clearly imply hostile physical action. It includes any use of a weapon (anything used or intended for use in causing death or injury to persons whether designed for that purpose or not, or anything used or intended for use in threatening, endangering or intimidating any persons. Possession of "toy guns", "replicas", laser pointing devices, ammunition, explosives and noxious substances will be dealt with under the provisions of this policy as weapons.

Supervisory Responsibilities

- If a weapon is involved, minimize risk or injury to all persons.
- Intervene as appropriate to reduce or remove the threat.
- Notify police (**911**) if not already done.
- If a weapon is found, secure it, and keep it available for police.
- Consult with the staff member or student. Consider critical incident stress debriefing. Discuss Employee Assistance Plan options if appropriate.

- Notify the Superintendent of Schools.
- Ensure that the Violent Incident Report Form is completed and filed. (NOTE: This must NOT be put into a student's file, but rather in a confidential file kept secure by the supervisor or administrator.)
- When the aggressor is a member of the public, send a Registered Letter to the aggressor banning him or her from school district property until the issue has been resolved and he or she is notified in writing that permission to return has been granted. Utilize School Act Section 177 in the letter. State that the incident has been documented for the School Board, and a report made to the police.
- When the aggressor is under school district jurisdiction, appropriate disciplinary measures will be followed including notification of a student aggressor's parents/guardians.
- Encourage police to pursue the incident through the courts and support their efforts to do so.

Personal Responsibility

- If a weapon is involved, minimize risk or injury to students and adults.
- Remove oneself from the situation as soon as possible
- Call for help as vigorously as possible.
- **Call 911** if possible.
- Report incident to a supervisor/administrator immediately.
- Fill out the Violent Incident Report Form.
- Take time to debrief and regain calm.
- Cooperate in legal proceedings initiated by the police.

5. Students as Aggressors

If the aggressor is a student of the school district, the student shall be subject to action which could include, as appropriate, any combination of the following:

- school-based corrective action.
- participation in short term or extended counselling.
- suspension from school for up to ten days.
- suspension from school for an indefinite period and appearance before the District's Disciplinary Committee.
- expulsion from school.
- criminal charges being laid by the Crown.

6. Students as Victims

When a student has been the victim of violence or aggression, the district will provide support and assistance for the victim.



Committee Info Note
Education-Policy Committee Meeting
March 1, 2022
Agenda Item 6a: School Codes of Conduct

Background

District policy guides and structures our work with District & School Codes of Conduct: Policy and Regulations C-309.

An annual process led by Associate Superintendents in consultation with principals and vice-principals to ensure that Codes of Conduct are developed, shared, vetted and when ready (winter to spring of the current school year), presented to the Board for their awareness, questions and comment.

Codes of Conduct must:

- a) ensure parents, students and staff are included in the process to develop and review annually the standards of conduct.
- b) be in alignment and coherence with the *BC School Act*.
- c) observe relevant district policy and regulations and will include expectations regarding acceptable behaviour and unacceptable behaviour while at school or at a school-related activity.
- d) be consistent with the Section 177 clause of the *School Act*.
- e) Include language that clearly communicates that discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (***BC Human Rights Code***) is unacceptable in Sooke schools.

The Concerns, Rationale

- Each school has connected with their school-based Parent Advisory Council (PAC) on the Codes of Conduct as listed in the package. Each PAC has made a motion to accept/adopt the proposed Code of Conduct for the 2022/2023 school year.
- Staff have been consulted regarding the 2022/23 Code of Conducts as presented in the package via a staff meeting in the current school year.
- Associate Superintendents have vetted the Codes of Conduct to ensure they are in alignment and coherence with SD62 Policy & Regulations, the *BC School Act* and the BC Human Rights Code.

- PVP and staff share the proposed school Code of Conduct with students for feedback prior to submitting the Code to their Family Associate Superintendent.¹²
- As per Regulations C-309 the school Code of Conduct will apply to all persons involved with the school.

Context

- The District's Secondary schools have worked together to produce a shared and common Code of Conduct. This common Code of Conduct was developed two years ago and upon approval will enter its third year as the framework and expectations for secondary students and staff.
- The District's Middle schools are considering a shared and common Code of Conduct; however, for the 2022/2023 school year, the codes will remain specific to each middle school.
- Please note: Pexsien Elementary and Centre Mountain Lellum Middle Schools have listed their Codes of Conducts as generic codes using the District template. The District template was developed for our schools in the 2016/2017 school year after updates to the BC Human Rights Code and the template is reviewed annually by the Associate Superintendents to ensure its compliance and accuracy. Once the schools have opened, they will begin a consultative process with staff, students and the Parents Advisory Council to further develop their own Code of Conduct that reflects the school and community.

Recommendation

Motion Requested: That the Board of Education of School District 62 (Sooke) accept and endorse the 2022/2023 Codes of Conduct as presented (or amended).

Respectfully,

Paul Block
Associate Superintendent of Schools

SD62 SECONDARY SCHOOL CODE OF CONDUCT

Sooke School District secondary schools believe that our schools are places for safe, purposeful learning. This Code of Conduct is intended to put forth the expectations of student behaviour, school rules and Sooke School Board policies. We believe that is a shared responsibility of students, staff, parents / guardians and the broader community, to demonstrate positive conduct while attending any school or District related activity, at any location.

Sooke School District secondary schools are safe and caring schools that values students and school culture. All members of the school community have an obligation to:

- Support learning
- Promote safety
- Respect property, environment, personal space and privacy
- Model courtesy, compassion and respect
- Celebrate diversity

All members of the school community will refrain from engaging in any in-person or digital communication or behaviour that is considered to be:

- Bullying, harassing, intimidating, retaliating, discriminating or violent;
- Interfering with the learning and working of others;
- Unsafe or illegal, including the possession, use or distribution of illegal or restricted substances, or the possession of weapons or replicas.

SD62 secondary school communities promote the values expressed in the BC Human Rights Code respecting the rights of individuals, including not engaging in discriminatory conduct 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.

Response to Breach of Conduct

Action at Sooke School District secondary schools will be determined by each individual situation. Every effort will be made to support individuals and to determine the root causes of behaviour. When working with students, the Principal or Vice Principal may adjust the action based on the maturity, grade level, progressive discipline and ability of the student to understand expectations of their behaviour. If the safety or educational program of others is compromised, or if there is an ongoing failure to meet the expectations of the Code of Conduct, a range of consequences will follow.

Any student who violates School Board or school policy will be subject to disciplinary action, which may include, but is not limited to:

- An interview with a Principal or Vice Principal;
- Notification of parent(s)/guardian(s);
- In-school suspension;
- Restorative processes;
- Community service;
- Loss of privileges;
- Detention;
- Referral to counselling or support programs;
- Formal suspension from school;
- Referral to the Sooke School District Student Review Committee (indefinite suspension)

In cases where students have a disability of an intellectual, physical, sensory, emotional or behavioural nature, the school Inclusive Education Services team will be involved in developing a proactive plan based on the student's Individual Education Plan. The case manager, Principal or Vice Principal, student, parent/guardian, and possibly counsellor will collaborate to develop an appropriate strategy.

Whenever possible, incidents will be resolved by discussion, mediation and restitution.

All members of the Sooke School District community have the right to be treated fairly and consistently and should know and understand this Code of Conduct.

Student Attendance Guidelines

Regular and punctual student attendance is foundational to student success and engagement. Consistent attendance is the responsibility of the student and parent/guardian. Absence(s) due to illness or other extenuating circumstances needs to be confirmed by the parent/guardian by telephone or email, prior to the absence or upon the student's return to school for the absence is to be considered "excused."

- *A student requiring an early dismissal due to illness or for appointments during school hours will provide a written or telephone notice before checking out through the general office.*
- *Where an extended period of absenteeism is anticipated, the school should be advised and home study materials requested, if appropriate.*
- *It is expected that a parent(s)/guardian(s) of students will monitor their attendance by checking through the MyEducationBC Family portal and consult their teacher, a counsellor or administrator if assistance or advice is needed.*
- *Extended or lengthy absences (family) should be communicated well in advance if possible. Discussions about the best option for providing educational services while away from school will follow to determine the best way to meet student needs while balancing school resources.*

In order to support regular attendance and student engagement, the school's teachers, counsellors, and administration will communicate with parents/guardians regarding concerns about student engagement & unexcused absences and provide support by:

- *communicating with parent(s)/guardian(s) by phone or email concerns about missed classes*
- *teacher referral to the alpha counsellor and vice principal*
- *referral to School Based Team*
- *monthly school wide review of attendance*
- *collaborate with a student, their parent(s)/guardian(s), and/or school-based team (teacher, counsellor, vice principal, district support staff) to create a plan for regular attendance.*

Continued truancy/unexcused absence may result in:

- *a meeting where student and parents/guardians are required to attend with the Principal and/or the Vice Principal to explore solutions to address attendance.*
- *not meeting the required curricular outcomes resulting in failure of courses and the need to redo courses required for graduation.*
- *non disciplinary actions to support student via a referral to District Based Team to assess supports and reviews decisions on school placement and accessing school programming*

CENTRE MOUNTAIN LELLUM MIDDLE SCHOOL

CODE OF CONDUCT

A "Code of Conduct" is a statement about how we work together. It outlines both our rights and our responsibilities as members of Centre Mountain Lellum Middle School. A committee of students, parents, and school staff developed our middle school "Code" in accordance with School District 62 Policy and the B.C. Human Rights Code. Information was collected from all groups and put together to make the Code of Conduct. For the 2022-23 school year, Centre Mountain Lellum Middle School will adopt the Code of Conduct from the other middle schools in the Sooke School District.

A SAFE AND CARING COMMUNITY

Centre mountain Lellum Middle School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft, vandalism and general mischief.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco products, cigarettes, vapes and all associated paraphernalia.

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all Centre Mountain Lellum staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and follow the school's cell phone policy.
- Students are expected to stay on campus throughout the entire day.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not steal, smoke or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.

DUNSMUIR MIDDLE SCHOOL

CODE OF CONDUCT

A “Code of Conduct” is a statement about how we work together. It outlines both our rights and our responsibilities as members of Dunsmuir Middle School. A committee of students, parents, and school staff developed our “Code” in accordance with School District 62 Policy and the B.C. Human Rights Code. Information was collected from all groups and put together to make the Code of Conduct.

A SAFE AND CARING COMMUNITY

Dunsmuir Middle School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all Dunsmuir staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and cell phone use while in class.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not steal, smoke or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.

ÉCOLE JOHN STUBBS MEMORIAL MIDDLE SCHOOL CODE OF CONDUCT

A "Code of Conduct" is a statement about how we work together. It outlines both our rights and our responsibilities as members of École John Stubbs Memorial Middle School. A committee of students, parents, and school staff developed our "Code" in accordance with School District 62 Policy and the B.C. Human Rights Code. Information was collected from all groups and put together to make the Code of Conduct. We are very lucky to be part of the John Stubbs Memorial Community. In this school, we help others when we can, and we are welcoming and accepting of others. This Code of Conduct helps us all to keep our school safe.

A SAFE AND CARING COMMUNITY

École John Stubbs Memorial Middle School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all École John Stubbs Memorial staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access and cell phone use while in class.
- Students are expected to be on campus throughout the day.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.

- Students will not steal, smoke or be in possession of, or under the influence of, drugs or alcohol²¹ while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.



JOURNEY MIDDLE SCHOOL CODE OF CONDUCT

A "Code of Conduct" is a statement about how we work together. It outlines both our rights and our responsibilities as members of Journey Middle School. A committee of students, parents, and school staff developed our "Code" in accordance with School District 62 Policy and the B.C. Human Rights Code. Information was collected from all groups and put together to make the Code of Conduct.

A SAFE AND CARING COMMUNITY

Journey Middle School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including vapes).

ACCEPTABLE CONDUCT

- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all Journey staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect the appropriate use of school computers, internet access.
- Students are expected to be on campus throughout the entire day.
- Students are expected to respect the appropriate use of school computers, internet access and not use cell phones during instructional hours.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not steal, smoke or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.



SPENCER MIDDLE SCHOOL CODE OF CONDUCT

A "Code of Conduct" is a statement about how we work together. It outlines both our rights and our responsibilities as members of Spencer Middle School. A committee of students, parents, and school staff developed our "Code" in accordance with School District 62 Policy and the B.C. Human Rights Code. Information was collected from all groups and put together to make the Code of Conduct. Embedded within this code of conduct are the four Spencer values: **Empathy, Honesty, Kindness** and **Respect**.

A SAFE AND CARING COMMUNITY

Spencer Middle School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical, cyber or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft, vandalism and general mischief.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances (such as alcohol or non-medicinal drugs);
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Smoking, vaping or associated paraphernalia

ACCEPTABLE CONDUCT

- Students are expected to treat our environment and each other with kindness and care, empathy, honesty and respect.
- The school expects that students will actively participate through effort and punctual, regular attendance, in their assigned education program.
- Students are expected to respect the rights and property of all Spencer staff and students.
- Students are expected to comply with classroom expectations set by individual teachers in order to ensure that all students' rights to effective and efficient learning environments are respected.
- Students are expected to wear clothing that is appropriate for an educational environment.
- Students are expected to respect all school and school related events and ensure they are free from use of restricted substances, weapons and of intimidation.
- Students are expected to respect and use school computers and technology appropriately.
- Students are expected to turn off cell phones and store in lockers throughout the day.
- Students are expected to stay on campus throughout the entire day.

UNACCEPTABLE CONDUCT

- Students will not interfere with the learning or learning environment of others.
- Students will not display behaviour that includes bullying, harassment, intimidation, or be racially, ethnically, or sexually prejudiced.
- Students will not steal, smoke, vape or be in possession of, or under the influence of, drugs or alcohol while on the school property or in attendance of any school events.
- Students will not plagiarize (copy) electronic or print media or other students' work or display any academic dishonesty.
- Students will not be involved in any acts of verbal or cyber-hate messaging/cyber-hate websites.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.

CRYSTAL VIEW ELEMENTARY SCHOOL CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Crystal View Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Crystal View Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. By working together can we promote positive and responsible student behaviour.

A SAFE AND CARING COMMUNITY

Crystal View Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Theft and vandalism;
- Discrimination; especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**)

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

At Crystal View Elementary, we practice "The CV 3"

- **Be Safe**
- **Be Kind**
- **Be Responsible**

Every student at Crystal View Elementary School has **RIGHTS**. Along with rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to participate in class and do my best.
- * I have the **Right** to be safe.
It is my **Responsibility** to behave and act in a way that is safe and kind toward others.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** to listen and allow others to be heard.
- * I have the **Right** to be respected.
It is my **Responsibility** to be respectful of other people and their unique ideas, beliefs and opinions.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy and personal space.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to help keep the school and classroom environment clean and healthy.

RESTORATIVE PRACTICES AT CRYSTAL VIEW

At Crystal View Elementary, we believe in fixing our mistakes and moving forward. We believe in students, parents and staff working together to support solutions that will help children learn from their mistakes, make amends, and take positive action to be successfully restored to the group. The course of action may be unique to the situation. It requires investment from all participants for the benefit of all involved.

DAVID CAMERON ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at David Cameron Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

David Cameron Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

David Cameron Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
-

STUDENT CODE OF CONDUCT

Every student at David Cameron Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

As a school we need everyone to... S.O.A.R.

be Safe

- participate in activities in which you and those around you will be safe
- use materials appropriately
- make sure that the school is free from weapons intoxicating substances and intruders
- help others when help is needed

take Ownership

- try your best to learn new things
- do your best to create a positive and supportive learning environment in the classroom
- work hard to fix problems when they arise
- make sure that you act in a way that helps everyone meet their needs
- make sure that you tidy up after yourself

model Acceptance

- be inclusive of others
- support others to do their best
- be open and accepting of personal differences. This includes age, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, or sexual orientation.

be Respectful

- treat each other with kindness
- treat school property with care
- help to protect the natural environment of our school

HANS HELGESEN ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Hans Helgesen Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Hans Helgesen Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Hans Helgesen Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Hans Helgesen Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

* I have the **Right** to learn.

It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.

* I have the **Right** to be safe.

It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.

* I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

* I have the **Right** to be respected.

It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.

* I have the **Right** to privacy and to my own personal space.

It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

* I have the **Right** to a clean, healthy environment.

It is my **Responsibility** to dispose of garbage and keep my work and play area clean.



HAPPY VALLEY ELEMENTARY

3291 Happy Valley Road, Victoria, B.C. V9C 2W3

Phone: 250-478-3232 Fax: 250-391-9624

Principal: Mrs. Karen Sjerven

Vice-Principal: Mrs. Kristin Holland

HAPPY VALLEY ELEMENTARY SCHOOL CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Happy Valley Elementary School. Our goal is to assist students in developing self-regulation and a sense of social responsibility. Students must recognize that behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Happy Valley Elementary School believes that all students have the right to learn in a **kind, safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

At Happy Valley Elementary School, we reference the following expectations:

- **Be Kind**
- **Be Safe**
- **Be Responsible**

We encourage and model behavior that is kind, safe and responsible. We help children fix mistakes through supportive, restorative practices. We keep parents informed of incidents at school so that we may work together to support children to learn to solve problems in peaceful ways.

A SAFE AND CARING COMMUNITY

Happy Valley Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Happy Valley Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, ask questions, and try my best.
- * I have the **Right** to be safe.
It is my **Responsibility** to work and play safely, and not engage in rough play or threaten, bully or physically harm others.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** to speak politely and not interrupt or disrupt others.
- * I have the **Right** to be respected.
It is my **Responsibility** to be kind to others, and not upset people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to take care of the places where I work and play.

JOHN MUIR ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at John Muir Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

John Muir Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

John Muir Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age **(BC Human Rights Code)** or medical status.
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at John Muir Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

- * I have the **Right** to be respected.

It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.

- * I have the **Right** to privacy and to my own personal space.

It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

- * I have the **Right** to a clean, healthy environment.

It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

- * I have the **Right** to be treated with kindness and respect. I have the **Responsibility** to treat others with kindness and respect.

ÉCOLE JOHN STUBBS MEMORIAL ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at École John Stubbs Memorial Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

École John Stubbs Memorial Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

École John Stubbs Memorial Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at École John Stubbs Memorial Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.

- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.



LAKEWOOD ELEMENTARY SCHOOL

2363 Setchfield Ave., Victoria, B. C. V9B 5W1

Phone: 474-3449 Fax: 474-1618

Principal: Mrs. Kerry Arnot Vice-Principal: Mrs. Corrinne Kosik

2022/2023

Code of Conduct

At Lakewood Elementary it is our goal to establish and maintain a safe, caring and consistent environment that enhances learning. Safe and caring school environments are free of acts of:

- bullying, harassment, threat and intimidation;
- violence of any form;
- verbal, physical or sexual abuse;
- theft, and
- vandalism
- discrimination, based on the following prohibited areas: race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age (BC Human Rights Code);

Safe and caring schools environments do not tolerate the presence of:

- intoxicating substances;
 - weapons and explosives, nor
 - intruders or trespassers.
- Students are expected to be respectful and responsible for their actions and utilize their WITS (Student Problem Solving Model) when involved in a conflict:
 - To and from school
 - During school
 - Any school functions
 - We expect students to tell an adult about any bullying or discrimination towards others or themselves.



LAKWOOD ELEMENTARY SCHOOL

2363 Setchfield Ave., Victoria, B. C. V9B 5W1

Phone: 474-3449 Fax: 474-1618


Principal: Mrs. Kerry Arnot Vice-Principal: Mrs. Corrinne Kosik

- Students are expected to develop greater personal responsibility and self-discipline as they mature and move through the grades.
- Responses to unacceptable conduct are consistent and fair. Progressive disciplinary action is preventative and restorative, based on the principles of restitution, and not merely punitive. Students are encouraged to participate in the development of meaningful consequences for violations of school conduct expectations, where appropriate.
- The nature and frequency of unacceptable conduct influences our decision for

disciplinary action. Parents, School District staff and Community Agencies may be enlisted to help support students as they develop greater social responsibility.

Lakewood Elementary Code of Conduct

Student Language

Lakewood Elementary  **CODE of CONDUCT** **Belief Statement** **SOOKE SCHOOLS 62**

RESPECT
 LOOKS GO LIKE:
 • RESPONSIBILITY for personal learning, personal belongings, school property and community.
 • INCLUSIVENESS for ALL individual differences, gender, culture.
 • POLITENESS
 • ACTIVE LISTENING SKILLS
 • Appropriate and safe USE of TECHNOLOGY and EQUIPMENT

CARING
 LOOKS GO LIKE:
 • KINDNESS
 • Encouragement
 • COOPERATION
 • HONESTY
 • Helpfulness

SAFETY
 LOOKS GO LIKE:
 • FOLLOWING RULES and EXPECTATIONS

ECOWARRIORS
 LOOKS GO LIKE:
 • KEEPERS of the EARTH
 • REDUCING
 • REUSING
 • RECYCLING

PROBLEM SOLVING QUESTIONS

AT LAKEWOOD ELEMENTARY, WE THINK before WE ACT, FOLLOW EXPECTATIONS, MAKE GOOD CHOICES and ARE RESPONSIBLE in EVERY WAY

FEELS:
 • COMPASSIONATE
 • RESPONSIBLE
 • SECURE
 • ACCEPTING
 • THOUGHTFUL
 • PROUD
 • INCLUSIVE
 • MATURE

SOUNDS LIKE:
 • SUPPORTIVE PHRASES and QUESTIONS
 • RECOGNITION
 • MANNERS
 • APPROPRIATE VOICE TONE
 • KIND WORDS
 • COMPLIMENTS

Problem Solving Questions:
 ? What happened?
 ? How do you feel about what happened?
 ? Who has been affected by what you have done? In what ways?
 ? What is a better plan for next time?
 ? How are you going to make this right with others involved?

Respecting People

Looks Like:

- **Using:** eye contact, safe hands and safe body, inside voices
- **Being:** Generous, friendly, kind, responsible for your learning, a role model, a good sport
- **Awareness of:** emotions, tone of voice, body language
- **Following** directions
- **Waiting** for your turn to speak
- **Respecting** others learning environments, privacy
- **Taking** turns
- **Standing** up for others
- **Walking** around two people that are talking
- **Participating** in all activities and being creative
- **Considering** others when playing sports
- **Tolerance** - treating others how you want to be treated



Sounds Like:

- Laughter
- Hey that's not ok, stop that
- Hey, that game isn't respectful.
- **Using:** Please and thank you, I'm Sorry
- Thank you for helping me with my homework,
- How are you today, Good morning, How are you feeling, Can I help you?
- **Thinking** before you speak
- **Being** honest
- Thanks for...
- Great job on your work...

Respecting Property

Looks Like:

- **Cleaning** up spills
- **Putting** away personal and school items (classroom and locker)
- **Being** respectful of other people's belongings, neighbours' property, school property, responsible in the washroom
- **Using** equipment responsibly
- **Asking** before borrowing
- **Taking** care of library books and textbooks
- **Tidying** shelves
- Graffiti-free school community



Sounds Like:

- Could I borrow your...
- Could I have a turn please
- Please be gentle with my stuff
- Please stop digging holes
- How would you feel if I did that
- Please take care of
- Thanks for returning my...
- Thanks for not kicking the basketballs



Caring

Looks Like:

- **Smiling**
- **Filling** buckets
- **Being:** there for your friend when they need it, kind to our neighbours
- **Walking** around two people that are talking
- **Bringing** injured students to office
- **Using** sportsmanship
- **Reporting** to adult if someone is hurt

Sounds Like:

- I have felts that you can use
- Your turn
- **Complimenting** each other
- Are you ok?
- Would you like to play?
- How can I help you?
- Would you like to pick the game?
- Let me help you?
- Do you want to share?
- Are you ok?
- Can I hand out or help out in any way?
- Do you need any help?
- Do you want to play with us?
- Did you get a new shirt?, I like it.
- Is that a new.....? I like it.
- I enjoy your company
- You have a big heart
- That is a nice drawing
- Did you get your hair done?, I like it.

Safety

Looks Like:

- Rocks staying on the ground
- **Using:** Safe hands, Stranger Danger, Sign in and Sign Out procedures
- Staying on playground
- Taking turns, care of each other
- **Walking** in the halls *and* on outside stairs
- **Following:** rules, safety rules during Emergency Drills
- **Finding** a Peer Helper or an Adult
- **Helping** others, younger students
- **Controlling** temper

Sounds Like:

- Watch where you are going
- Be careful
- It's not safe there
- Let's stick together
- Please don't go up there, you could hurt yourself
- Watch where you step
- Can you help me?
- Please stop
- Use anger mountain
- Excuse me
- Leave the rocks on the ground
- Hey, that game isn't safe.
- **Thanks for...** walking in the hall, not throwing the ball when I was walking by, cleaning up so I didn't slip
- Using your **W.I.T.S.**



Eco Warriors

Looks Like:

- **Litter-less Lunches**
- **Picking** up litter
- **Recycling** paper juice boxes and cans
- **Turning:** out lights and electrical devices when not being used, off taps
- **Walking** and **riding** bikes to and from school
- **Respecting** trees, plants, insects and animals
- **Reducing** paper use in the classroom and washroom
- **Unwrapping** snacks before leaving

Sounds Like:

- Remember to pick up your garbage
- Let's reuse that
- Please don't litter
- Let's pick up garbage, pick up 10 items
- Can you please stop ripping up grass
- You dropped your garbage, please pick it up
- Let's clean up the school
- Hey, please don't hang off the trees, be kind to them
- Wow, you're doing a great job cleaning up
- You are great at keeping our ecosystem clean



Problem Solving Questions





ÉCOLE MILLSTREAM ELEMENTARY

626 Hoylake Avenue, Victoria BC V9B 3P7

TELEPHONE: 250-478-8348

FAX: 250-474-5736

EMAIL: millstream@sd62.bc.ca WEBSITE: millstream.sd62.bc.ca

PRINCIPAL: Mrs. F. Krusekopf VICE PRINCIPAL: Mrs. T. DeLeenheer



CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Millstream. Our goal is to assist students in developing self-discipline and a sense of responsibility towards others. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

École Millstream Elementary believes that all students have the right to learn in a SAFE and RESPECTFUL environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

STUDENT CODE OF CONDUCT

Every student at École Millstream Elementary has RIGHTS.
With those rights come RESPONSIBILITIES.

- | | |
|---|--|
| <ul style="list-style-type: none"> ★ I have the RIGHT to learn.
It is my RESPONSIBILITY to listen to instructions, to work quietly, and to raise my hand if I have a question or concern. ★ I have the RIGHT to be safe.
It is my RESPONSIBILITY not to engage in rough play, to threaten, bully or physically harm anyone else. ★ I have the RIGHT to hear and be heard.
It is my RESPONSIBILITY not to interrupt others or make unnecessary noise. | <ul style="list-style-type: none"> ★ I have the RIGHT to be respected. It is my RESPONSIBILITY not to tease, bother or upset other people or hurt their feelings. ★ I have the RIGHT to privacy and to my own personal space. It is my RESPONSIBILITY to respect the personal property of others, and to accept their right to privacy. ★ I have the RIGHT to a clean, healthy environment. It is my RESPONSIBILITY to dispose of garbage and keep my work and play area clean. |
|---|--|

École Millstream Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- ★ Bullying, harassment, threat and intimidation;
- ★ Physical violence and/or violence of any form;
- ★ Verbal, physical or sexual abuse;
- ★ Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (BC Human Rights Code);
- ★ Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- ★ Intoxicating substances;
- ★ Weapons and explosives, regardless of whether real or replica;
- ★ Intruders or trespassers;
- ★ Tobacco and/or smoking (including e-cigarettes).

Behavior Goals

At École Millstream Elementary we:

- ★ show consideration, courtesy and respect to others and their property
- ★ move, work and play safely

These expectations are reflected in the following ways:

- ★ Keeping hands and feet to yourself (no fighting or rough play)
- ★ Using appropriate language
- ★ Following instructions.
- ★ Showing respect to all adults, students and property
- ★ Acting in a safe manner

Should these rules not be observed, possible consequences may include:

- ★ completing a "social responsibility" form
- ★ conferencing with all parties involved
- ★ developing a behaviour contract
- ★ contacting parents
- ★ cleaning up the playground
- ★ referral to the counsellor
- ★ referral to the administration
- ★ restitution of others' property or self- esteem
- ★ suspension from school for day(s)
- ★ temporary loss of playground privileges
- ★ time out
- ★ walking with the supervisor
- ★ writing an apology letter
- ★ other consequences appropriate to the situation

This Code of Conduct concerning the rights and responsibilities of everyone at Millstream has been discussed with both students and staff. Please ensure you read the Code of Conduct and then sign below.

CODE OF CONDUCT

I have read the Code of Conduct.

I understand my rights.

I understand my responsibilities.

These rights and responsibilities
will help me work with others to ensure
École Millstream Elementary
will continue to be a safe and happy place.

STUDENT NAME

STUDENT SIGNATURE

PARENT/GUARDIAN NAME

PARENT/GUARDIAN SIGNATURE

I have read and discussed the CODE OF CONDUCT with my child.

TEACHER NAME/DIVISION

TEACHER SIGNATURE

I have read and discussed the CODE OF CONDUCT with my class.

PEXSISEN ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Pexsisen Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Pexsisen Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Pexsisen Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
-

STUDENT CODE OF CONDUCT

Every student at Pexsisen Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

- * I have the **Right** to be respected.

It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.

- * I have the **Right** to privacy and to my own personal space.

It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

- * I have the **Right** to a clean, healthy environment.

It is my **Responsibility** to dispose of garbage and keep my work and play area clean.



École Poirier Elementary School

Code of Conduct / Code de Conduite

The Code of Conduct is established for the benefit of everyone at École Poirier Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. At École Poirier, we believe learning thrives in a safe, welcoming environment of respect and cooperation. We will support our students to be caring, responsible, creative members of their community. Our school community recognizes that behaviour which interferes with the safety and learning of others is unacceptable.

The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. By working together we promote positive and responsible student behaviour.

Every student at Poirier Elementary has **Rights**. Along with those rights come **Responsibilities**.

- I have the **right** to learn.
It is my **responsibility** to participate in class, do my best, and to work cooperatively with my peers.
- I have the **right** to hear and be heard.
It is my **responsibility** to listen and allow others to be heard.
- I have the **right** to be respected.
It is my **responsibility** to treat others with kindness, courtesy, and respect.
- I have a **right** to be safe.
It is my **responsibility** to behave and act in a way that is safe and kind towards others.
- I have a **right** to a clean, healthy environment.
It is my **responsibility** to keep my school and classroom clean and healthy.
- I have the **right** to privacy and to my own personal space.
It is my **responsibility** to respect the personal property of others, and to accept their right to privacy.

Safe and Caring Community

In accordance with the Policy of School District No. 62, the Criminal Code, and as members of our school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

Restorative Practices For Inappropriate Conduct At Poirier Elementary

At Poirier Elementary we believe in fixing mistakes and moving forward. We believe in students, parents, and staff working together to support solutions that will help people learn from their mistakes, make amends, and take positive action to be successfully restored to the group. It requires investment from all participants for the benefit of all involved. The course of action may be unique to the situation and will include one or more of the following.

- restitution with opportunities to fix mistakes
- conference with all parties affected
- notification of parents by phone or email
- brainstorming to solve problems
- referral to school based team for wrap around support
- removal from classroom, playground, or privileges
- extended removal from class and/or playground privileges

PORT RENFREW ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Port Renfrew Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Port Renfrew Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Port Renfrew Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Port Renfrew Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.

It is my **Responsibility** not to interrupt others or make unnecessary noise.

- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.
- * I have the **Right** to be treated with kindness and respect. I have the **Responsibility** to treat others with kindness and respect.



**Ruth King Elementary School
Mission Statement**

The staff at Ruth King are committed to providing safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship. The staff will work in conjunction with students, parents, guardians and caregivers to ensure that the school is a safe, supportive, challenging, caring environment in which all students can enjoy success.

At Ruth King Elementary School it is expected that everybody follows ROCKS:

- ❖ Respect – being respectful with peers, staff, parents, and guests to our school
- ❖ Ownership – being honest and taking responsibility for your learning as well as your behaviours
- ❖ Caring– for yourself, your peers, the staff, guests to our school, school property, the property of others, and nature
- ❖ Kindness – showing kindness and encouraging others to achieve to their fullest potential
- ❖ Safety – behave in a way that is safe for you as well as those around you

➡ Students at Ruth King Elementary School have the following **RIGHTS:**

- We have the RIGHT to learn.
- We have the RIGHT to be safe.
- We have the RIGHT to be heard.
- We have the RIGHT to be respected.
- We have the RIGHT to a clean, healthy environment.
- We have the RIGHT to physical and emotional well-being.

➡ Students at Ruth King Elementary School have the **RESPONSIBILITY:**

- to be attentive, complete all assignments to the best ability and to seek help when needed.
- to listen attentively without interrupting.
- to treat others with respect, kindness, honesty and courtesy.
- to behave and play without bullying or threatening others.
- to respect the personal property of others
- to respect and protect the school environment.

Safe and caring school environments are free of acts of:

- ❖ Bullying, harassment, threat and intimidation both in person and online.
- ❖ Violence of any form;
- ❖ Verbal, physical or sexual abuse;
- ❖ Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (BC Human Rights Code);
- ❖ Theft, and
- ❖ Vandalism.

Safe and caring school environments do not tolerate the presence of:

- ❖ Intoxicating substances;
- ❖ Weapons and explosives, nor
- ❖ Intruders or trespassers.

Student Discipline at Ruth King

The effective management of student discipline is a necessity to establish safe and caring environments that foster student learning needs. Prevention and intervention strategies applied at the school level and supported at the District level are the foundations of a successful discipline program. Clear policy and regulations are essential to set standards and provide for consistency among all schools and for all students.

Responsibility for an effective discipline program is shared among many partners including the District, schools, students, parents/guardians, community groups, social agencies and the RCMP. The Board promotes understanding and acceptance of the interactive roles required to achieve safe and caring schools.

The following is a list of strategies that may be used at the school to deal with inappropriate conduct.

- ❖ Discussion with an adult to determine the reasons for and consequences of personal misconduct
- ❖ Review Ruth King’s Code of Conduct to see which Rights and Responsibilities were neglected
- ❖ Loss of playground, lunchroom privileges at school, timeout, detention
- ❖ Written record of incident / completion of a conduct sheet by student
- ❖ Referral to the administration
- ❖ Inform parent / guardian through telephone conversation, letter, or email of student misconduct and action taken
- ❖ Restorative justice
- ❖ Creation of a problem solving group
- ❖ Referral to School Based Team
- ❖ Referral to other agencies
- ❖ suspension

This code concerning the rights and responsibilities of everyone at Ruth King School has been discussed with both students and staff.

We ask you to read the code with your child. Please sign this portion and return it to school.

CODE OF CONDUCT

I have read the Code of Conduct and I understand my rights and responsibilities to make Ruth King School a safe and healthy place to be.

Student’s Name (please print)

Teacher: _____

My child and I have read over the Code of Conduct and we both agree to abide by these standards.

Parent’s/Guardian’s Signature

Student’s Signature

Date

RUTH KING ELEMENTARY SCHOOL

CODE OF CONDUCT

R (Respect)	O (Ownership)	C (Caring)	K (Kindness)	S (Safety)
Be Respectful - being respectful with peers, staff, parents, and guests to our school	Be Responsible - being honest and taking responsibility for your learning as well as your behaviours	Be Caring – for yourself, your peers, the staff, guests to our school, school property, the property of others, and nature	Be Kind - show kindness and encouraging others to achieve to their fullest potential	Be Safe – behave in a way that is safe for you as well as those around you
➤ Treat others as you would like to be treated, free from bullying and threats	➤ Take responsibility for your own actions	➤ Leave area as tidy as when you arrived	➤ Treat others as you would like to be treated in person and online	➤ Stay on grounds unless you have permission to leave and have signed out at the office
➤ Respect other people's personal space	➤ Practice good health habits – wash your hands, don't come to school sick	➤ Older students act as models of appropriate behaviour	➤ When the bell rings after recess and lunch, stop your game and get into your line-ups	➤ Deal with conflict in peaceful ways – use your words / or get an adult to help solve the problems
➤ Respect the personal property of others and the school	➤ Bring supplies, books, homework and notices to school when needed	➤ Be on time for school	➤ Be a good listener and use class time wisely	➤ Walk safely in all areas of the school and be in control of your body
➤ Use good manners	➤ Take care of your own belongings	➤ Offer to help out whenever possible without being asked	➤ Use kind words and keep your hands and feet to yourself	➤ Use internet cautiously, carefully and safely

How this looks around the school...

On the playground	In the hallway	In the library	In the washroom	At lunchtime	In the classroom	In an assembly	In the gym
<ul style="list-style-type: none"> ➤ Include others in your play ➤ Play safely and cooperatively ➤ Dress appropriately for weather ➤ Stay in designated areas ➤ Use kind words and happy voices 	<ul style="list-style-type: none"> ➤ Always walk, don't run ➤ Keep hands and feet to self ➤ Watch where you are going ➤ Appreciate hallway displays, stay away from the walls ➤ Use quiet voices ➤ Stay in line 	<ul style="list-style-type: none"> ➤ Enter and leave quietly ➤ Push in your chair and tidy your area before leaving ➤ Return materials to proper bins or shelves ➤ Return books on time ➤ Keep all food and drink out of the library 	<ul style="list-style-type: none"> ➤ Respect the privacy of others ➤ Wash hands thoroughly with soap & water ➤ Use the bathroom for bathroom purposes only ➤ Report any problems to an adult 	<ul style="list-style-type: none"> ➤ Sit while you eat your lunch ➤ Use appropriate table manners ➤ Use quiet voices ➤ Leave your eating area clean – recycle and/or place garbage in containers ➤ Be respectful to the supervisors 	<ul style="list-style-type: none"> ➤ Be in your seat on time ➤ Be a good listener and try your best ➤ Respect property, materials and move about safely ➤ Use computers respectfully & with adult consent 	<ul style="list-style-type: none"> ➤ Enter/exit gym quietly ➤ Respect others personal space ➤ Sit flat on floor so others can see ➤ Look at speaker and clap appropriately 	<ul style="list-style-type: none"> ➤ Be in the gym only when there is a supervising adult present ➤ Return equipment to proper location ➤ Wear appropriate shoes – laces tied ➤ Be aware of your body and others personal space

Be Safe, Be Respectful, Be Kind, and Everyone has fun

The Code of Conduct is established for the benefit of everyone at Sangster Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Sangster Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

Learner Core Competencies:

Communication – I recognize there are different points of view

Creative Thinking – I can get new ideas or build on other ideas to solve a problem

Critical Thinking – I can consider more than one solution to a problem

Positive Personal and Cultural Identify – I understand that I am part of many different groups

Personal Awareness and Responsibility – I can advocate for myself and others; I can use strategies to help me manage my emotions and feelings; I can make good choices

Social Responsibility – I can contribute to my classroom and school to make it a better place

STUDENT CODE OF CONDUCT

Every student at Sangster Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

A SAFE AND CARING COMMUNITY

Sangster Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation
- Physical violence and/or violence of any form
- Verbal, physical or sexual abuse
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**)
- Theft and vandalism

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances
- Weapons and explosives, regardless of whether real or replica
- Intruders or trespassers
- Tobacco and/or smoking (including e-cigarettes)

Parent Name: _____

Student Name: _____

Parent Signature: _____

Student Signature: _____

**Growth****Resilience****Initiative****Tenacity**

Saseenos Elementary School

Code of Conduct

The Code of Conduct is established for the benefit of everyone at Saseenos Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable. The staff at Saseenos is committed to providing safe and caring environments in which all learners can achieve academic and personal growth and responsible citizenship. The staff works in conjunction with students and parents to ensure that the school is a safe, supportive, challenging, and caring environment in which all students can enjoy success.

OUR BELIEFS

Saseenos Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate, acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Saseenos Elementary is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
- All visitors must report to the office upon arrival at school.

STUDENT CODE OF CONDUCT

Every student at Saseenos Elementary has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions and work cooperatively with my peers.
- * I have the **Right** to be safe.

**Growth****Resilience****Initiative****Tenacity**

It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.

- * I have the **Right** to hear and be heard.

It is my **Responsibility** to allow everyone to join in conversations.

- * I have the **Right** to be respected.

It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.

- * I have the **Right** to privacy and to my own personal space.

It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

- * I have the **Right** to a clean, healthy environment.

It is my **Responsibility** to dispose of garbage and keep our school clean.

If these **responsibilities** are not observed, actions taken may include:

- restitution with opportunities to fix mistakes
- conference with all parties affected
- notification of parents by phone or email
- brainstorming to solve problems
- referral to School Based Team
- immediate removal from classroom, and/or playground privileges
- extended removal from classroom and/or playground privileges

Our Foundation

***Kindness** is the ability to demonstrate generosity, friendliness and consideration.*

***Respect** is the ability to act in a way which shows you care about the feelings and general well-being of others.*

***Honesty** is the ability to be true to yourself, and demonstrate kindness and honesty even when 'no one' is watching.*



Savory Elementary School: Together, We Soar!



CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Savory Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Savory Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Savory Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Savory Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.

It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.

- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

In Accordance with the District Policy, the BC Human Rights Code and the Criminal Code, there will be zero tolerance for the following:

- Threat or bullying
- Disobedience or refusal to follow adult direction
- Theft and vandalism
- Violence of any form
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**)
- Tobacco
- Physical, verbal or sexual harassment
- Possession or use of illegal substance
- Possession or use of weapons

Be You!

Be Here!

Belong!



SOOKE ELEMENTARY SCHOOL

Home of the Sticklebacks

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Sooke Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Sooke Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Sooke Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).
-

STUDENT CODE OF CONDUCT

Every student at Sooke Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.

It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.

- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

Restitution and "Making it Right"

Sooke Elementary School uses the practices of Restitution when the code of conduct is not followed. Restitution works to strengthen children and help them choose behavior based on beliefs that we all share. We teach students that everyone makes mistakes and that we are interested in "fixing" and "learning from" those mistakes.

When a restitution approach is not meeting the needs of those involved, the next level of responses to unacceptable behaviour are consistent and fair progressive discipline. Progressive disciplinary action is preventative and restorative, and not punitive. Students are encouraged to participate in the development of meaningful consequences for violations of conduct expectations where appropriate.

When expectations for behaviour are not followed, consequences will be based on the nature of the unacceptable behaviour and the frequency of its occurrence. Careful consideration of appropriate consequences will occur once the incident has been fully investigated. One or more of the following may occur:

- Official recording of the incident
- Behaviour sheet completed by the student
- Communication with parents (phone call or meeting)
- Restitution to individuals involved
- Verbal or written apology
- Performing a community service at school
- Establishing a personal behaviour contract
- Loss of privileges
- In-school or out of school suspension
- Referral to School Based Team for intervention
- Reimbursement if property loss or damage is involved
- Actions directed by District Policy and regulations

In our efforts to ensure students are safe and comfortable at school, we will maintain open communication with parents regarding incidents involving their children. We appreciate the involvement of our entire school community in reinforcing this social learning.

It is helpful to have you read over the Code of Conduct with your child in order to reinforce our shared expectations. As always, please contact the school if you have questions or concerns.

WILLWAY ELEMENTARY SCHOOL

CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Willway Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Willway Elementary School believes that all students have the right to learn in a **safe** and **respectful** environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct.

A SAFE AND CARING COMMUNITY

Willway Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**);
- Theft and vandalism.

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes).

STUDENT CODE OF CONDUCT

Every student at Willway Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- * I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- * I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- * I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- * I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- * I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- * I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

WISHART ELEMENTARY SCHOOL CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Wishart Elementary School. Our goal is to assist students in developing self-discipline and a sense of social responsibility. Students must recognize that any behaviour which interferes with the safety and learning of others is unacceptable.

OUR BELIEFS

Wishart Elementary School believes that all students have the right to learn in a safe and respectful environment. The responsibility for teaching appropriate acceptable behaviour is shared between the home and school. Only by working together can we promote positive and responsible student conduct. We believe that being **kind, accepting** and **grateful** we can foster a great learning environment.

A SAFE AND CARING COMMUNITY

Wishart Elementary School is a safe and caring school. As members of this school community we have a responsibility to act in ways that are free of:

- Bullying, harassment, threat and intimidation;
- Physical violence and/or violence of any form;
- Verbal, physical or sexual abuse;
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age (**BC Human Rights Code**)
- Theft and vandalism

Our safe and caring school environment does not tolerate the presence of:

- Intoxicating substances;
- Weapons and explosives, regardless of whether real or replica;
- Intruders or trespassers;
- Tobacco and/or smoking (including e-cigarettes)

STUDENT CODE OF CONDUCT

Every student at Wishart Elementary School has **RIGHTS**. With those rights come **RESPONSIBILITIES**.

- I have the **Right** to learn.
It is my **Responsibility** to listen to instructions, to work quietly, and to raise my hand if I have a question or concern.
- I have the **Right** to be safe.
It is my **Responsibility** not to engage in rough play, to threaten, bully or physically harm anyone else.
- I have the **Right** to hear and be heard.
It is my **Responsibility** not to interrupt others or make unnecessary noise.
- I have the **Right** to be respected.
It is my **Responsibility** not to tease, bother or upset other people or hurt their feelings.
- I have the **Right** to privacy and to my own personal space.
It is my **Responsibility** to respect the personal property of others, and to accept their right to privacy.
- I have the **Right** to a clean, healthy environment.
It is my **Responsibility** to dispose of garbage and keep my work and play area clean.

Student Name: _____

Student Signature: _____



Committee Info Note
Education-Policy Committee Meeting
March 1, 2022
Agenda Item 6b: Sooke Schools International Students
Program and English Language Learner Department

Purpose: The purpose of this presentation is to provide an update on student distribution, recent trends, challenges and opportunities within the International Student Program and the English Language Learners Department.

Background:

- **International Student Program (ISP) Update**
 - Numbers and Distribution: 264 FTE; 16 countries; top markets (Germany, China, Japan).
 - Intake throughout COVID: Changing landscape each year/intake, quarantine, virtual orientations, Omicron
 - Challenges and Opportunities: Homestay shortage, evolving pandemic, mental health, China market, border closures in other countries.
- **English Language Learners Update**
 - Growth: 40% increase from last September; additional 80+ students since October; influx of temporary residents (parents on work/study permits).
 - Home Languages Spoken: 37 home languages; top languages (Filipino, Korean, Spanish, Chinese).
 - Supports, Challenges and Opportunities: Intake support through Newcomers Clerk; Peer Mentor Program; School Planning Day presentation; Professional Development opportunities; Staffing for growth; SWIS shortage; Economies of Scale; Interest in gaining new competencies.
- **BCCIE Grant**
 - \$15,000.
 - Student scholarship.
 - Capacity Building: IDI Training, Book Club, Mental Health Guidelines, Interactive Multicultural Calendar.

Respectfully,

Laura Schwertfeger
 District Principal of International Student Programs

SOOKE SCHOOLS INTERNATIONAL STUDENT PROGRAM & ELL DEPARTMENT



MARCH 2022



1

TONIGHT'S AGENDA

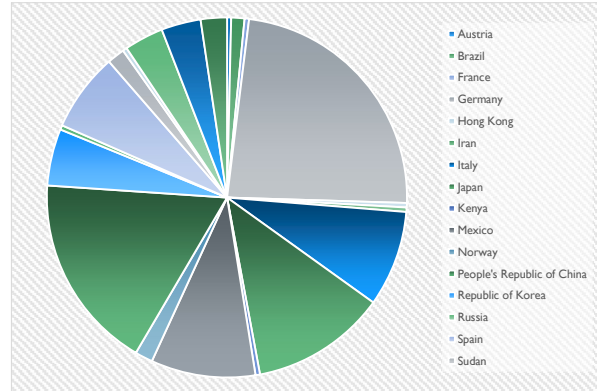
- 1. International Student Program (ISP) Update**
 - a) Numbers and Distribution
 - b) Intake throughout COVID
 - c) Challenges and Opportunities
- 2. English Language Learners Update**
 - a) Growth
 - b) Home Languages Spoken
 - c) Challenges and Opportunities
- 3. BCCIE Grant**



2

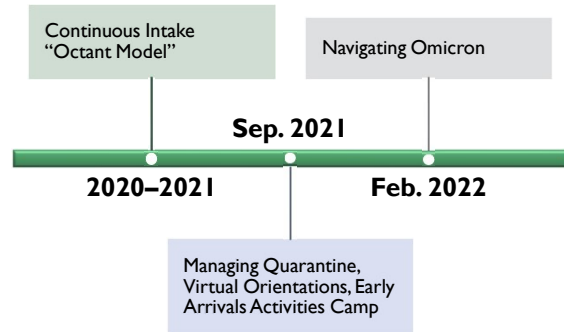
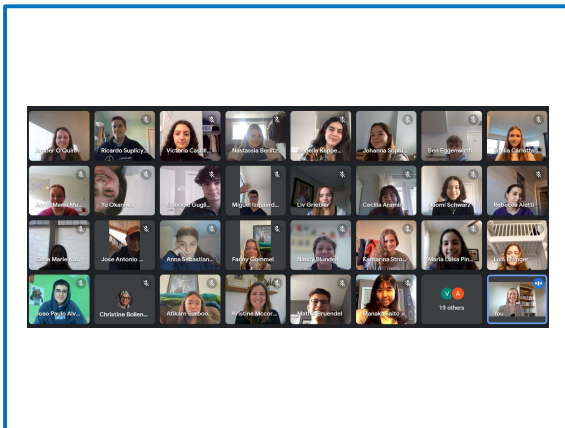
ISP 2021-22:A LOOK AT THE NUMBERS

- 315 students (head count); 264 FTE
- 73 Returning; 242 New
- 16 countries
 - Germany (24%), China (18%), Japan (12%), Mexico (9%), Italy (9%), Spain (7%), Korea (5%)
- 43% - Graduation Track
- 57% - Cultural Immersion Track



3

ISP INTAKE THROUGHOUT COVID



4

CHALLENGES AND OPPORTUNITIES

CHALLENGES

- Homestay shortage
- Evolving pandemic
- Mental health
- China market

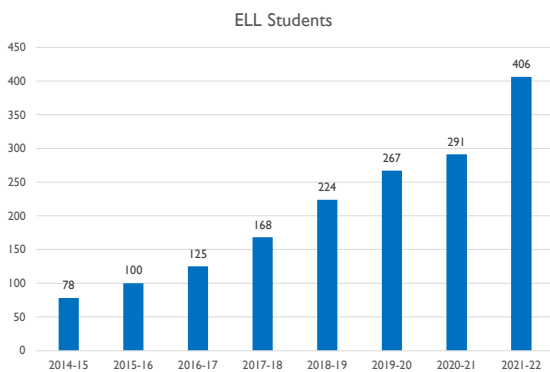
OPPORTUNITIES

- Border closures (Australia, NZ)
- China education reform



5

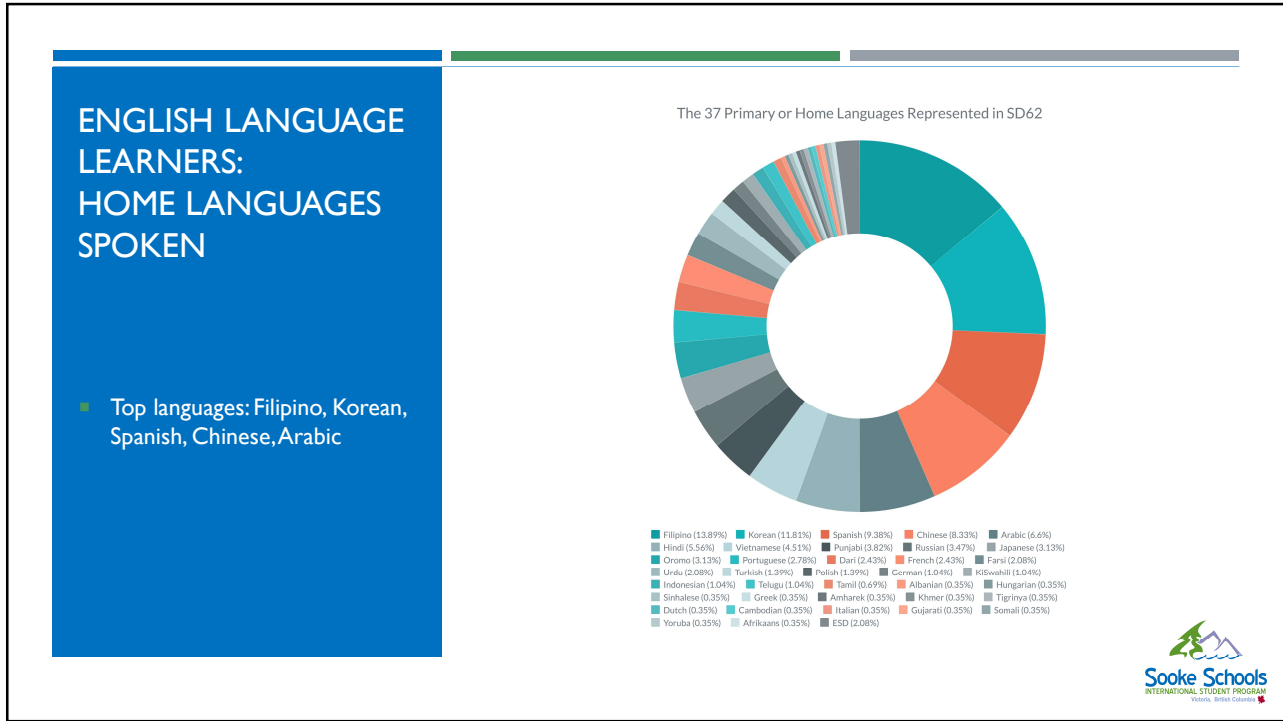
ENGLISH LANGUAGE LEARNERS



- Significant growth in ELL student numbers this year
- 40% increase in Sept 1701
- Continuous intake: 487 ELL students in Feb 1701
- Many students of parents who are here on work or study permits
- Possibility of some Afghan refugees arriving in spring



6



7

SUPPORTS, CHALLENGES, OPPORTUNITIES

Play Bingo

Go Over Flashcards

Help with a job that your buddy's teacher asks you do with your buddy

Practice ABCs

Practice Counting

Things You Can Do With Your Buddy!

SUPPORTING OUR ELL POPULATION

- Intake Support: Newcomer Clerk (centralized document screening)
- Peer Mentor Program
- School Planning Day Presentation
- Professional development opportunities

CHALLENGES

- Staffing for growth
- SWIS shortage

OPPORTUNITIES

- Economies of scale
- Interest in gaining new competencies

8

BCCIE GRANT
(BRITISH COLUMBIA COUNCIL FOR INTERNATIONAL EDUCATION)

- \$15,000
- Student Scholarships (K-12; Post-Secondary)
- “Capacity Building”
 - IDI Training
 - Book Club
 - Mental Health Guidelines
 - Interactive Multicultural Calendar
- <https://bit.ly/FebruaryMulticulturalCalendar>

February 2022

* Black History Month
* Aboriginal Storytelling Month In SK
* Holiyee (Nisga'a Lisims Government)

Cultural Spotlight: CHINA

"In mainland China, Luoyang is an ancient city with a history of thousands of years and that's the city where I was born. Historic sites and traditional snacks are still preserved in the old part of our city."
- *Rylie, Grade 11*

"There are many traditional festivals in China. The Lantern Festival is a day for family reunions and is the 15th day of the first lunar month in China. Every household will light up lanterns or hold large lantern festivals. It is very lively. I like a lot of Chinese food, especially Fujian food. If you ever have the chance to go to China, you should try Fujian fish ball soup."
- *Catherine, Grade 2*

"There are lots of newsstands around schools in China. I love going there with my friends to check the latest magazines and books after school."
- *Ros, Grade 12*

Click here for information and lessons

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 * Lunar New Year * Chinese New Year * World Meatfish Harmony Week (UN) * Makha (Kehoi) festival	2 * Groundhog Day	3 * Setsubun Sai (Japan)	4	5 * Vasant Panchami (Hindu)
6 * Mulk (Bahr)	7	8	9	10	11 * National Foundation Day in Japan	12
13	14 * Valentine's Day * Shrove Tuesday	15 * National Flag of Canada Day * Maha Navami Day * Yuki Matsuri Snow Festival (Japan) 15th night	16 * Magha ends (Hindu)	17	18 * Non Instructional Day	19
20 * World Day of Social Justice (UN)	21 * Family Day * International Mother Language Day	22 * Brother's Sisterhood Week (people of diverse faiths unite) * Masani Kala Campaign Day	23	24 * Pink Shirt Day * International Day of the Girl Child	25 * Pongal (in Bahr) Jan 25th-March 1	26
27	28					



9

Sooke Schools
INTERNATIONAL STUDENT PROGRAM
Many Nations. One Remarkable Experience



QUESTIONS?



10



Committee Info Note
Education-Policy Committee Meeting
March 1, 2022
Agenda Item 6c: Equity in Action 2022/2023

Purpose: Na'tsa'maht Indigenous Education Department presentation to inform the Board of Education and stakeholders on the Equity Scan process called "Equity in Action" for the 2022-2022 school year.

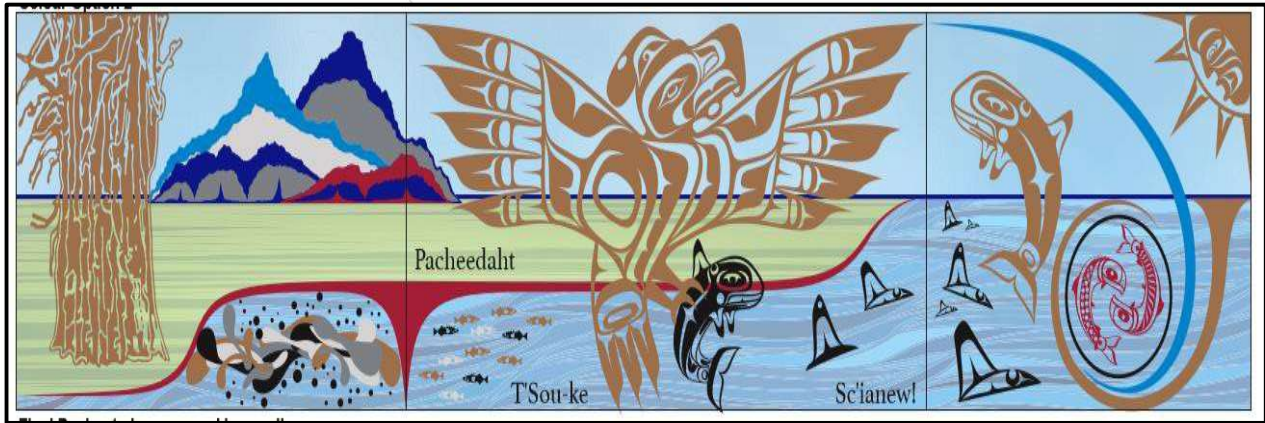
Background: The Equity in Action process is in its fourth year of implementation in the Sooke School District.

- Year 1: In 2018-2019, Sooke School district engaged in the Equity in Action process with the Ministry of Education. In year one, schools explored ways to connect the current Enhancement Agreement Na'tsa maht: One Spirit, One Mind with Equity.
- Year 2: In 2019-2020, Learning Environment, Pedagogical Core, Student Learning Profile, – all questions answered and Policy & Governance with one question answered. All schools assessed themselves and placed their school on the rubric for all pillars to create a profile and find gaps. Each school created an action or actions for the school and classrooms to explore.
- Year 3: In 2020-2021, Created Indigenous Videos with staff & Community. Schools and Departments completed Learning Environment Planning Sheet & set action goal for Learning Environment Pillar; Schools and Departments implement tools to support action goal(s); and at year end, reflect & submit Learning Environment Pillar report to NIE department.
- Year 4: In 2021-2022, This is the main focus of the presentation: Meaningful change takes time and goals can be long-term. Schools are continuing with goals and considering how the learning environment & pedagogical core interconnect. Professional learning focusing on bias and privilege and Indigenous teachings, cultures, traditions, history, and aspirations is a priority.

Respectfully,

Paul Block
 Associate Superintendent of Schools

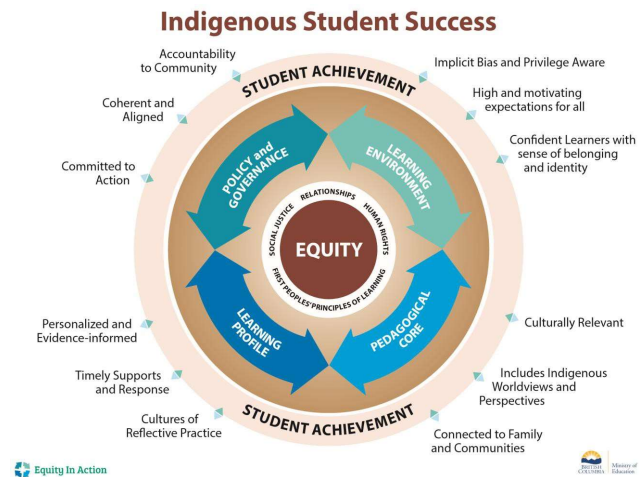
Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation



We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation

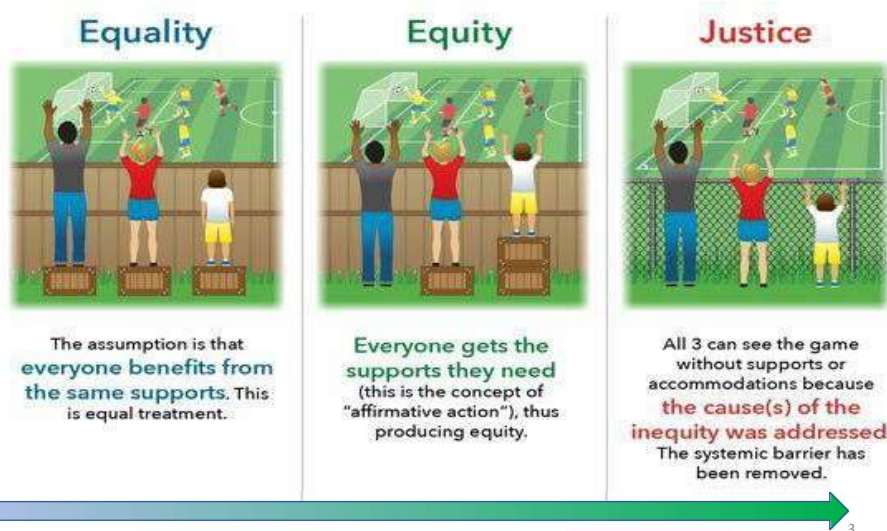
Ministry of Education: *Equity in Action* Project

- designed as a response to the Audit of The Education of Aboriginal Students in B.C. Public School System that recognized a 'racism of low expectations' for Indigenous learners
- focuses on four pillars: Policy and Governance, Learning Profile, Learning Environment, Pedagogical Core
- the Ministry of Education is working collaboratively with school districts to:
 - identify promising practices, barriers and challenges;
 - construct an Equity Profile;
 - determine a Theory of Change;
 - develop an Equity Action Plan in service to Indigenous learners, families, and communities



The 'Why' of Equity

- Racism of low expectations;
- Implicit bias and privilege;
- Deficit thinking and theorizing;
- One size fits all planning and organizing for learning;
- Silence in the face of the above



3

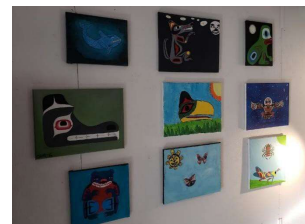
Strategic Plan and Na'tsa'maht Education

2021 Strategic Plan:

- Values: diversity and equity
- Goal: create a culture of belonging
- Objective: to further the goals of the Na'tsa'maht Agreement
- Outcomes: to progress Indigenous Student Success & understanding of Indigenous cultures, histories, and ways of being

Collectively we:

- strive for all students to graduate with dignity, purpose, & options
- understand *Equity in Action* is a collective responsibility
- value Elders in Residence and Role Models
- aspire to deepen teaching methods and practices that are culturally relevant and connect to family and communities
- are beginning to acknowledge implicit bias and privilege in ourselves and the education system



4

Equity in Action 2021- 22

In our fourth year of action, we understand:

- meaningful change takes time and goals can be long term. Schools are continuing with goals and considering how the learning environment & pedagogical core interconnect
- release time is required for Equity in Action School Teams to focus, discuss, and implement goals/actions
- student and family survey results are powerful and can be improved with insights from Elementary, Middle and Secondary administrators
- professional learning focusing on bias and privilege and Indigenous teachings, cultures, traditions, history, and aspirations is a priority



5

Truth & Reconciliation Professional Learning Supports

- SD62 Engage *Equity Hub* & Ministry of Education *Equity Hub*
- Monique Gray Smith *Ripple of Resiliency* Learning Series
- Professional Development including May 13th Dr. Niigaanwewidam James Sinclair's *Climbing the Mountain* workshop
- District Wide Virtual Classroom Presentations
 - Teoni Spathelfer, Reconciliation Author Book Talk
 - Madelaine McCallum, Jigging & Pow Wow Dancing
- Locally Developed Surveys
 - Elementary, Middle, and Secondary Student Surveys
 - District Family Survey



Na'tsa'maht Indigenous Enhancement Agreement Renewal

6

Schools Actions

- Book Clubs – *White Fragility, Speaking Our Truth*
 - Equity Discussions at staff meetings with invitations to explore personal bias & have difficult discussions
 - School Planning Day – Equity in Action goal focused, inclusion of Elders and Role Models
 - Student-led Equity Teams/Groups
 - Infusion of Indigenous Artwork
 - Murals – co-created with students
 - Logo Redesigns
 - Increase visibility and use of Indigenous languages i.e.. renaming school areas; staff learning greetings and how to introduce themselves
- Honouring *Coast Salish Moons* at staff meetings and as school wide themes
 - Compiled staff google drive with relevant resources; lessons/websites sharing at staff meetings
 - Increasing outdoor learning spaces to deepen connection to land, sea, and sky and support stewardship; inviting Role Models to share uses of local native plants and planting native plants in the school garden
 - students co-developing animal core competency
 - First Peoples Principles of Learning
 - reviewing at staff meetings
 - monthly school-wide focus
 - creation of student posters
 - translation to French



7

*Hych'ka
Kleco Kleco Gilakas'la
Marsee
Thank you*



8

8



Committee Info Note
Education-Policy Committee Meeting
March 1, 2022
Agenda Item 6d: Dogwood & Canadian Physicians
for the Environment Presentation

Purpose: Raise awareness about Fortis BC's Energy Leaders Curriculum

Background: Fortis, B.C.'s largest energy provider, has introduced 'curriculum-connected' learning resources that are being used by educators to teach children about 'energy solutions, conservation and safety.' This education resource amounts to propaganda that misleads students about the nature of energy, and downplays the consequences of using fossil energy. It also misrepresent key facts about energy and climate change.

Respectfully,

David Mills & Lori Adamson



CLIMATE CHANGE EDUCATION

Should the largest fossil fuel provider in British Columbia be teaching our kids about energy?



Natural gas and emissions from buildings



- **Over half of carbon pollution in our major cities**
- **Rising at a rate of 11%**
- **In Southern BC one utility, Fortis has a monopoly to sell and distribute gas.**

Climate change is an energy problem.

- Climate change - **not a story with two sides.**
- Fortis curriculum? - **not impartial**
- The curriculum definition of energy? - **NARROW**
- Curriculum from corporations??



The role Fortis plays fighting action on climate

- “Consortium to Combat Electrification”
- Influence over suppliers and installers
- Funds Energy Managers
- Proxies fight climate action
- Sued North Delta School district


ESC's Consortium to Combat Electrification

EVERSOURCE ENERGY

- Members from 15 utilities
- Eversource is co-leader
- Mission: Create effective, **customizable** marketing materials to fight the electrification/ anti-natural gas movement
- Deliverables:
 - Messaging
 - Sales

Consortium Members

- Atmos
- DTE Gas
- Exelon
- Enbridge
- Eversource
- FortisBC
- MDU
- Muni Gas Authority of GA
- National Fuel
- SoCalGas
- South Jersey Gas




RNG Realities

- Promoting renewable natural gas (RNG) as a climate solution is new
- In the curriculum it's “environmentally conscious”
- No local reduction in emissions when RNG is burned
- No dedicated lines carrying RNG to homes or schools



CLIMATE CHANGE EDUCATION

How the *FortisBC* school curriculum affects our children's future

Dr. Lori Adamson
B.Sc., MD, CCFP(EM)

FortisBC Energy Leaders Educational Curriculum⁸⁴



fortisbc.com 

Energy Leaders

Elementary (K-7)

Secondary (8-12)

Distance Learning



LESSON PLANS

Elementary

When it comes to teaching British Columbia's next generation about being energy conscious, the best place to start is in the classroom. That's why we have created FortisBC Energy Leaders, an online education platform for BC teachers that provides engaging, bias-balanced curriculum connected lessons and classroom resources.



Download a sample lesson plan



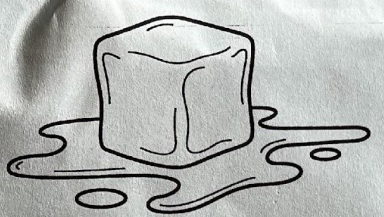
LUKE, AGE 7



Nom: Luke

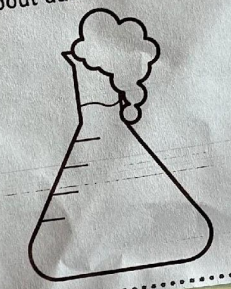
Physique

Glaçon qui fond



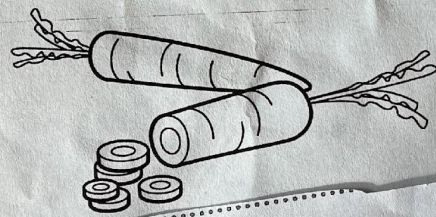
Chimique

Liquide qui bout dans une fiole



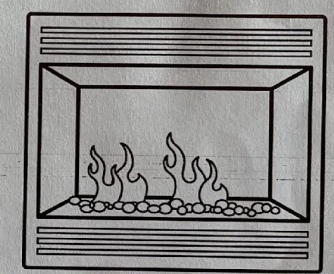
Physique

Carottes coupées



Chimique

Foyer au gaz naturel



Physique

Pain tranché



Chimique

Explosion de feux d'artifice





Greenhouse gases occur naturally and the greenhouse effect is a natural process which is generally a good thing for humans.

FortisBC: Grade 7 lesson “Climate Change”



“

Without the greenhouse effect, the Earth would be much colder than it is now and we wouldn't be able to live here.

*FortisBC: Grade 7 lesson
“Climate Change”*

”

Lytton, BC

July 5, 2021



*Photo: Journal of Commerce,
Canada Construct*

Energy Leaders

[Elementary \(K-7\)](#)

[Secondary \(8-12\)](#)

[Distance Learning](#)



FortisBC Energy Leaders

We're supporting both in-class and home-based remote learning from kindergarten to grade 12. Teachers and parents can access free, ready-to-use lessons about energy conservation, energy solutions and safety that are developed by BC teachers and based on BC's current curriculum.

[New! Distance Learning lesson plans and select regular](#)



KINDERGARTEN

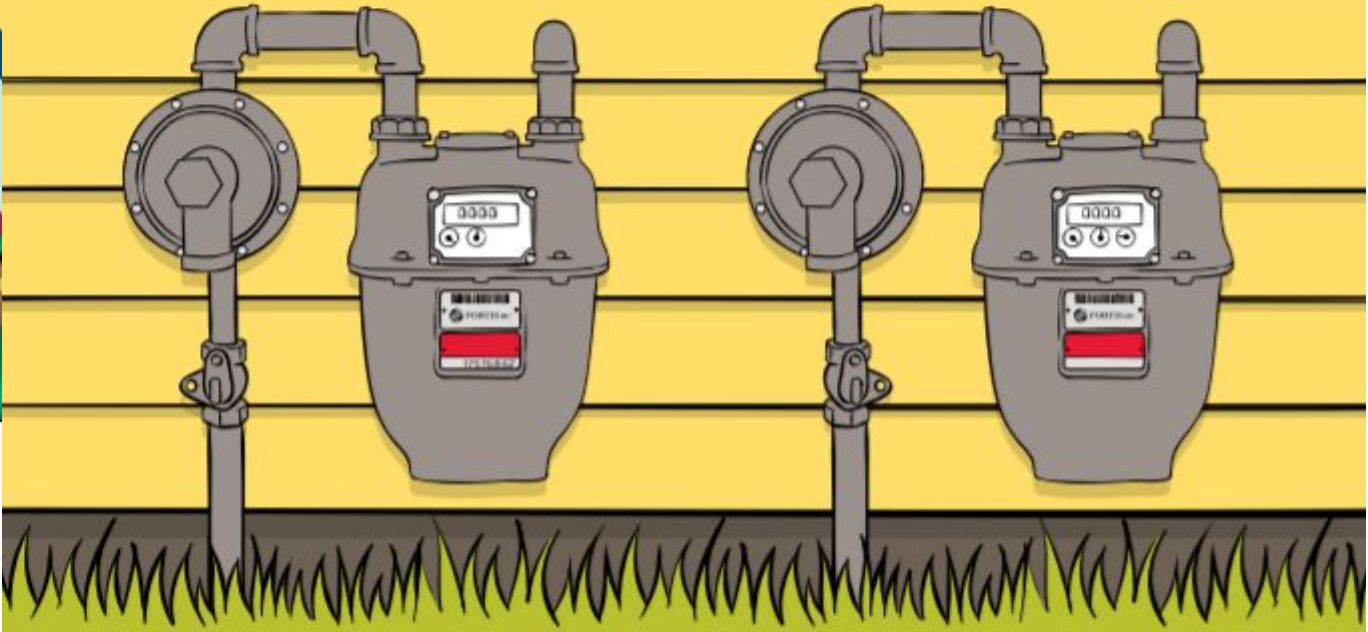
Energy is Awesome!

Name: _____

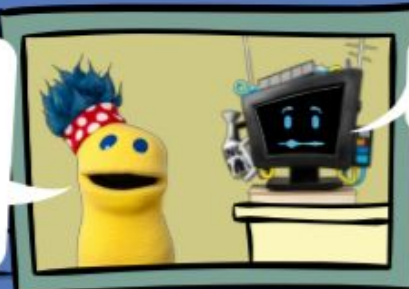
Can you spot the differences?

Circle the pipes, valves, connectors and gauges that appear different between these two gas meters.

Write down the number of differences here:



I'm Cate, and I'm curious! That's why I ask questions like, "What makes hot water hot?" or "Why does my home stay warm when it's cold outside?" I found out we use natural gas as a form of energy and now I want to learn more about that!



According to the encyclopedia, natural gas comes from deep underground...



Pipes carry **natural gas** to your home.

This is the sedimentary rock layer

Natural gas!

Over time, debris collects on Earth's surface. As it piles up, pressure builds and squishes it down until it becomes rock.

This sedimentary layer is where natural gas comes from.

This is the igneous rock layer

Igneous rock is made from volcanic magma that bubbles up from the Earth's core and hardens into solid rock when it cools.

This is the metamorphic rock layer

This is where diamonds come from!

Over time, layers of sedimentary and igneous rock get pushed deeper. This creates heat and lots of pressure that causes metamorphic rock to form.

Unscramble the letters on

D i s s e

Smell & tell

Number these pictures in the right order (1-6) to show what you should do if you smell rotten eggs in your home.

- 1. Wait for help to arrive
- 2. Smell rotten eggs?
- 3. Go back inside when someone from FortisBC tells you it's safe
- 4. Call 911 or FortisBC
- 5. Tell an adult
- 6. Go outside

Sometimes stinky things can be really helpful! FortisBC adds lots of rotten egg smell to their gas, which makes it easy to tell if there's ever a gas leak.

What is carbon monoxide?

Carbon Monoxide is produced whenever fuels such as natural gas, oil, propane and even wood burn incompletely. It can be dangerous if undetected.

- 1 Find out if the carbon monoxide detectors in your home are hardwired. If not, ask your parents to replace the batteries in the carbon monoxide alarm regularly.
- 2 They should also make sure gas appliances are



Gas meter safety: actions for students

- When it's snowed, get an adult to clear the area around the meter and gently brush any snow buildup away by hand.
- Keep away from your home's gas meter so it can do its job:
 - It's not a toy, so don't climb on it.
 - Don't tie things like a dog to a gas meter.
 - Never lean your bike on a gas meter.

Call before you dig

- Natural gas lines could be buried in your yard. Find out where gas lines and buried utilities are before you dig. Call BC One Call at 1-800-474-6886 first, to get your free natural gas line location details.

Call before you dig: action for students

- Remind your parents to call BC One Call before they do any gardening, install a fence or build a deck. They need to know where the gas lines are buried to keep you and your family safe, as well as avoid damage and costly repairs.

Right of way area

- A right of way is a defined corridor on a landowner's property containing one or more high pressure natural gas pipelines. In these areas you'll see FortisBC warning signs.
- A statutory right of way agreement is a formal agreement between a landowner and FortisBC. The agreement provides FortisBC with access to the right of way and restricts certain activities within the right of way.
- It's unsafe to dig or operate heavy machinery in a right of way protected area.

Right of way area: action for students

- Being able to recognize warning signs and symbols in the local community and environment is an important safety skill for students to develop. It also supports development of literacy skills (recognizing environmental print such as logos and signs in the local environment).



GRADE 1

Definitions

fireplace: a place that can either burn wood or natural gas to provide heat

furnace: a type of space heating system found in many houses; it safely burns natural gas to heat forced air that travels through ductwork to all the rooms in the house

FortisBC: FortisBC is a Canadian-owned utility company in B.C providing electricity, natural gas and propane to 1.1 million customers in 135 communities; FortisBC delivers approximately 21 per cent of the total energy we use in B.C.

gas: a state of matter; it's an air-like substance that expands freely to fill a space; the other states of matter are liquid and solid

gas meter: measures and records the volume of gas used in a home or other building; this information is used to calculate how much a customer needs to pay for the natural gas they use

water heater: an appliance used to heat a home's water used for bathing, dishwashing, etc.

natural gas: composed mostly of methane and other hydrocarbons (hydrogen and carbon) and is found in sedimentary rock underground; it is called natural gas because it occurs naturally in the ground and is formed from the decomposition of plants and animals that lived millions of years ago

pipelines: natural gas is brought to our homes through a network of pipelines all over B.C.; these pipes are buried underground for safety and efficiency.

safety: actions or behaviours that reduce the risk of danger or injury

stove: a kitchen appliance used for cooking food that can be powered by different forms of energy including natural gas or electricity



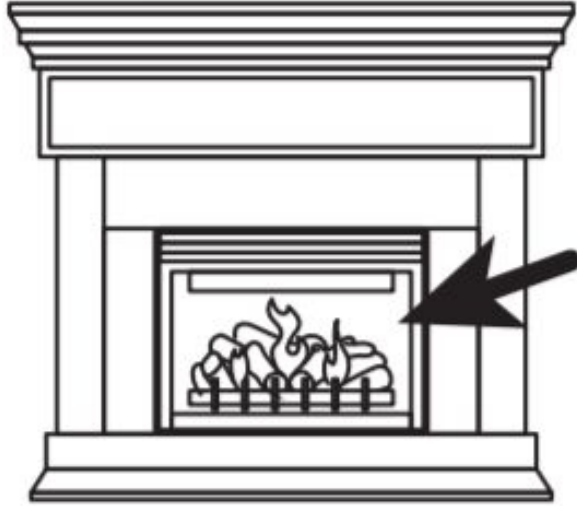
GRADE 2: WHY WE *NEED* NATURAL GAS



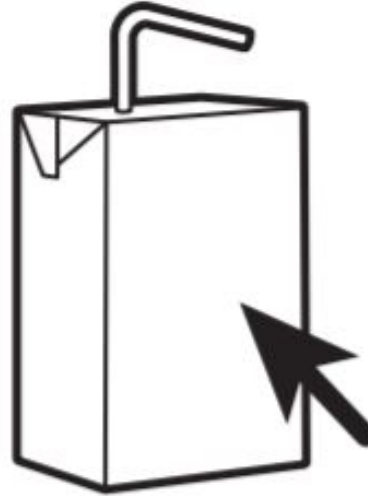
Solids, liquids and gases cards

95
GRADE 2

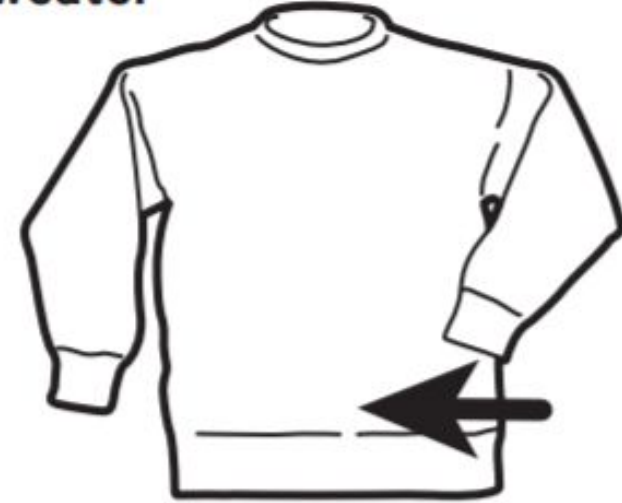
natural gas fireplace



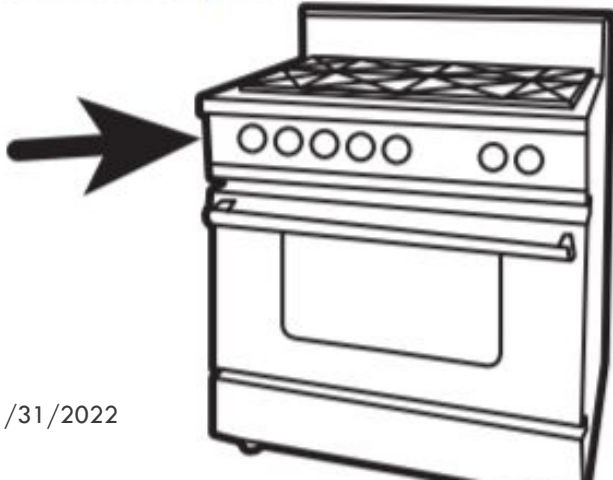
juice



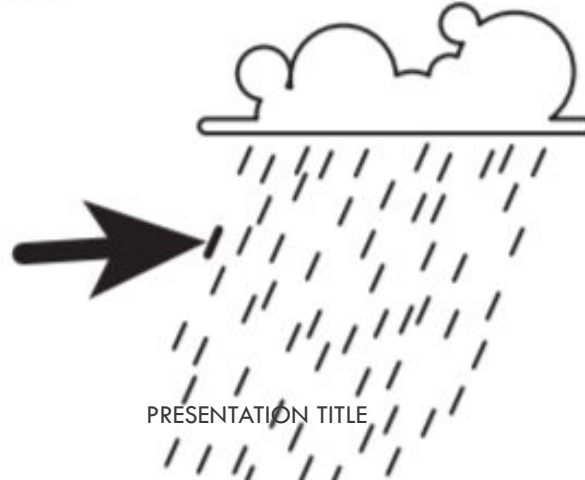
sweater



natural gas stove



rain



television



GRADE 2/3

Lesson notes

It's important students know what to do if they smell natural gas as they might not always be in the company of an adult when it happens. This lesson provides students an opportunity to learn and practise the steps (tell someone, get outside) to keep themselves and others safe.

Word list

fireplace

water heater

FortisBC

natural gas

furnace

pipelines

gas

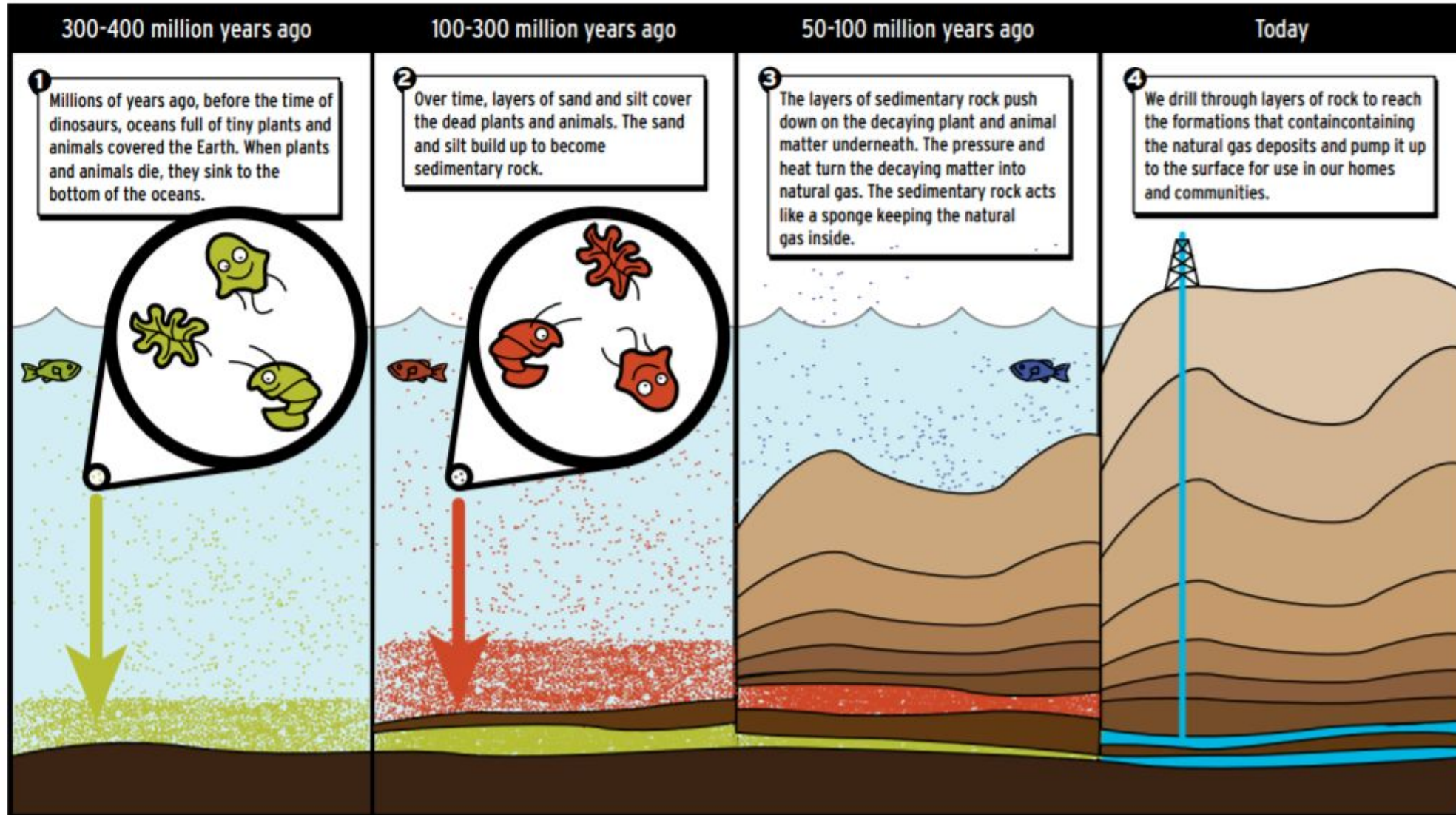
safety

gas meter

stove

Natural gas and the rock cycle

GRADE 5



Trends and hot jobs

GRADE 10

Duration

100 minutes

Lesson overview

Students discuss trends and how they affect career opportunities in the energy sector. They research trends, including the economy, labour market and employment outlook. Students select one high demand (or hot) job to learn more about.

Objectives

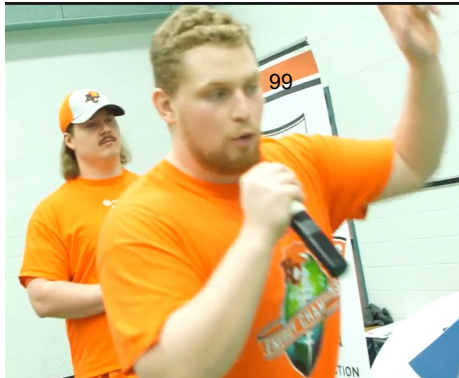
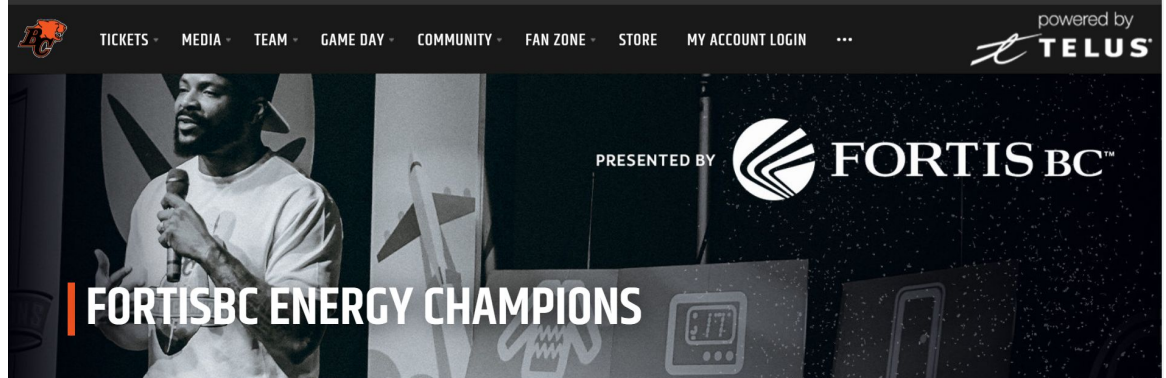
Students will be able to:

- explore labour market information to determine which careers in the energy sector are in demand
- explain how environmental trends affect the labour market
- retrieve and analyze labour market statistics related to B.C.'s economy
- research a high demand/hot job of interest

Curriculum connections - Career-life Education

Big idea

- Career-life decisions are influenced by internal and external factors, including local and global trends.



That was so amazing! It's hard to get Grade 7's excited about stuff, but look at that crowd!"



BC Teacher, about FortisBC Energy Champions



SUMMARY

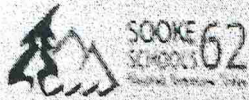
- Students **MUST** learn the truth about science from reputable sources, rather than Industry propaganda
- Fossil fuel companies, like tobacco companies, have no place in classrooms.



CLIMATE CHANGE EDUCATION

Our Ask: VSB does what it can to protect children from industry influence in the school curriculum





Permission to Conduct Non-Board-Initiated Research

Date of application	Jan. 28. 2022
Applicant's Name	Dr. Stephanie A Sadownik
Address	[REDACTED]
Phone Number(s)	[REDACTED]
E-Mail Address	stephanie.sadownik@utoronto.ca
Present Position	Sessional Instructor
SD62 Employee?	No
Affiliated institution or organization	University of Toronto
Name of facility supervisor (if applicable)	N/A
Title of study	Bring Your Own Devices
Type of study	Qualitative - Semi-Structured Interviews
Requested date to start and anticipated end date	Feb. 2022
Type of participants (i.e. student, parent, teacher, support staff)	Board Office IT staff / Administration / Counsellors
Any specific cohort focus	
Plan for recruitment to study	Email
Specific location(s) of study	BC / AB / ON
Data collection tools	List of Questions / Background Survey
Ethics approval, date and organization	REB-U of T Original 2019 - Nov. 2022

E-mail to: Superintendent of Sooke School District: sstinson@sd62.bc.ca
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

Janice Foulger

From: Stephanie Sadownik <stephanie@uvic.ca>
Sent: Monday, January 31, 2022 4:47 PM
To: Janice Foulger
Cc: Stephanie Sadownik
Subject: Protocol #: 00038474-Bring your own devices in education: Does technology integration cause aging teachers to be more vulnerable?
Attachments: Cover Letter Protocol #- 00038474.pdf; 38474.pdf

CAUTION - EXTERNAL SENDER: This email originated from outside of School District 62. Do not click links or open attachments unless you have verified the sender and know the content is safe.

January 31 2022

Dear Ms. Janice Foulger,
 RE: Protocol #: 00038474

Protocol Title: Bring your own devices in education: Does technology integration cause aging teachers to be more vulnerable?

Previous research suggested a need to conduct privacy impact assessments (PIA) when student personally identifiable data may be collected, stored or disseminated to 3rd parties. Connections between advancements of privacy in electronic health records and recordkeeping of student confidential information is discussed as it relates to storing of confidential data and the inappropriateness of an all-access pass for employees. The ability of a teacher or student to hold inappropriate information on non-school owned devices or access inappropriate websites on their own device (phone or laptop) while on school grounds raises the question of the appropriateness of surveillance by educational institutions. Thus, there is a need for research to understand (1) how schools and boards define inappropriate behavior, (2) their policies and practices with regard to surveillance of teachers and students, (3) how they may accommodate those in vulnerable and marginalized populations, and (4) how marginalized and vulnerable populations are accorded greater protections because of their status. There is also a need for research of how teachers and students understand these matters, and how those from marginalized and vulnerable populations may differ in their understandings and behaviours. Specifically, this research is interested in:

Research of teacher knowledge and use of technology:

- Does a teacher's sense of professional identity relate to their level of comfort with technology?
- Does a teacher's sense of professional identity affect how a teacher understands and interacts with new mandates related to the use of technology?
- In what ways do teachers feel professionally vulnerable when using technology in the classroom?

Participants will be asked to volunteer to participate in one 45-minute semi-structured interview that may extend to 60 minutes at maximum and dependent on response provided during the interview. Teacher participants will be asked questions related to their understanding of bring your own device (BYOD) policies at school and away from school as well as their understanding of inappropriate behaviour as it is defined by their school and school board.

Participants are selected based on their background and experience with bring your own device and technology use at school. There will be a screening process related to participant background and

experience. Participant background and experience is determined by the length of time a participant has participated with bring your own device policies in education settings. This is important to acknowledge because it indicates the participants knowledge of the research topic in the proposed setting.

Upon receiving consent, a background survey (Appendix G) and a list of semi-structured interview questions (Appendix C) will be provided to the participant for their review, clarification and refusal. If a participant identifies on the background survey they are brand new the researcher will clarify the statement in relation to the research study. A participant can be brand new to the use of BYOD in education settings and therefore not be able to contribute to the study, another participant may be brand new to their position but have extensive knowledge of BYOD in education settings and may contribute to the study.

Interview times will be arranged according to the schedule and willingness of the participants, with the researcher bearing all costs associated with travel time, and location. Copies of the transcripts from the interview will be provided to the participants for their review and/or modification. Data will be analyzed based on the answers to the interview questions evident in the transcript and in some cases, the video footage provided. The use of video is to help aid the researcher with transcription and to validate the context or emotion of the participant in the study. The researcher will provide the school district with the necessary criminal records check clearance and any other pertinent information required to obtain permission to enter or be present on school grounds.

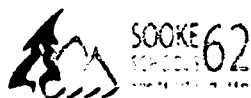
An Appendix G- Background Survey will be used prior to the commencement of the interview to collect demographic information related to the participants gender, age, position and prior use of BYOD. Transcript data will not contain any personal identifying information. Data will be collected, copied and stored to maintain accuracy and validity. In all my written works, oral presentations, and publications, participant names will not be used. Information regarding participant identity remains confidential and any personal identifiable information will be omitted. Personally, identifiable information requested from the participants will be excluded or concealed to ensure confidentiality. Pseudonyms will be used for names of the participants. Raw data will be stored in locked cabinets for up to five years after publication and will be in locked cabinets until destroyed.

I am excited at the opportunity to work with your school district on these emerging and current issues. Please do not hesitate to contact me if you have any questions.

Sincerely,
Stephanie Sadownik (she/her)

Encl:

1. A summary cover letter
2. Copy of any survey/questions
3. Copy of active consent forms, where applicable
4. Assurance that no reward or honorarium is offered to research participants
5. Copy of Criminal Record Check
6. Copy of the approval of the Human Ethics Committee



Permission to Conduct Non-Board-Initiated Research

Date of application	8 February 2022
Applicant's Name	Trisha L. Renken-Sebastian
Address	
Phone Number(s)	
E-Mail Address	tlrenkensebastian@uvic.ca
Present Position	Full-time graduate student
SD62 Employee?	No
Affiliated institution or organization	University of Victoria, School of Public Administration
Name of facility supervisor (if applicable)	Dr. Evert Lindquist, Advisor
Title of study	Speaking Across Barriers: How Parents in a Canadian Public School System Learn About Their Children's Diversity Education
Type of study	Masters Research Project, mixed-methods
Requested date to start and anticipated end date	February 1, 2022 to September 30, 2022 (may require renewal)
Type of participants (i.e. student, parent, teacher, support staff)	School Board of Trustees, District and Individual School Administrators, Teachers, Parents/Guardians, Educational Assistants, District and Individual School Support Staff, Members of the Community (See Table 1 in Project Proposal for definitions)
Any specific cohort focus	Community Development
Plan for recruitment to study	Please see accompanying Project Proposal
Specific location(s) of study	Within the boundaries of the SD62 school district
Data collection tools	Please see accompanying Project Proposal
Ethics approval, date and organization	Pending

E-mail to: Superintendent of Sooke School District: stinson@sd62.bc.ca
 or mail to Scott Stinson, Superintendent, SD62 (Sooke), 3143 Jacklin Road, Victoria, BC V9B 5R1

Appendix A: Executive Summary

General Problem

Sooke Schools 62 (SD62) launched its second strategic plan (2021-2025) in September 2021 after a year-long evaluation of the outputs and outcomes of the first strategic plan (2018-2021). As part of this examination process, a survey was conducted by the district in April 2021 and was completed by 1,095 people, 81.5% of which were parents and/or guardians of SD62 students. A key finding from the survey was that the language within the strategic plan needed to be able to be understood by everyone to whom it applied. Another finding was that there should be a focus on diversity, equity, and inclusion within the underlying vision of the strategic plan. The intent of this research project is to aid SD62 in developing communication strategies and language which will help the parents/guardians of SD62 students and the greater SD62 community understand and support the diversity, equity, and inclusion (DEI) goals within the 2021-2015 strategic plan.

Research Questions

In consultation with Sue Grundy, Manager of Executive Operations at SD62, this project's primary research question is:

- How can parents and/or guardians of children in public schools be informed and engaged about the progress by which their children are developing skills or competence in recognizing, conversing about, and handling issues relating to diversity, equity, and inclusion (DEI)?

The secondary questions which arise from this primary research question are:

- How will school administrators ensure that parents and/or guardians understand the rationale behind their strategic plan's objectives with regards to DEI?
- In what way will parents and/or guardians be consulted regarding changes to how their children learn about issues regarding DEI?
- How do school administrators determine whether lesson plans are effective in increasing the ability of students to understand DEI issues?

Preliminary Literature Review

Effective strategic planning, effective strategic communication, and the importance of DEI in education are considered important issues, but the amount of research into the intersection of these topics has been limited. There is more research available regarding any one of these topics both within and without a Canadian context. Because of this gap in academic research, the literature review in my final project will introduce and develop analytical concepts and frameworks in multiple disciplines and from multiple nations. Emphasis will be placed on reviewing literature around the communication strategies employed by the British Columbia Ministry of Education and public school districts in the wake of the revision of the British Columbia curriculum in 2017.