

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 2, 2021 at 6:00 pm.**

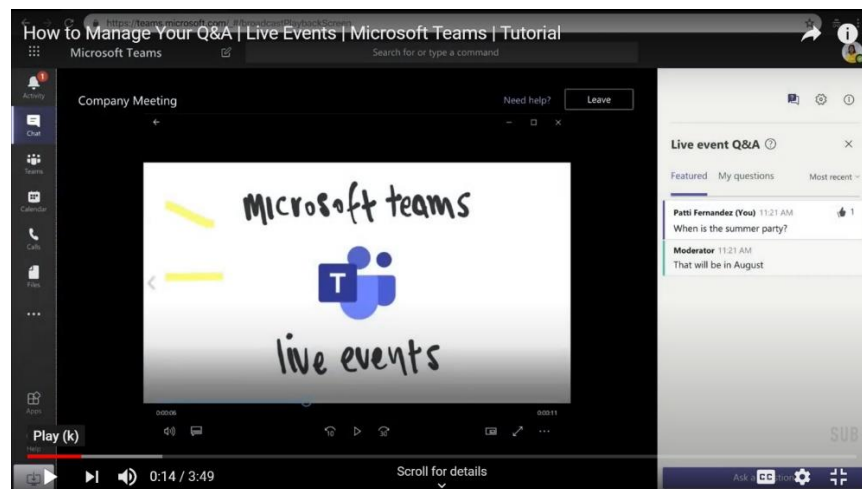
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Mar-2-2021>

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 Live
Mar. 2, 2021 – 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 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.
2. **Opening Remarks from Chair, Allison Watson**
 - COVID-19 Update – Scott Stinson
3. **COMMITTEE REPORT** of Feb. 2, 2021 Education-Policy Committee meeting (attached)
4. **BAA COURSE PROPOSALS**
 - a. No submissions
5. **REVIEW OF POLICIES/REGULATIONS** (attached)
 - a. Draft Revised Policy E-311 “Class II Licence” – Harold Cull
 - b. Draft New Policy and Regulations D-310 “Non-Board Initiated Research” – Scott Stinson
 - c. Policy and Regulations C-331 “Billeting of Students” – direction from Committee – Scott Stinson
 - d. Draft Revised Regulations D-111 “Volunteers in Schools” – Scott Stinson
6. **NEW BUSINESS**
 - a. Schools’ Codes of Conduct (attached) – Paul Block
 - b. Draft Curriculum Transformation Operational Plan (attached)- Denise Wehner
7. **FOR INFORMATION**
 - a.
8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**
As per Policy Work Plan
9. **ADJOURNMENT AND NEXT MEETING DATE:** Apr. 6, 2021

**COMMITTEE REPORT OF THE
EDUCATION-POLICY COMMITTEE via MS Teams
Feb. 2, 2021 – 6:00 p.m.**

Present: Allison Watson, Trustee (Committee Chair)
Bob Phillips, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Christina Kempenaar, STA
Lou Leslie, CUPE
Georgette Walker, SPVPA
Cendra Beaton, SPEAC
Scott Stinson, Superintendent/CEO
Stephanie Hedley-Smith, Associate Superintendent
Paul Block, Associate Superintendent
Dave Strange, Associate Superintendent

Guests: Kerry Arnot, Frances Krusekopf, Jennifer Nixon, Brian Hotovy

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 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.

2. Opening Remarks from Chair, Allison Watson

- COVID-19 Update
Superintendent Stinson provided a brief update related to COVID-19 health and safety initiatives.

3. COMMITTEE REPORT of Jan. 5, 2021 Education-Policy Committee meeting

The committee report for the Jan. 5, 2021 Education-Policy Committee meeting was reviewed by the committee members.

4. BAA COURSE PROPOSALS

No submissions for this meeting.

5. REVIEW OF POLICIES/REGULATIONS

- a. Draft Revised Regulations C-210 "Placement of Students" – Stephanie Hedley-Smith
Stephanie Hedley-Smith reviewed the proposed revisions to the Regulations.

Recommendation:

That the changes to Administrative Regulations for Policy C-210 be received by the Board as part of the Education-Policy Committee report.

6. **NEW BUSINESS**

a. Presentation – Brian Hotovy – Youth Work in Trades – Student Opportunities and Community Engagement

Brian Hotovy, District Careers Co-ordinator, presented to the committee on Youth Work in Trades initiatives within the school district. Brian indicated that a number of students within the district have been able to receive secondary course credits for work experience as a result of their current ability to work. He advocated for parents and staff to encourage secondary students to approach our Career Co-ordinators to ensure they get the credits they have earned.

b. Outdoor Learning Discussion – Kerry Arnot, Frances Krusekopf, Jennifer Nixon, Stephanie Hedley-Smith

Led by Associate Superintendent, Stephanie Hedley-Smith, and Elementary Principals, Kerry Arnot, Frances Krusekopf, and Jennifer Nixon, a presentation was made on the current status of outdoor learning/education opportunities that exist within the school district.

The Outdoor Learning Working Committee will continue to gather information relative to expansion recommendations, research of other jurisdictions and consultations with partners, including Indigenous Rights Holders to bring forward to a future Education-Policy Committee Meeting.

The committee recommended that the video presentation be brought forward to share with the entire Board at the next Public Board Meeting.

7. **FOR INFORMATION**

a.

8. **FOR FUTURE MEETINGS – REVIEW OF POLICIES/REGULATIONS**

As per Policy Work Plan

9. **ADJOURNMENT AND NEXT MEETING DATE:** Mar. 2, 2021

School District #62 (Sooke)

CLASS II LICENCE	No.: E-311
	Effective: June 22/81 Revised: Reviewed: Mar. 2/21

SCHOOL BOARD POLICY

Bus Drivers are required to have a Class II B.C. Driver's Licence, with air brake endorsement, a medical certification within the last six months and a valid First Aid Certification upon commencement of employment with the District.

On the recommendation of the Secretary-Treasurer, the Board will pay for courses and medical examinations as are required for an employee to ~~obtain~~ **maintain** a Class II licence, with Air Brakes endorsement, where the holding of such a licence is not a condition of employment, when employed by the District. ~~The employee concerned will be granted, free of charge, the use of such Board equipment as is necessary to pass the test.~~

DRAFT

School District #62 (Sooke)

NON-BOARD INITIATED RESEARCH	No.: D-310
	Effective: Revised: Reviewed: Mar. 2/21

SCHOOL BOARD POLICY

The Board of Education greatly values evidence-based practices and supports research activities that further the discovery of new knowledge upon which improvements to the education system, to teaching, and to children’s lives, can be made.

The Board of Education supports applications from individuals and/or agencies or organizations interested in conducting research in Sooke School District (SD62). Research that supports the [SD62 strategic focus](#) is particularly welcomed.

Research in SD62 must have approval of the Superintendent of Schools or designate, prior to commencing. Furthermore, such participation must not be detrimental to the normal educational activities of the School District. It is also expected that external research will not have an adverse effect on students, staff, or Board resources.



School District #62 (Sooke)

NON-BOARD INITIATED RESEARCH	No.: D-310
	Effective: Revised: Reviewed: Mar. 2/21

ADMINISTRATIVE REGULATIONS

Permission to Conduct Non-Board-Initiated Research

1. All researchers who wish to use SD62 or any school within it as a research site and/or to access students, families, or staff as subjects or respondents are to first submit written proposals to the Superintendent or delegate. Such written proposals are to include:
 - A statement addressing the need for or possible implications of the study for the school or SD62.
 - Specific purposes of the study.
 - Procedures to be used in the study including all questionnaires, surveys, or interview schedules.
 - An ethics approval from the host university. If there is no host university, an ethics statement based on the Government of Canada’s [Tri-Council Policy Statement](#) on Ethical Conduct for Research Involving Humans.
 - The name of school district, post-graduate department of a university, or recognized research institution under whose direction the research will be conducted.
2. Before approving a research proposal, the Superintendent or designate shall be convinced that the conduct of the research will:
 - Provide results of interest and value to SD62 and/or the broader educational community.
 - Cause minimal disruption to the operation of SD62 or individual schools.
 - Not be detrimental to relationships with the community.
 - Be sponsored and/or guided by a reputable agency or organization.
 - Conform to the practices for handling personal information as per the *Freedom of Information and Protection of Privacy Act* (FOIPPA).

Conducting Non-Board-Initiated Research

1. After approving a research proposal, the Superintendent or designate must be assured that all reasonable steps will be taken to inform subjects and/or their responsible parents/guardians, in advance of all aspects of the research which bear directly on them including:

- Any treatment they are to receive.
 - Any data that will be collected from them.
 - The magnitude of their participation.
2. If the research will involve the participation of an individual school or schools, the Superintendent or designate may, in consultation with principals of schools that might be involved with the research, approve contact between the researcher and the Principal(s).
 3. The Principal of any participating school will ensure that the necessary consultations with teachers, other staff, students (if appropriate), and parents are undertaken. The Principal must also make certain that confidentiality is maintained and that students have the option of not participating without penalty.
 4. The District shall not be obligated to provide resources or information to researchers. This includes providing lists, sending out questionnaires, administration of surveys, etc.
 5. Approved research proposals will be brought forward to the Board for information through the Education-Policy Committee.
 6. Upon conclusion of the research project, a final copy of the study is welcomed by the Board and the District. If the final report or subsequent publications mention the school district or specific SD62 schools or programs, a hard copy or link to an online copy should be submitted to the Superintendent and to the principal of any participating school.



Permission to Conduct Non-Board-Initiated Research

Date of application	
Applicant's Name	
Address	
Phone Number(s)	
E-Mail Address	
Present Position	
SD62 Employee?	
Affiliated institution or organization	
Name of facility supervisor (if applicable)	
Title of study	
Type of study	
Requested date to start and anticipated end date	
Type of participants (i.e. student, parent, teacher, support staff)	
Any specific cohort focus	
Plan for recruitment to study	
Specific location(s) of study	
Data collection tools	
Ethics approval, date and organization	

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

Please attach the following:

A complete research proposal which includes:

- An overview of the study.
- The organization providing funding (if applicable).
- Relevant literature.
- The research question or problem being investigated.
- Significance of study (why now; why here; why age group, if under 18).
- The age of participants and why age group relevant to study.
- Whether the research materials have been piloted or used elsewhere.
- Any links to BC curriculum.
- Any links to wider research or to data sets (e.g. The Program for International Student Assessment [PISA]).
- Research design.
- Data collection process and timeline.
- Data analysis process.
- Details of how confidentiality will be achieved and maintained.
- Details of consent statements that will be provided to participants.
- Storage and security of information or data collected.
- Life span and disposal of data.
- Intentions for dissemination (conferences, journals, media).
- Copies of all data collection instruments.
- Copies of consent forms for participants (and if under 18, their parents/guardians).
- Approval statement from appropriate ethics board.
- Criminal Record Check if applicable. Non-district employees wishing to conduct research with students must undergo a criminal record check and be able to provide prior to project approval. This is required of each member of the research team.

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

Committee Info Note
Education-Policy Committee Meeting
March 2, 2021
Agenda Item: 5.c – Policy & Regulations C-331 “Billeting of Students”

Background:

District staff have been systematically reviewing all district policies and administrative regulations to determine areas in need of updating, revision or deletion. In some cases, gaps in policy have been identified, necessitating the development of new policy and regulations.

Policy C-331 “Billeting of Students” is one of the policies that requires no updating in terms of language or application, but is worth surfacing to determine that it is consistent with the Board’s current direction.

The policy statement speaks specifically to the value the Board places on the ability for students to participate in overnight field trips, specifically those requiring the billeting of students. While it is the Board’s preference for students to remain under the direct supervision of teachers and designated chaperones, there are times when group accommodations may not be possible, and billeting is necessary. Such situations would include cultural exchanges or trips where the objective focuses on social interaction. When this is the case, specific procedures are in place to ensure the health, safety and well-being of students.

Context:

Given current parental and district values, along with cultural shifts, is it still the desire of the Board to allow billeting of students in certain situations and under the prescribed conditions?

If the policy remains consistent with Board direction, there is no need for change or update as it currently covers any legal or operational requirements for due diligence.

If the policy no longer aligns to the direction of the Board, then direction to revise or rescind the policy would be needed.

For Recommendation:

At this time, staff have no concerns about the current direction and requirements as laid out in the policy and regulations. Therefore, we would recommend that the policy and regulations continue as currently articulated.

School District #62 (Sooke)

BILLETING OF STUDENTS	No.: C-331
	Effective: Apr. 23/96 Revised: Reviewed: Mar. 2/21

SCHOOL BOARD POLICY

The Board of School Trustees believes that the health, safety, and security of students is essential when participation in curricular or extra-curricular activities requires billeting.

The preference of the Board is to have students under direct supervision of supervising teachers and designated chaperones. Having students stay in host-school gymnasiums, hotel/motel accommodations, campgrounds, or other group accommodations are examples of direct supervision.

The Board also recognizes that on some trips, group accommodation may not be possible or desirable. When students are on cultural exchanges or trips where the attempt is to meet some other objective around social interaction, staying with a host family may be more suitable.

When students are billeted the Board expects that the standard of care will be that which is implicitly and explicitly stated in the attached regulations.

School District #62 (Sooke)

BILLETING OF STUDENTS	No.: C-331
	Effective: Apr. 23/96 Revised: Reviewed: Mar. 2/21

ADMINISTRATIVE REGULATIONS

PREAMBLE

The Principal must be assured: that all plans and accommodations for students meet the intent of providing a safe and comfortable setting for students; that supervising teachers/designated alternates/chaperons are aware of the high standards expected; that students have constant access to one or more of the accompanying adults; that contingency plans are in place to provide students alternate accommodation if their assigned placement(s) is/are deemed unsuitable.

Prior to a Trip Requiring Billeting

- The District Field Trip form must be completed by the Principal/supervising teacher. The itinerary, including specific billeting locations (hosts name, address, phone number, and phone number of the supervising teacher), and a copy of "Expected Standards For Billeted Students and Billeting Families" will be provided to parents of individual students. The billeting form attached to this policy will be completed by parents and returned to the school. The school will keep the original and provide two copies for the staff member in charge; one of these copies will be given to the billeting family.
- Whenever possible, two students should be assigned to a billeting family; when this is not possible, the single placement student must confirm his/her personal comfort with the arrangement. The supervising teacher(s) must be assured that the billeting family has made appropriate and safe accommodation for all students.
- The supervising teacher must have a composite list of names and phone numbers of billeting families.

During the Trip

- If changes to accommodation arrangements occur during the trip, they must be approved by the supervising teacher and parents must be notified as soon as possible.
- Upon arrival of the students, the host will be provided with a copy of the billeting form and "Expected Standards For Billeted Students and Billeting Families".
- The supervising teacher or a designated alternate must be available at all times for a student or billeting family's phone call. Schools may want to obtain use of a cellular telephone to ensure immediate contact. Students must be provided with phone number(s) of the supervising teacher and/or designated alternate.
- When home placements are for more than one night, the supervising teacher or designated alternate must arrange daily contact with students.

BOARD OF SCHOOL TRUSTEES
SCHOOL DISTRICT NO. 62 (SOOKE)

EXPECTED STANDARDS FOR BILLETED STUDENTS
AND BILLETING FAMILIES

Billeted Students

The Board expects that students will:

1. act as good ambassadors for their school and district.
2. follow the rule set out by the supervising teacher.
3. act in accordance with the Code of Conduct established by the school and the policies and regulations of the School Board, most specifically that they are not to use alcohol or drugs, including medication not listed on the medical information form.
4. remember that they are guests and will act accordingly.

Billeting Families

The Board requests that billeting families:

1. accept the sincere appreciation of the Board in accommodating our students.
2. ensure that billeted students are appropriately supervised during their stay.
3. report any concerns that they have with our students to the supervising teacher, and when deemed necessary, directly to the parent, as soon as possible.
4. provide a safe and monitored environment for students.
5. ensure that the rules specifically set out by the supervising teacher are adhered to.
6. arrange for meals and transportation to and from activity sites as agreed.
7. provide access to a telephone so students can remain in contact with the supervising teacher and/or their parents.
8. immediately report illness or injury to (a) parents and (b) supervising teacher.

STUDENT BILLETING FORM

To be completed by parent/guardian:

School: _____

Student's Last Name: _____ First Name: _____

Parent's/Guardian's Name: _____

Telephone: _____(H) _____(B)

Emergency Contact:

Name: _____

Telephone: _____

Medical Information

CARE Card Number: _____

Medical Alert Information (allergies, dietary restrictions, medication, existing medical conditions) that you want the billeting family to know about:

STUDENT BILLETING FORM

To be completed by school:

The sponsor/teacher may be contacted at the following location at any time:

Supervising Teacher's Name:

Telephone No.:

Location:

The sponsor/teacher must be notified of an emergency.

Parents/Guardians Please Note:

Completion of this form will be taken as your informed consent for your child(ren) to participate in this organized trip. As well, it will be assumed that the personal information provided above has your informed consent to be given to the sponsor/teacher/host.

Signature of Parent/Guardian

Date

Distribution of this form:

1 copy - School File

1 copy - Supervising Teacher

1 copy - Host Family

School District #62 (Sooke)

VOLUNTEERS IN SCHOOLS	No.: D-111
	Effective: Jan. 24/12 Revised: Feb. 25/13 Jan. 28/14; Jan. 27/15 Reviewed: Mar. 2/21

ADMINISTRATIVE REGULATIONS

Definition

- A volunteer is a parent or other person who has made an accepted commitment to assist the school without expectation of compensation. This policy does not apply to students and to school staff who volunteer.

The Role of Volunteers

- Volunteers should function in a supportive role which is compatible with the philosophy of the school and should not undertake tasks that require making programmatic or educational decisions.
- Volunteers must not be used to provide services that would result in the displacement of any employee.

Screening and Selection

- Volunteers are selected on the basis of an ability to deal **work** with students, skill in performing needed services, previous related experience, interest in the work, and personal character.
- Volunteers are encouraged from within the community at large, and efforts should be made to involve a wide representation of the community.
- The principal or designate must ensure that the screening of potential volunteers depending on the nature of the activity and the extent of supervision undertaken by the potential volunteer, the need for an interview to determine the appropriateness of the volunteer candidate.
- When a volunteer will be with a student(s) and will not be under the direct supervision of a teacher or administrator or will have regular and ongoing involvement with students, a Criminal Record Check (Vulnerable Sector Check) is required. The Criminal Record Check will be valid for three years. The Principal has the discretion to waive this process if the volunteer has previously undertaken a similar screening process with another organization or program within the past six months and is able to provide copies or proof.
- Volunteers who will be driving students need to provide the school with a Driver’s Abstract. The Driver’s Abstract will be valid for five years.
- Volunteers must not be assigned tasks, which would violate the privacy of students or their families, or be permitted access to student records, with the exception of contact information required for the Safe Arrival Program.

- It must be recognized some applicants will not be suitable for volunteer work in a school setting. All information collected in the screening process should be officially documented and treated as confidential.
- A volunteer's services may be terminated at the discretion of the principal.

Management

- An orientation for volunteers conducted by the principal or designate should include a review of relevant and applicable policies and procedures.
- The principal or designate should review the school's volunteer program annually with the Parent Advisory Council.

Supervision and Monitoring of Volunteers

Volunteers are visitors and must report to the office on arrival unless other arrangements have been approved by the principal or designate.

- Volunteers will sign-in and receive a volunteer name tag to be worn at all times and to be returned before departure from the building.
- Schools are required to maintain a list of volunteers and the specifics of their tasks.
- Parents will be informed if their child is working exclusively with a volunteer on a regular basis.
- The supervising staff member shall provide any necessary direction or specific instruction related to the volunteer's assignment, with particular attention to procedures related to student safety.
- Complaints about volunteers should be handled by the supervising teacher or the school principal or designate responsible for volunteers.

Conduct of Volunteers

- Volunteers shall meet all the criteria of conduct and deportment required of School District staff, shall not be under the influence of or in possession of illicit drugs (**including prescription drugs that impair an individual's functioning**) or alcohol, shall maintain confidentiality of students and of school matters, and shall comply will all relevant and applicable legislation and school district policies.
- Volunteers, on occasion, may become privy to personal information that must remain confidential. All volunteers must complete a Volunteer Confidentiality Agreement (**attached**) and a clear understanding conveyed that volunteers must uphold this confidentiality.

Special Provisions Governing Community Coaches

A community coach is a coach of a school team who is not an employee of the school district.

- A community coach must have a staff sponsor who may be a principal, vice-principal, teacher, or school district employee, unless exempted by the principal or vice-principal, based on the assurance the volunteer has completed the appropriate screening and has recognized involvement in the school's athletic program.
- Staff sponsors are expected to be in the building during practices; if unavailable, they must arrange for a designated staff contact to be on site. Staff sponsors must be present at all games, tournaments, and travel events. The principal or vice-principal may waive this requirement, except

for events involving overnight travel. Parents are to be advised of all travel and supervision arrangements.

- Community coaches are selected by the school administration in collaboration with staff members and/or the secondary athletic directors. Community coaches will be considered, providing they have the necessary ability and appropriate level of training required for the sport and age level in question, especially in high risk sports. In addition, community coaches would be subject to the same screening process as other volunteer applicants, including a criminal record check.
- Student coaches and coaches under nineteen years of age must be under the direct supervision of an employee sponsor at all times.
- Student teachers operate, as in all other aspects of their placement, under the supervision of their sponsor teacher.

Liability, Insurance and Expenses

- Claims, other than for libel or slander, against volunteers for damages for acts or omissions in the provision of volunteers' services for the Board are disallowed under Section 94(1.1) of the *School Act*, except where the volunteer has been guilty of dishonesty, gross negligence, malicious or willful misconduct. The Board's liability insurance coverage applies to volunteers who are engaged in activities authorized by the School District or school.
- Where any incident or accident occurs that may conceivably give rise to a claim against a volunteer or the school board, the volunteer must promptly provide all information to the school to further its insurance claim.
- Volunteers are responsible for their own injury coverage.

VOLUNTEER INFORMATION FORM

Name: _____ Date: _____

Address: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____ E-Mail: _____

Emergency Contact:

Name: _____

Home Phone: _____ Alternate Phone: _____

Specify areas of interest (e.g. Coaching, etc.):

Certificates/Training:

Volunteer Experience:

Additional Notes:

Volunteer Confidentiality Agreement

As a volunteer at _____, I agree to:

- Respect confidentiality when dealing with student and family personal information.
- Abide by the rules and policies of the school and the Sooke School District.

Date: _____ Signature of Volunteer: _____

Date: _____ Signature of Principal: _____

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*

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.

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.

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.



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;
- Threat of retaliation against a student for making a complaint.

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 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 and not use cell phones 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 fight on school property or on public/private property on their way to or from school.
- 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/social media.
- Students will not be involved in any illegal acts such as assault, theft/vandalism or damage to property.

As a member of the Journey Middle School Community:

1. I have a **responsibility** to keep others safe at Journey:

- behave in such a way that others are safe
- keep a community free from roughness, bullying, threats, harassment, discrimination, abuse or intimidation of any kind
- keep the school free from dangerous materials (real or pretend)
- actively encourage a violence free school
- report the presence of intruders or trespassers

Therefore, this ensures my **right** to be safe at school, at school approved activities or in other settings where engaging in the activity will have an impact on the school.

2. I have a **responsibility** to respect all people at Journey:

- show respect to other persons
- respect differences among people including gender, race, religion and sexual orientation

Therefore, this ensures my **right** to be respected, cared for, and included as an important part of the school community. In accordance with the BC Human Rights Code any form of discrimination is prohibited.

3. I have a **responsibility** to keep Journey a healthy place to learn:

- look after my own belongings
- respect the property of others
- keep the school tidy and free from vandalism
- neither bring nor use tobacco, drugs, or alcohol

Therefore, this ensures my **right** to a clean, healthy school community.

4. I have a **responsibility** to do my job at Journey:

- work hard
- cooperate with students and staff
- follow school and classroom rules

Therefore, this ensures my **right** to a positive working and learning environment.

5. I have a **responsibility** to be respectful at Journey:

- speak respectfully to all others
- respectfully and actively listen to all others

Therefore, this ensures my **right** to express myself appropriately and to be listened to.



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.

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 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 and 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 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 the appropriate use of school computers and internet access.
- Cell phones are to be turned off and stored in locker 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.
- Students will not leave the school property throughout the day.

Colwood Elementary School CODE OF CONDUCT

The Code of Conduct is established for the benefit of everyone at Colwood 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

Colwood Elementary School believes that all students have the right to learn in a **kind, respectful and safe** 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 Colwood Elementary School it is expected that everybody is **kind, respectful and safe**.

We are **strong** and **proud** when we are kind, respectful and safe.

STUDENT CODE OF CONDUCT

Every student at Colwood 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

Colwood 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**:

Physical violence and/or violence of any form <i>Use supplies & equipment in a safe and appropriate way. Move your body around the school and playground in a safe way.</i>
Bullying, harassment, threat and intimidation <i>Be kind to others</i>
Verbal, physical or sexual abuse <i>Express yourself in kind and appropriate ways</i>
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) <i>Accept people who are different from you</i>
Theft and vandalism <i>Do not take or damage other people's things</i>
Cell phones and other electronics should be in your back pack or the office when you are at school
Helmets must be worn when riding a bicycle, scooter or skateboard on school property. Riding is not permitted at the start and end of the school day due to heavy congestion.

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

Intoxicating substances
Weapons and explosives, (such as knives or toy weapons)
Intruders or trespassers
Tobacco and/or smoking (including e-cigarettes)

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. A variety of strategies are used at the school to deal with inappropriate conduct.



This code concerning the rights and responsibilities of everyone at Colwood 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 Colwood School a safe and healthy place to be.

Student's Name (please print)

Teacher: _____

I have read over the **Code of Conduct** with my child.

Parent's/Guardian's Signature

Student's Signature

Date

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 2020-21

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 **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 show consideration, courtesy and respect to others and their property. We ask students to reflect on their behavior by considering questions such as: "Is this kind?" "Is this safe?" "How can we fix this problem?" We support students to address 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, to work quietly, and to ask politely 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.

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, 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 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

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 function
- We expect students to tell an adult about any bullying or discrimination towards others or themselves.
- 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.



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.

- ★ 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 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.



École Poirier Elementary School

Code of Conduct / Code de Conduite

VISION AND MISSION STATEMENT

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, through the adventure of life-long learning. Our students will be supported and nurtured in a school-home-community partnership to ensure success.

We meet this goal by following our school Vision: **JOIN IN**. We believe this is important for all members of our learning community. **JOIN IN** is our Vision and our **MISSION**, we have it written in child friendly language around our school and it is incorporated into our school song. We all **Jump into learning, Open our minds, Investigate the world, are Neighbours working together, always Imagine the possibilities, and most importantly, Never give up!**

Rights and Responsibilities of our Students

- I have the right to learn.
I have a responsibility to be attentive, to complete all activities to the best of my ability, and to work cooperatively with my peers.
- I have the right to hear and be heard.
I have a responsibility to allow everyone to join in conversations.
- I have the right to be respected.
I have a responsibility to treat others with kindness, courtesy, and respect.
- I have a right to be safe.
I have a responsibility to behave and play without harming, bullying or threatening others.
- I have a right to a clean, healthy environment.
I have a responsibility to respect and keep my school clean.
- I have the right to privacy and to my own personal space.
I have a responsibility to respect the personal property of others, and to accept their right to privacy.

Unacceptable Behaviours

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).

Response to Inappropriate Behaviour

When a student's actions demonstrate non-compliance with our Code of Citizenship, action will come from 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

Please look over this with your child and keep it for reference if needed. Thank you for your partnership throughout this learning experience. Please use the online consent to confirm you and your child have gone over our code of conduct.

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.



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 and parents 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;
- ❖ 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: _____

I have read over the Code of Conduct with my child.

Parent’s/Guardian’s Signature

Student’s Signature

Date

SANGSTER ELEMENTARY SCHOOL

CODE OF CONDUCT

Be Safe

Be Respectful

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 others 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:

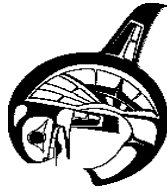
- Intoxicating substances
- Weapons and explosives, regardless of whether real or replica
- Intruders or trespassers
- Tobacco and/or smoking (including e-cigarettes)

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.

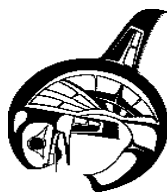
Our safe and caring school environment does not tolerate the presence of:

- 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.



Growth

Resilience

Initiative

Tenacity

- * 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** 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

SAVORY'S CODE OF CONDUCT



OBJECTIVE:

- to maintain an environment that is conducive to learning in a constructive and safe manner
- to be courteous, co-operative, and to use common sense
- to behave responsibly

RIGHTS /RESPONSIBILITIES

1. You have the right to learn.

Your job is to:

- attend school regularly and to be on time
- have your school supplies ready
- bring a positive attitude to school
- do your best work
- work in ways that don't disturb others

2. You have the right to learn in an environment that respects all people.

Your job is to:

- respect yourself and others and treat them so that they feel comfortable
- be courteous and polite
- respect the feelings and opinions of others
- talk and act toward others as you would want to be treated
- encourage others in a positive way
- be a good listener
- appreciate and accept the differences in others

3. You have the right to be and to feel safe.

Your job is to:

- think before you act - be safe
- play safely on the playground
- help others to be safe
- stay out of conflicts whenever possible, and to use your problem solving skills, e.g. stay calm, use "I" messages, use self-talk
- follow the directions of school staff
- be aware of emergency procedures

4. You have the right to privacy and to your own personal space.

Your job is to:

- respect other people's things (not touching or taking things)
- respect the right to privacy
- make your own decisions
- not pressure others to do things they don't want to do
- ensure your own personal space and belongings are cared for

5. You have the right to a comfortable and clean environment.

Your job is to:

- clean up after yourself
- reduce, reuse, recycle whenever possible
- treat the school and grounds with care

It would be helpful if parents/guardians review this Code of Conduct with their children.

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

BEHAVIOUR GUIDELINES

1. BICYCLES, SCOOTERS, SKATEBOARDS AND ROLLER BLADES

- The safety of other students or adults walking or playing must not be put at risk.
- Students using a skateboard, scooter or roller blades to get to and from home are directed not to use their skateboards on school grounds during normal hours of operation. (8am-3pm)
- Bicycles need to be walked on the school grounds and locked in the bicycle racks.

2. DRESS

- ☐Students need to wear respectful clothing appropriate for a school setting.
- ☐Our focus is on learning and anything that distracts from that focus is counterproductive.
- ☐Students need to wear the clothing and footwear that will allow them to participate fully in our school curriculum.
- ☐Labelling clothing articles makes it possible to return lost items.
- ☐Students need a pair of athletic (inside) shoes to wear in the gym and in the classroom during wet weather.
- ☐Students should also dress appropriately for the weather so that they can go outside during the breaks. They will be going out on many of those drizzly Victoria days.

3. PERSONAL BELONGINGS

- It is recommended that students leave valuable items at home as the school cannot guarantee the safety of these articles.
- ☐As per the school board policy unsafe toys or toys of violence as determined by the staff will be confiscated and kept at school until a parent or guardian can come and pick the toy up. (e.g. screwdrivers, knives, toy weapons)

3. CLOSED CAMPUS

- ☐Supervision of students is a high priority for us. For this reason, students are expected to remain on the school grounds during school hours.
- ☐A note is required from the parent or guardian for those times students wish to leave the grounds during the school day. Please sign out and in. The book is on the filing cabinet in the office.

4. CELL PHONES AND ELECTRONIC DEVICES:

Cell phones/Ipods etc. are discouraged from being brought to school. If your child has to have a phone for emergency purposes it is to be turned off during school hours and kept in their backpack at all times.

BEHAVIOUR CONSEQUENCES

We recognize that everyone makes mistakes. We see mistakes as an opportunity for learning. Our staff uses a problem-solving/restitution model to help students resolve their differences and make amends as need be.

If a student has difficulty demonstrating personal responsibility there will be three levels of consequences.

Level 1 - a minor problem is dealt with by the staff member who observes the behaviour

Level 2 - a student who has demonstrated a more serious disregard for the safety or feelings of others may be sent to the office and dealt with by the principal or Teacher in Charge. Names are recorded noting date and problem. If this is a first time offence parents/guardians may or may not be contacted. For all subsequent similar documented difficulties, parents/guardians will be notified.

Level 3 - if a student has shown a chronic disregard for safety or property, or has caused significant injury to another, parents/guardians will be called immediately. Consequences will be decided upon through consultation with parents/guardians when appropriate. Such actions may result in an in-school or home suspension.



CODE OF CONDUCT

Sooke Elementary School

Home of the Sticklebacks!

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 is using the practices of Restitution that our district has been learning. Restitution works to strengthen children and help them choose behavior based on beliefs that we all share. We will be teaching students that everyone makes mistakes and that we are interested in “fixing” or repairing the harm than “apologies, excuses, faulting, blaming or shaming”.

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.

Thank you,

Mrs. Debra Stoutley

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

3310 Wishart Road, Victoria, BC, V9C 1R1

Phone: 250-478-9528 Fax: 250-478-5023

Principal: Mrs. Ruchi McArthur

Vice Principal: Mrs. Donna Sagodi

Office Manager: Mrs. Nikkie Olsten

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.

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.



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Curriculum Transformation Department Operational Plan

Updated: March 2021

For review annually

Curriculum Transformation – Mission Statement

To work alongside educators in fostering culturally responsive and equitable learning opportunities for students. We promote responsive teaching as an ethical practice where students and teachers grow together as educated global citizens.



Curriculum Transformation Department Operational Plan

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Executive Summary

This operational plan outlines a roadmap for the next four years in alignment with Sooke School District's overarching goals in the 2021-2025 Strategic Plan and in alignment with other district departments. Sooke School District is a dynamic and growing community of learners. The Curriculum Transformation Department focuses on Learning objectives related to the Strategic Plan and is grounded in equity, diversity and inclusive practices.

Curriculum Transformation Department Operational Plan

Overview of Goals and Strategies	
Goal #1	To enhance and develop students' literacy competencies.
	<p>Strategies</p> <ul style="list-style-type: none"> 1.1 Explore and implement structures for literacy instruction coordinated with intervention strategies through in-service literacy learning series and learning rounds. 1.2 Co-plan (ELL, ESD, Inclusive Education) and deliver ongoing job embedded literacy in-services across schools. 1.3 Establish and resource a baseline of literacy resources in schools. 1.4 Promote the use of formative assessments and screening tools.
Goal #2	To enhance and develop students' numeracy competencies.
	<p>Strategies</p> <ul style="list-style-type: none"> 2.1 Support the use of developmentally appropriate practices to promote meaningful student learning in numeracy. 2.2 Establish and resource a baseline of numeracy resources in schools connected to the learning series. 2.3 Promote the use of formative assessments to inform instruction.
Goal #3	To support inclusive, meaningful learning experiences aligned with the BC K-12 Curriculum.
	<p>Strategies</p> <ul style="list-style-type: none"> 3.1 Collaborate with Alternative Education, Indigenous Education, Inclusive Education, Safe and Healthy Schools and English Language Learning departments to design and support competency based learning in classrooms. 3.2 Support pedagogically sound instruction and assessment practices and Communicating Student Learning (CSL) at all levels. 3.3 Foster a culture of collaborative professionalism. 3.4 Collect, curate and share resources and strategies that support 'uncovering the curriculum' with curricular competencies and content at all levels. 3.5 Foster continued relationship with the University of Victoria to attract and retain new teachers.

Curriculum Transformation Department Operational Plan

Goal #4	To support and enrich French Immersion programs.
	<p>Strategies</p> <p>4.1 Increase access to French language resources.</p> <p>4.2 Support French Learning assistance and interventions.</p> <p>4.3 Foster a culture of inquiry and collaborative professionalism for French Immersion teachers across the district.</p> <p>4.4 To support French immersion teachers' French language proficiency.</p> <p>4.5 To support Core French instruction and late immersion.</p>
Goal #5	To promote high quality and equitable early years learning opportunities and to ensure supportive transitions for children and families to kindergarten.
	<p>Strategies</p> <p>5.1 Implement 'Welcome to Kindergarten' philosophies and events across every elementary school.</p> <p>5.2 Continue to support, strengthen and grow the 'Kindergarten & Early Childhood Educator' (K/ECE) partnerships.</p> <p>5.3 Strengthen community-based connections and relationships.</p>
Goal #6	To develop and utilize technology as a purposeful tool for quality learning experiences.
	<p>Strategies</p> <p>6.1 Weave alignment with the goals in the Information Technology (IT) Operational Plan connected to learning and assessment.</p> <p>6.2 Establish a district catalogue of approved digital application and technical standards for use in schools in accordance with curricular objectives.</p> <p>6.3 Support educator and student with digital literacy and digital citizenship competencies.</p>



Curriculum Transformation Department Operational Plan

Goal 1: To enhance and develop students' literacy competencies.

Strategies and Associated Action Plan

Strategies

1.1 Explore and implement structures for literacy instruction coordinated with intervention strategies through in-service literacy learning series and learning rounds.

Primary

- Develop and lead early literacy instructional strategies for all primary teachers

Middle & Secondary

- Develop and lead 'Literacy as Learning Through Content' learning series for grades 4-12 in reading and writing;

1.2 Cross departmental collaboration (ELL, Indigenous, ESD, Inclusive Education, Safe and Healthy Schools) to develop and deliver Tier 1 literacy learning series.

- School teams, professional collaboration, job-embedded practice, Self-regulated Learning, Universal Design for Learning (UDL) as Tier 1 instructional strategies;
- Co-facilitation of learning series as appropriate.

1.3 Establish and resource a baseline of literacy resources connected to learning series.

- Complete a needs assessment;
- Purchase school-based literacy resources supported with educator in-service.

1.4 Promote the use of formative assessments and screening tools.

- Informal reading inventory formative assessment learning series connected to instructional practices;
- Promote the use of district (school) wide writes as formative assessment;
 - Provide opportunities for collegial scoring to inform instruction.

Curriculum Transformation Department Operational Plan

Goal 2: To enhance and develop students' numeracy competencies.

Strategies and Associated Action Plan

Strategies

2.1 Support the use of developmentally appropriate practices to promote meaningful student learning in numeracy.

Primary

- Develop and lead '*Explorative Competency Based Numeracy Instruction in Primary*' learning series and learning rounds;

Middle

- Nikki Lineham in-services;
- *Educating Now* Teacher resources/licenses;
- 'Train-the-trainer' model to support within schools over time;

Secondary

- *Building Thinking Classroom* Numeracy learning series;
 - *Building Thinking Classroom* Professional Book Club
 - Contract Secondary Numeracy experts for learning rounds: planning, instructing and assessing with curricular competencies and Proficiency Scale.

2.2 Establish and resource a baseline of numeracy resources in schools connected to the learning series.

- Complete a needs assessment
- Purchase school-based literacy resources supported with educator in-service
- Support the use of manipulatives and increase teacher comfort and confidence with mathematical thinking at all levels.

2.3 Promote the use of formative assessments to inform instruction.

- Adopt and implement numeracy assessment tools supported with professional development opportunities.

Curriculum Transformation Department Operational Plan

Goal 3: To support inclusive, meaningful student learning experiences aligned with the BC K-12 Curriculum.

Strategies and Associated Action Plan

Strategies

3.1 Collaborate with Alternative Education, Indigenous Education, Inclusive Education, Safe and Healthy Schools and English Language Learning departments to design and support competency based learning in classrooms.

- Promote social emotional, culturally responsive, trauma informed and inclusive educational experiences for students.

3.2 Support pedagogically sound instruction and assessment practices and Communicating Student Learning (CSL) at all levels.

- Learning series to support competency-based and conceptual instructional practices that align with the implementation of the BC Curriculum;
- Collegial collaboration time for school teams to review policy documentation, talk about assessment for and of learning in accordance with Ministerial reporting guidelines.
- Align supplemental funded compliance reporting for students with ELL, ANED and IE with CSL practices.

3.3 Foster a culture of collaborative professionalism.

- Review and implement collaborative structures at all levels.
- Implement and collaborate with 'point people' in schools including department heads;
 - Build capacity as a learning community and a support for colleagues in their schools, especially new teachers.
- Dinner and Dialogue Professional Book Club Series

3.4 Collect, curate and share resources and strategies that support 'uncovering the curriculum' with curricular competencies and content at all levels.

- DRC budget for new resources.
 - Ensure non-dominant culture, diversity and perspectives in resources.
- Grow or develop outdoor education opportunities at all schools and increase local partnerships and support with resources.
- Digital numeracy and literacy platforms (1.1 and 2.1)
- Digital resources to support fine arts education (Music Play).

3.5 Foster continued relationship with the University of Victoria to attract and retain new teachers.

- Support and resource the continuation of Link2Practice & TruVic programs.

Curriculum Transformation Department Operational Plan

Goal 4: To support and enrich French programs.

Strategies and Associated Action Plan

Strategies

4.1 Increase access to French language resources.

- Support Follett as a digital database for French learning resources across the district.
- Increase French language professional resources and assessments in dual and single track schools for students and staff.
- Ensure engaging French student material is available in libraries to foster a love of reading in French, creating lifelong French literacy skills.

4.2 Support French Learning assistance and interventions.

- Increase access to professional learning opportunities to support educators in approaches that build literacy skills for language learners through content.

4.3 Foster a culture of collaborative professionalism for French Immersion teachers across the district.

- French Immersion Curriculum Coordinator and Immersion teacher school representatives structure for collaboration.

4.4 To support retention of French immersion teachers and support French language proficiency in French Immersion pedagogy.

- “French Pedagogical Proficiency” learning with Rita Manners/ Peel School Board.

4.5 To support Core French instruction 5-12 and Late French Immersion.

- Implement TPRS strategy in-service (Teaching Language Proficiency through Reading and Storytelling) for teachers.
 - Professional learning opportunities with TPRS staff.
 - Access to TPRS digital resources for each middle and secondary school.

Curriculum Transformation Department Operational Plan

Goal 5: To promote high quality and equitable early years learning opportunities and to ensure supportive transitions for children and families to kindergarten.

Strategies and Associated Action Plan

Strategies

5.1 Support awareness and implementation of the *Early Learning Framework, Play Today, and Let's Play*.

- Professional learning opportunities for school teams and ECEs;
- Outdoor education initiatives based in these frameworks.

5.2 Implement 'Welcome to Kindergarten' philosophies and events across every elementary school.

- Provide each school professional learning opportunities and resources for school teams in philosophical approaches in transitioning new kindergarten students;
- *When I go to Kindergarten* publication;
- Foster the belief that 'all students are ready for school and we need to be ready for them.'

5.3 Continue to support Nature Kindergarten programming and resource infrastructure.

- Provide opportunities for Nature Kindergarten teachers and ECEs to collaborate with other Kindergarten teachers and ECE colleagues across the district to grow ideas and capacities.

5.4 Continue to support, strengthen and grow the 'Kindergarten & Early Childhood Educator' (K/ECE) partnerships.

- Increase opportunities for outdoor education in all elementary schools;
- Support meaningful K/ECE partnerships with professional collaboration opportunities;
- Initiate and grow a professional partnership with Camosun College for ECE Practicum placements.

5.5 Participate in the collection of EDI data bi-annually to guide and inform planning.

- Interdisciplinary department analysis of results and communicated with school administrators;
- Provide collaborative additional wrap-around supports in schools with a high vulnerability index.

5.5 Strengthen community-based connections and relationships.

- Continue to support and resource Strong Start programs;
 - MyEDBC training for registration
 - Outreach
 - Outdoor education
- Changing Results for Young Children (CR4YC);
- Strengthening Early Years Transition to Kindergarten (SEYT2K).

Curriculum Transformation Department Operational Plan

Goal 6: Develop and utilize technology as a purposeful tool for quality learning experiences.

Strategies and Associated Action Plan

Strategies

6.1 Weave alignment with the goals in the Information Technology ([IT Operational Plan](#)) connected to learning and assessment.

- Maintain database of digital resources;
Parent/ guardian / student consent system structure.

6.2 Establish a district catalogue of approved digital application and technical standards for use in schools in accordance with curricular objectives.

- Conduct school needs assessments;
- Review requests based on privacy and pedagogical appropriateness;
- Implementation support.

6.3 Support educator and student with digital literacy and digital citizenship competencies.

- Support educators and lead learning for use of technology as a tool to support pedagogy and assessment;
- Support digital applications including Destiny Follett, ERAC, MyBlueprint, Google For Education, Microsoft, MyEdBC, FreshGrade and Texthelp, (and others).

Curriculum Transformation Department Operational Plan

Reporting: (What information is collected and how will it be collected?)	
<p>Data Collected</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement and proficiency at 'grade level' <input type="checkbox"/> # of students (proficient) meeting or exceeding literacy expectations in relation to grade level. <input type="checkbox"/> Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending literacy expectations as specified in provincial assessments. <input type="checkbox"/> # of students (proficient) meeting or exceeding numeracy expectations in relation to grade level. <input type="checkbox"/> Current year and 3-year trend for the number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations as specified in provincial assessments. 	<p>How?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student assessment achievement data - anecdotal <input type="checkbox"/> Informal student assessment results connected to educators in the learning series <input type="checkbox"/> School surveys <input type="checkbox"/> Summative report card information <input type="checkbox"/> FSA results Grades 4-7
<ul style="list-style-type: none"> <input type="checkbox"/> Equitable availability of learning resources 	<p>Via School 'point people':</p> <ul style="list-style-type: none"> <input type="checkbox"/> Needs assessment results <input type="checkbox"/> school resource inventories
<ul style="list-style-type: none"> <input type="checkbox"/> Participation and engagement of educators in learning series offerings 	<ul style="list-style-type: none"> <input type="checkbox"/> Number of teachers in series <input type="checkbox"/> Number of schools <input type="checkbox"/> Levels of schools

Curriculum Transformation Department Operational Plan

Evidence and Targets

(what can be measured to validate success of the strategy?)

- Increasing numbers of educators participating and engaging in learning series over time
- Increased percentages of students demonstrating proficiency in literacy and numeracy
- Increased % of teachers reporting a perceived confidence in their instructional skills and abilities to meet the needs of diverse learners in classrooms
- Increased evidence of self-regulated learners as tracked through behavioral referrals

Outcomes

(What outcomes can be expected as a result of the strategy?)

- Equity of access to quality instruction and assessment tools at all levels
- Reduced numbers of students referred for learning support
- Self-regulated learners
- Cohesive student support systems
- Professional collaboration systems to support student learning
- Outdoor education as a regular part of a school day/week
- Early learners supported with a strong foundation as they transition into school



Curriculum Transformation Department Operational Plan

Conclusion

The Curriculum Transformation Department seeks to build upon the existing initiatives and meaningful learning already happening in the district. We are proud of the play-based early learning, outdoor education and other engaging learning experiences educators guide their students in each day in English and in French Immersion classes.

This operational plan serves to function as a guide to inform the initiatives and district-based directions for education and assessment for all of our schools. We have a lens on culturally responsive and trauma informed approaches to working alongside educators and students. We invite the engagement and participation of all educators in ways that complement and support their goals for student learning experiences. Through the power of collective efficacy, we can make a difference for our students and foster the development in our students to become the best versions of themselves as educated citizens in our community.

Respectfully submitted,

Denise Wehner

District Principal

Curriculum Transformation

February 24, 2021