




### Public Notice – Board of Education Online Public Meeting

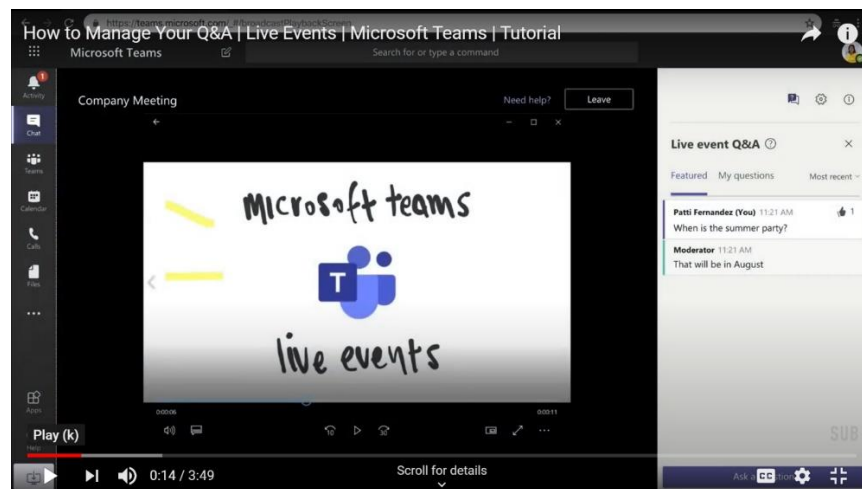
A public meeting of the Education-Policy Committee for School District 62 (Sooke) **will be held on February 4, 2025 at 6:00 pm.**

**Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.**

To participate in the meeting please click on this link: <https://jump.sd62.bc.ca/Education-PolicyCommittee-Feb-04-2025>

<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.**
    - A reminder for Stakeholder groups to use the **Q&A** function.
  - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



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](mailto:info@sd62.bc.ca).



## EDUCATION-POLICY COMMITTEE

School Board Office  
Via MS Teams  
February 4, 2025 – 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, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc'ianew Nation, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)*
2. **Opening Remarks from Chair, Ebony Logins**
3. **COMMITTEE REPORT** of January 9, 2025 Education-Policy Committee meeting (attached) **Pg. 4**
4. **BAA COURSE PROPOSALS**  
There are no BAA course proposals for this meeting.
5. **NEW BUSINESS** (attached)
  - a. 2025-29 Strategic Plan – Paul Block **Pg. 6**
  - b. 2025-26 and 2026-27 School Calendars – Monica Braniff **Pg. 20**
6. **REVIEW OF POLICIES/REGULATIONS** (attached)
  - a. Draft Revised Policy and Regulations C-309 “District and School Codes of Conduct – Paul Block **Pg. 23**  
  
Recommended Motion:  
That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-309 “District and School Codes of Conduct”.
  - b. Rescinding of Policy and Regulations C-310 “Student Behaviour” – Paul Block **Pg. 32**  
  
Recommended Motion:  
That the Board of Education for School District #62 (Sooke) **Rescind** Policy and Regulations C-310 “Student Behaviour” and remove them from the District’s Policy Manual.
  - c. Draft Revised Policy and Regulations C-311 “Student Attendance” – Paul Block **Pg. 36**  
  
Recommended Motion:  
That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft revised Policy and Regulations C-311 “Student Attendance”.

7. **FOR INFORMATION**
8. **FOR FUTURE MEETINGS**
9. **ADJOURNMENT AND NEXT MEETING DATE:** Mar. 4, 2025



**COMMITTEE REPORT OF THE  
EDUCATION-POLICY COMMITTEE  
School Board Office  
January 9, 2025 – 6:00 p.m.**

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- Present: Cendra Beaton, Trustee (Acting Committee Chair)  
Amanda Dowhy, Trustee (Committee member)  
Trudy Spiller, Trustee (Committee member)  
Amanda Culver, STA  
Tim Hamblin, CUPE  
Melissa Horner, SPVPA  
Paul Block, Superintendent/CEO  
Dave Strange, Associate Superintendent  
D’Arcy Deacon, Associate Superintendent
- Guest: Wayne Kelly (District Principal of Academies), and Dayna Christ-Rowling (Teacher-Belmont)
- Regrets: Ebony Logins (Committee Chair), Sandra Arnold (SPEAC)

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

*We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Sc’ianew Nation, and T’Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)*

2. **Opening Remarks from Chair, Cendra Beaton**

3. **COMMITTEE REPORT** of December 3, 2024 Education-Policy Committee meeting

The committee report for the December 3, 2024 Education-Policy Committee meeting was received by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There were no BAA course proposals for this meeting.

5. **NEW BUSINESS**

- a. Outdoor Education Academy – Wayne Kelly/D’Arcy Deacon/Dayna Christ-Rowling  
D’Arcy Deacon, Wayne Kelly, and Dayna Christ-Rowling presented on the proposed Outdoor Education Academy. The presentation provided an overview of Academies that currently exist in schools across the district followed by an overview of the proposed Outdoor Education Academy. The presentation was well received and following the presentation the committee engaged with Wayne and Dayna with comments and questions.

Motion:

That the Board of Education of School District 62 (Sooke) approve the SD62 Outdoor Education Academy at Belmont Secondary School to begin September 2025.

b. Student Voice – D’Arcy Deacon/Dave Strange

D’Arcy Deacon and Dave Strange provided an overview of the work completed and planned as relates to student voice and engagement in the Sooke School District. The presentation provided an overview of student engagement activities that currently exist in schools across the district and at the district level. The presentation framed out the work that has been completed and the future work planned to develop a comprehensive student voice engagement framework. The presentation was well received and following the presentation the committee engaged with D’Arcy and Dave with comments and questions.

c. Q2 Operational Plan Report – Paul Block

Paul Block presented the Q2 Operational Plan Report. The presentation provided an overview on progress made towards achieving the strategic plan goals and objectives that are the focus of this year’s district operational plan. The presentation was well received and following the presentation the committee engaged with Paul with comments and questions.

Motion:

That the Board of Education of School District 62 (Sooke) receive the Quarter 2 Report as presented at the Education-Policy Committee meeting of January 9, 2025.

6. **REVIEW OF POLICIES/REGULATIONS** (attached)

There were no Policies/Regulations for this meeting.

7. **FOR INFORMATION**

a. Research Project Approval – “Safeguarding Tomorrow’s Data Landscape: Young Digital Citizens’ Perspectives on Privacy within AI Systems” – Dr. Ajay Shrestha, Vancouver Island University

b. Research Project Approval – “Outcome Evaluation of Flourish! School Food Program in Sooke School District” – Matthew Kemshaw – Flourish School Food Society and Danielle Tan  
– UBC Faculty of Education

8. **FOR FUTURE MEETINGS**9. **ADJOURNMENT AND NEXT MEETING DATE:** Feb. 4, 2025



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**February 4, 2025**  
**Agenda Item 5a: Strategic Plan 2025 - 29**

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**Background:**

The Sooke School District Board of Education is currently engaged in the development of the 2025 -2029 Strategic Plan. The purpose of this update is to share progress to date.

- Revised Vision, Mission, Values and Beliefs were approved by motion at the September 2024 Board of Education Meeting. Community consultation took place from November 2023 to January 2024. Development work on the Vision Mission, Values and Beliefs took place from February 2024 to September 2024.
- A public and district partners Strategic Engagement Plan was presented and approved at the Board of Education Meeting in August 2024.

The following engagements occurred:

**Engagements for Strategic Plan 2025-2029**

November 6, 2024: Leadership Team Strategic Plan Session

November 13, 2024: DPAC Strategic Plan Session

November 25, 2024: District Partners Strategic Plan Session

Strategic Plan District/Community Online Survey Dates: December 3 – December 17, 2024

**Update:**

- Over the Winter Break, the Superintendent and Strategic Communications Manager, Kristen McGillivray, compiled executive summaries from each of the Engagement sessions listed above. The Board of Education was presented with the qualitative and quantitative data collected throughout the engagement sessions.
- Additionally, the Superintendent and Strategic Communications Manager, Kristen McGillivray, utilized the data to inform the final drafting process of the Strategic Plan and completed a Draft 2025-2029 Strategic Plan for the Board of Education's review in January 2025.
- Over the Winter Break, the Superintendent and Strategic Communications Manager, Kristen McGillivray, worked with a graphic designer to develop the themes, layout and design for the new Strategic Plan.
- The Board participated in 2 formal sessions in January (13<sup>th</sup> and 16<sup>th</sup>) to review the draft goals, objectives and measures of 2025-2029 Strategic Plan, in addition to providing feedback on the proposed design and graphic layout of the new plan.
- The 2025-2029 Strategic Plan will move through the Board's Committee process in February 2025 and for formal approval by the Board at the February Board of Education meeting. This will allow for our Executive team to develop the 2025-26 Operational Plan, that will inform our Department plans and the development and

completion of schools plans for the 2025-2026 year. This ambitious timeline will create alignment and coherence across the district, uniting planning cycles and the Budget Development process. If successful, this will be another first in the evolution of the District and meeting our strategic goal of operational excellence.

**Recommended Motion:**

That the Board of Education for School District #62(Sooke) approve the District's 2025 – 2029 Strategic Plan.

Respectfully submitted,

Paul Block, Superintendent/CEO

# Strategic Plan 2025-2029





# Contents

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

**Hych'ka**

**Kleco Kleco or ʔekoo ʔekoo**

**Marsee or Miigwich**

06	Letter from the Board of Education	
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**Learning. Engagement. Growth.**

# Starting Off in a Good Way

**NA'TSA'MAHT** means...

"Being of one mind, one spirit. Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us."

– ELDER SHIRLEY ALPHONSE

SCIA'NEW  
NATION

# Letter from the Board of Education

The Sooke School District is deeply connected to the land, language and culture of the people who have been here since time immemorial. Their teachings inspire us to explore our own identities while honouring our connection to the land, sea and sky.

As we embark on the journey outlined in our 2025-2029 Strategic Plan, we do so with gratitude and respect. Each day, we live, learn, and work on the traditional territories of the Coast Salish Peoples, who have cared for this land since time immemorial. Their enduring connection to the land inspires us, reminding us of our shared responsibility to live and learn in harmony with the land, sea and sky.

Guided by this spirit, we continue along the path of Truth and Reconciliation, striving towards a future rooted in understanding, respect and healing. We aspire to create meaningful relationships that embrace shared learning and inspire us to step forward together.

We envision our schools as dynamic, nurturing spaces that spark curiosity, cultivate a lifelong love of learning, and inspire students to explore, question and grow. By doing so, we prepare students to thrive and contribute to their communities with confidence and purpose.

At the heart of this vision are the values we strive to embody every day: inclusivity, respect, safety, integrity and collaboration. By embracing these values, we create spaces where every voice is heard, every perspective is valued, and every individual can contribute to a foundation of acceptance, trust, and inspiration.

We celebrate diversity as one of our greatest strengths. Each student, family, staff member, and community partner plays a vital role in shaping inclusive and vibrant learning environments. We recognize that the success of our learning communities is intertwined with the safety and well-being of the broader communities that we serve.

This Strategic Plan renews our commitment to creating secure, supportive, and empowering spaces that prepare students for the future they will help shape. We invite you to join us in bringing this vision to life by contributing your energy, ideas and passion.

**Together, let us walk forward, grounded by the land, connected by the sea, and illuminated by the sky, as we strive for a strong, inclusive, and inspiring future for all.**



# Board of Education



Cendra Beaton



Russ Chipps



Amanda Dowhy



Christine Lervold



Ebony Logins



Trudy Spiller



Allison Watson

## We believe...

- Continuous personal and academic growth are essential for success in an ever-changing world.
- Valuing student voice and choice empowers students to shape their learning journey.
- Creative thinking and problem-solving nurtures innovation and adaptability.
- Diversity enriches our community and that every individual deserves to feel valued and heard.
- Education partners, staff, families and the community all play a vital role in supporting student success, each contributing through their unique responsibilities.

# Vision

We create learning environments where every individual is valued. Our schools are nurturing spaces that inspire purposeful and innovative learning, guiding students to become informed and responsible citizens.

# Mission

To cultivate a community where curiosity and lifelong learning flourishes in schools that empower voices and inspire growth, creativity and success for all.

# Values

**INCLUSIVITY**

**RESPECT**

**SAFETY**

**INTEGRITY**

**COLLABORATION**



# Learning. Engagement. Growth.





# Learning

## Develop and Support Adaptable Learners

Learning is at the core of everything we do. It is the foundation of our work and purpose. Personal, intellectual, and social-emotional growth are essential for success in an ever-changing world. We encourage students to help shape their learning journey by valuing their ideas and giving them opportunities to make choices in their education.

**Goal: Develop and support adaptable learners who are creative, critical, and social thinkers with the capacity to be educated citizens.**

### Objectives:

- Focus on student curricular skills and competencies in Literacy.
- Focus on student curricular skills and competencies in Numeracy.
- Create ways for students to share their voice, contribute their ideas, and actively participate in decisions about their learning, their school, and the district.
- Support students in building social responsibility, exploring career paths, and preparing for post-secondary education or entry into the workforce.

### The experience of students, staff and community:

- Learning is inclusive, relevant and adaptable, with student voice and choice helping to shape how they learn and are assessed.
- Foster a culture of collaboration among educators and support staff, where sharing ideas and reflecting together leads to student-centered learning environments.
- Create experiences and opportunities that support students' personal, intellectual, and social emotional growth.
- Career education and awareness are part of lessons and school experiences, focusing on regular exploration to help students build independence after graduation.



# Engagement

## Together We Are Better

Our shared success is rooted in our ability to connect with, include, serve and support our community. By building meaningful relationships, we can create a strong and collaborative environment where everyone can grow.

**Goal: Foster a strong sense of community and belonging among students, families, staff, and the wider community, encouraging a shared responsibility for education.**

### Objectives:

- Help families get involved in their child's learning by providing communication, understanding and resources about student assessment and the focus on skills and competencies in the curriculum.
- Create and support a district culture of clear, positive and accessible communication for students, staff, families and the community.
- Encourage and set expectations for all staff to provide student- and family-centered service, ensuring interactions with students, families, colleagues and the community are supportive, respectful and focused on well-being.

### The experience of students, staff and community:

- Strong relationships and partnerships with schools, families, land-based Nations, urban Indigenous peoples, and the community are built to support student success.
- Encourage practices that build trust, transparency and collaboration.
- Involve students in decision-making at the school, district, and community levels, giving them the opportunity to shape the culture and environment of their shared spaces.
- Staff deliver services with care and compassion, fostering positive experiences for students, families, and the community.





# Growth

## Investing in Tomorrow

Growth is essential to meeting the evolving needs of our students, families, and community. As our district and communities change, we must adapt and expand to provide the resources, support and opportunities that help everyone succeed and flourish.

**Goal: Strive for operational excellence by using sustainable practices and constantly improving our ability to meet the needs of our growing community.**

### Objectives:

- Enhance evidence-based practices to effectively advocate for and ensure the sustainability of our infrastructure.
- Maximize the use of public dollars through partnerships that align with the district's values and needs.
- Prioritize the longevity of infrastructure through maintenance and upgrades, ensuring the quality, safety, and functionality of schools, buildings and sites.
- Build staff capacity by offering training and professional learning to support student learning and success.
- Continue investing in initiatives that promote environmental stewardship, and model sustainable practices for future generations.

### The experience of students, staff and community:

- Take action to address the challenges of growing enrollment, ensuring that all students have access to suitable and effective learning environments.
- Plan and implement infrastructure improvements that support modern, innovative learning experiences and meet the evolving needs of the community.
- Encourage a culture of lifelong learning among staff, supporting ongoing professional development and the ability to adapt to new challenges in education.

# Measuring Progress

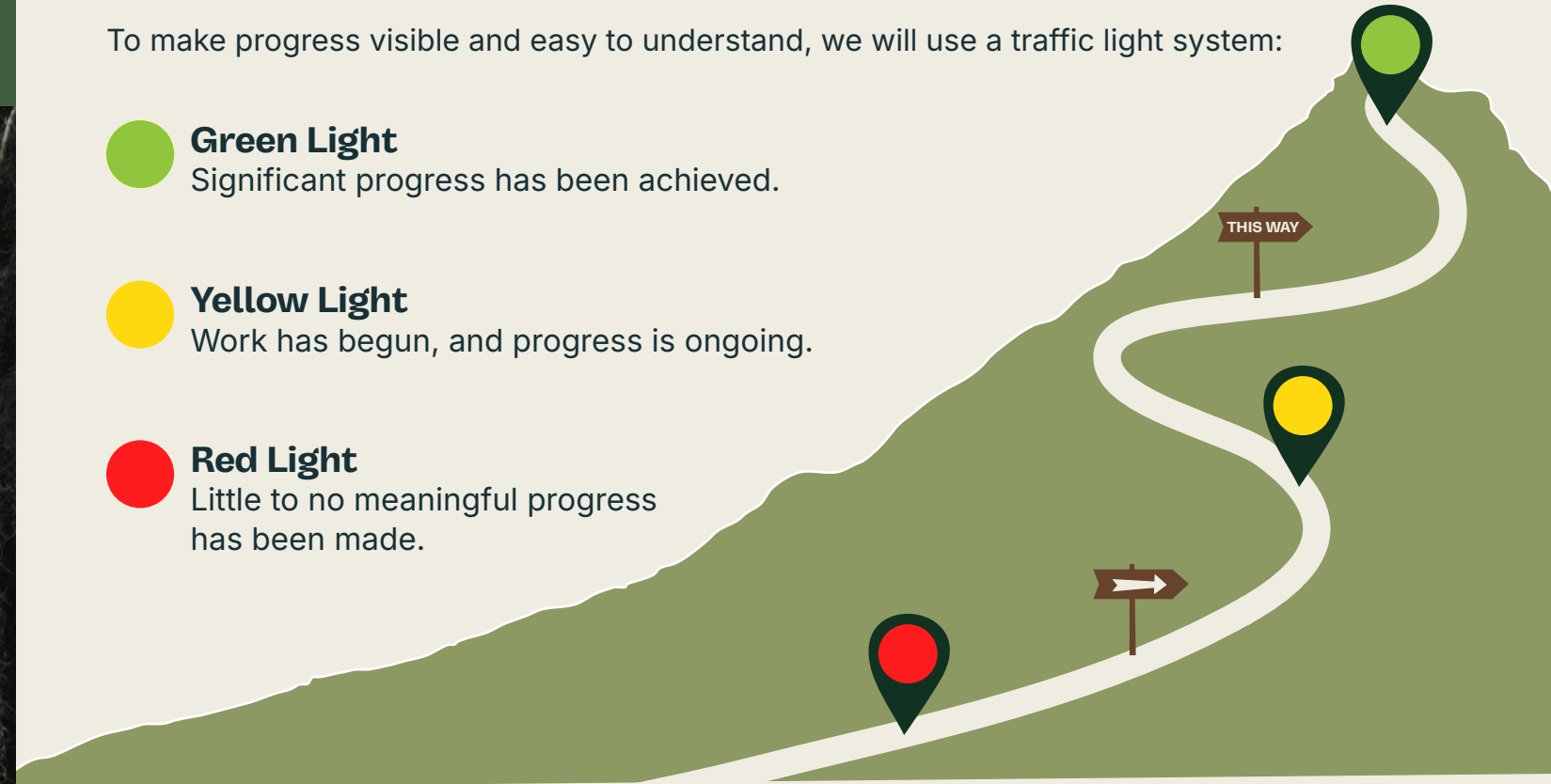


The Board of Education is committed to ensuring accountability for the goals and objectives outlined in our strategic priorities of learning, engagement and growth. To measure progress, we rely on multiple data points derived from the activities laid out in our Annual Operations Plan.

## Progress Tracking

To make progress visible and easy to understand, we will use a traffic light system:

- **Green Light**  
Significant progress has been achieved.
- **Yellow Light**  
Work has begun, and progress is ongoing.
- **Red Light**  
Little to no meaningful progress has been made.



### Measures of Success:

The district reports annually to the Ministry of Education and Child Care, focusing on standard success metrics within the Framework for Student Learning, such as:

- Core skills: Reading, writing, and numeracy
- Grade-to-grade transitions
- Graduation assessments
- Student satisfaction, including post-secondary and career preparation
- Six-year and eight-year completion rates
- Early/middle development indicators
- Human and social development outcomes
- Success metrics for all students, including students with disabilities or diverse abilities, and Indigenous learners.

### Learn More

For detailed information on the accountability framework, evidence, and operational plans, visit: [sd62.bc.ca/board-education/strategic-plan](http://sd62.bc.ca/board-education/strategic-plan)



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@SchoolDistrict62 | @SD62\_Sooke

[sd62.bc.ca](http://sd62.bc.ca)



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**February 4, 2025**  
**Agenda Item 5b – District School Calendar –**  
**2025-26 and 2026-27**

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**Background:**

- The Board received proposed calendars for the 2025/26 and 2026/27 school years at the December 17, 2024 Public Board Meeting. The calendars were shared publicly for one month to allow parents and representatives of employees time to provide comments.
- The Calendar MOA is being updated between the District, the STA, BCPSEA and BCTF to address the proposed continuation of the one-week additional closure at Spring Break. This process has not yet been concluded.

Ministry Requirements

- ⇒ **The 2025/26 calendar must be made public by the end of February and submitted to the Ministry by March 31, 2025.**

**Feedback Received:**2025/26 Calendar

- No feedback received. Calendar is attached.

2026/27 Calendar

- There was an error in applying the STA Collective Agreement language concerning the definition of a Regular Work Year as outlined in Article D.25:

*All days in session shall be scheduled between the Tuesday after Labour Day and no later than the last Friday in June of the subsequent year, excluding Saturdays and Sundays, Statutory Holidays, Christmas Break and Spring Break. When the last Friday in June falls on or before June 25th then the last day of school shall be June 30th.*

- In order to comply with the CA, the final administrative day for June 2027 is Wednesday June 30<sup>th</sup>, not Friday June 25<sup>th</sup> as was previously indicated.
- No further feedback was received. Revised calendar is attached.

**Recommended Motion:**

- That the Board of Education of School District #62 (Sooke) recommend that the Calendars for the 2025/26 and 2026/27 school years be accepted as revised.

**Prepared by:** Monica Braniff, Deputy Superintendent

# Sooke School District (SD62)

## 2025/2026 CALENDAR

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■ Instructional 
 ■ Non-Instructional 
 ■ Vacation Period 
 ■ Statutory Holiday



Ministry of Education and Child Care

# Sooke School District (SD62)

## 2026/2027 CALENDAR

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JUNE						
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■ Instructional  
 ■ Non-Instructional  
 ■ Vacation Period  
 ■ Statutory Holiday



Ministry of Education and Child Care



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**February 4, 2025**  
**Agenda Item 6a: Draft Revised Policy and Regulations C-309**  
**“District and School Code of Conduct”**

**Background:**

District and School Codes of Conduct were last reviewed in September 2015 and the last revision was in March 2009. With ten years since the last review of the Code of Conduct policy and regulations, the proposed revisions are long overdue. The revisions are intended to reflect best practices, educational research and the current complexities that students, families and schools operate under. The rescinding of Policy C-310 Student Behaviour is related to the revised C-309 District and School Codes of Conduct, as the main tenets of C-310 Student Behaviour are now embedded and clarified in the revised language of policy and regulation C -309 District and School Codes of Conduct.

**Current Context:**

Specific policy recommendations are noted below:

- C-309, District and School Codes of Conduct
  - Policy:
    - Clarification to differentiate between the purpose of the policy and the policy statement.
    - Differentiation between the District Code of Conduct and direction to schools to develop a School Code of Conduct.
    - A statement related to investigative jurisdiction has also been included to ensure that school/district related investigations do not interfere with criminal or child safety investigations.
  - Administrative Regulations
    - The regulations are proposed to be reorganized to assist with greater clarity, including sections on purpose, scope, definitions, content, responsibilities, procedures, and notification.
    - A section that defines the content to be included in school codes of conduct references related legislation and policies that are to be included in codes of conduct.
    - A clear articulation of the various levels of responsibility required to support and uphold the codes of conduct from the district, principals/vice-principals, school staff, students and parents/guardians has been developed.
    - A section outlining the principle of “progressive discipline” to assist in its understanding and implementation has been added.

**Recommended Motion:**

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations C-309 “District and School Codes of Conduct”.

Respectfully submitted,

Paul Block  
 Superintendent/CEO

**School District #62 (Sooke)**

<b>DISTRICT AND SCHOOL CODES OF CONDUCT</b>	No.: C-309
	Effective: May 26/98 Revised: Mar. 24, 2009; Sept. 22/15; Reviewed: Sept. 22/15; Feb. 4/25;

**SCHOOL BOARD POLICY****PURPOSE**

The Board is committed to providing safe and caring environments in which all learners can achieve academic excellence, personal growth and responsible citizenship.

Safe and caring school environments are free of acts of:

- Bullying, harassment, threat and intimidation;
- **Inappropriate use of electronic devices;**
- Violence of any form;
- Verbal, physical or sexual abuse;
- **Sexual misconduct;**
- Discrimination, especially based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation or age (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.

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. **When criminal allegations are made against a student, staff will not investigate the circumstances until specific directions are received from the investigative authority (e.g. police or social worker).**

**SCHOOL BOARD POLICY**



## **DISTRICT CODE OF CONDUCT**

The Board promotes clearly defined behavioural expectations that represent the highest standards of respectful and responsible citizenship and lead to a culture of non-violence among all persons in all schools and at all school-authorized events and activities.

To this end, the Board expects that persons will:

- Comply with all applicable federal, provincial and municipal laws, and with district policy and regulations.
- Value and encourage learning and working environments that are inclusive and respectful of the diverse social and cultural needs of our community.
- Treat one another with dignity and respect.
- Refrain from engaging in or encouraging acts of violence of any form.
- Show care and regard for school property and the property of others.
- Take appropriate measures to help those in need, and
- Respect those in positions of authority.
- **Comply with the BC Human Rights Code**

### **School Code of Conduct**

**Consistent with the *School Act*, sections 85(1.1), 168(2) (s.1), each school must establish a Code of Conduct consistent with the District Code of Conduct and other SD62 schools of the same level. Each school must also implement and enforce the code of conduct within their school with the support of school staff and the district.**

**Consequences for Code of Conduct infractions will be applied in a manner consistent with progressive discipline.**

**The student whose behaviour, in addition to being unacceptable to the Board, is unlawful, must realize that action by school district personnel may include referral of the matter to appropriate authorities as well as disciplinary action at the school and/or district level.**

### **Progressive Discipline**

**Progressive discipline is a whole district/school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour as defined in the district and school Code of Conduct and to build upon strategies that promote and foster positive behaviours.**

**When inappropriate student behaviour occurs, consequences are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. The range of consequences chosen are developmentally and socio-emotionally appropriate in order to assist students in learning and to reinforce positive behaviour.**

**In considering the most appropriate response, school staff take into consideration:**

- **The particular student and circumstances.**
- **The nature and severity of the behaviour.**
- **The impact on the school climate, including the impact on students or other individuals in the school community.**

**Progressive discipline responses may range from strategies that promote positive student behaviour, including but not limited to:**

- **Asking a student to stop the inappropriate behaviour.**
- **Naming the behaviour and explaining why it is inappropriate and/or disrespectful.**
- **Asking the student to correct the behaviour, engage in a restorative process, or make restitution, e.g. apologizing.**
- **Time-outs and/or loss of privileges.**
- **Detention.**
- **Community service.**
- **In-school suspension.**
- **Short-term out-of-school suspension.**
- **Long-term/indefinite suspension.**
- **Expulsion (as permitted under the BC *School Act*).**

**References:**

**Statutory:**

- **Criminal Code of Canada**
- ***Child, Youth and Family Services Act***
- ***British Columbia School Act***

**Policy:**

- **C-313 Willful Damage and Theft of Property**
- **C-314 Alcohol and Other Drugs – Possession, Exchange and Non-Medical Use**
- **C-316 Breaches of Peace and order**
- **C-319 Student Suspension**

## School District #62 (Sooke)

<b>DISTRICT AND SCHOOL CODES OF CONDUCT</b>	No.: C-309
	Effective: May 26/98 Revised: Mar. 24, 2009; Reviewed: Feb. 4/25

**ADMINISTRATIVE REGULATIONS**

1. ~~Each school shall establish a School Code of Conduct including statements of expectations regarding student behaviour that will reflect a caring, orderly and safe environment. The School Codes of Conduct will apply at school, at school approved activities or in other settings where engaging in the activity will have an impact on the school.~~
2. ~~Parents, students and staff must be included in the process to develop and review annually the standards of conduct. Once determined, these shall be stated as a Code of Conduct for the school.~~
3. ~~School Codes of Conduct shall be consistent with the *School Act* and relevant district policy and regulations and will include expectations regarding acceptable behaviour and unacceptable behaviour while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school environment, including aggressive behaviours such as bullying behaviours, "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings.~~
- 4.1 ~~Behavioural expectations shall be communicated to students and parent/guardians and shall be made available to the public in written form at the beginning of each school year.~~
- 4.2 ~~Parents, students and staff shall be regularly provided an opportunity to become familiar with the Code of Conduct for the school.~~
- 4.3 ~~Supervisors and administrators will post Codes of Conduct in prominent places for all to see.~~
5. ~~The Code of Conduct will be consistent with the policy C-316 "Breaches of Peace and Order" and section 177 of the *School Act*.~~
6. ~~Disciplinary actions arising as a result of students not adhering to the School Code of Conduct shall be based on district policy and regulation and may include loss of privileges, detention, community service, making restitution, and/or suspension from school.~~
7. ~~The school Code of Conduct will apply to all persons involved with the school.~~

**1. Purpose:**

**The purpose of these Administrative Regulations is to ensure consistent and fair implementation of the District and School Code of Conduct Policy. This procedure outlines the steps for establishing school Codes of Conduct, addressing violations, promoting a positive school climate, and ensuring the safety and well-being of all students and staff.**

**2. Scope:**

This procedure applies to all students, staff, parents, and visitors in SD62 schools.

**3. Definitions:**

- **Code of Conduct:** A set of guidelines outlining the expectations for behaviour and the consequences for violations within the school district.
- **Violation:** Any behaviour that contravenes the Code of Conduct.
- **Progressive Discipline:** Is a whole district/school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour as defined in the District and school Code of Conduct and to build upon strategies that promote and foster positive behaviours.
- **Disciplinary Action:** Measures taken in response to a violation of the Code of Conduct.

**4. Content:**

- a. School Codes of Conduct shall be consistent with the BC *School Act* and relevant district policy and regulations and will include expectations regarding acceptable behaviour and unacceptable behaviour while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment, including aggressive behaviours such as bullying, online hate messaging and websites created at sites other than school or school-sanctioned events.
- b. The Code of Conduct will be consistent with Policy C-316 "Breaches of Peace and Order" and section 177 of the BC *School Act*.
- c. The Code of Conduct will reflect and reinforce applicable district policies, including: C-311 "Student Attendance", C-313 "Willful Damage and Theft of School Property", C-314 "Alcohol and Other Drugs – Possession, Exchange and Non-Medical Use", C-316 "Breaches of Peace and Order", and C-319 "Student Suspension".
- d. The school Code of Conduct will apply to all persons involved with the school.

**5. Responsibilities:**

- a. Superintendent or designate:
  - i. Support schools in developing preventative and responsive interventions to behaviour concerns;
  - ii. Ensure that each principal, in consultation with staff, parents and, when appropriate, students, establishes a Code of Conduct for their school that is consistent with the District Code of Conduct, reflects provincial standards, district policies and is consistent with other schools at the same level;
  - iii. Provide opportunities for principals and vice-principals to acquire the knowledge and skills necessary to develop and maintain learning and working environments that are safe, welcoming, inclusive and respectful of the diverse social and cultural needs of the community;
  - iv. Provide a variety of supports and programs for students who require proactive intervention to address behavioural needs;

- v. Support adherence to a fair and consistent range of progressive discipline, including suspension and change in educational programming, for student misconduct;
- vi. Implement the District Threat Assessment Protocol as necessary, and
- vii. Encourage involvement in parent education opportunities offered by schools or partners of the district concerning knowledge and skills for parents to assist in parenting.

**b. School Principals:**

- i. Develop a School Code of Conduct consistent with the content expectations described in section 4 above;
- ii. Provide the Superintendent with information regarding the method by which they have solicited feedback from parents/guardians, students and staff, including the date when the feedback was collected;
- iii. Develop positive, safe, and caring school cultures, a focus on health promotion, implement school-wide efforts to foster respect, inclusion, fairness and equity and to increase student connectedness to school, as well as develop students' social and emotional competencies and skills;
- iv. Taking all reasonable steps to prevent a retaliation against a student who has made a complaint about a breach of the District and/or school Code of Conduct;
- v. Responding to threats and reports of threats of violence by implementing the Violent Risk Threat Assessment Protocol, and
- vi. Ensure that, where appropriate, a follow-up process is implemented to determine whether certain individuals or groups within the school community will require ongoing support.

**c. Teachers and Staff:**

- i. Monitor student behaviour, intervene with students and others where appropriate, report violations, and support a positive school environment.

**d. Students:**

- i. Be familiar with and adhere to the School Code of Conduct and the expected behaviours associated with it;
- ii. Are expected to progress towards increased personal responsibility and self-discipline as they learn and mature. As such, increasing consequences for inappropriate conduct/unacceptable behaviour may apply, and
- iii. Understand that the school and/or District may take disciplinary action against them for breaches of the School Code of Conduct.

**e. Parents/Guardians:**

- i. Inform themselves about the approach and goals of promoting a safe and caring school community through accessing district and school level resources;
- ii. Adhere to Board policies, administrative procedures and the School Code of Conduct when in attendance at school functions (including online and digital functions) and supporting all students by reinforcing and modeling appropriate social and digital behaviours.
- iii. Support students through co-operative school and parent relationships regarding appropriate academic, social and emotional behaviours, and

**iv. Support the school and District's role in responding to behaviour that contravenes District policies and procedures and reinforce students' understanding of their behaviour and the consequences arising.**

**6. Procedures:**

**a. School Code of Conduct Development:**

- i. Each school shall establish a School Code of Conduct including statements of expectations regarding student behaviour that will reflect a caring, orderly and safe environment. The School Codes of Conduct will apply at school, at school approved activities or in other settings where engaging in the activity will have an impact on the school;**
- ii. Parents, students and staff must be included in the process to develop and review annually the standards of conduct. Once determined, these shall be stated as a Code of Conduct for the school;**
- iii. Principals/Vice-Principals will inform the Superintendent about the process used to solicit feedback and the dates such feedback was collected.**

**b. Communication:**

- i. Behavioural expectations shall be communicated to students and parents/guardians and shall be communicated by displaying it in a prominent area in the school, placing on the school's website, and by distributing copies to the school community at the beginning of each school year;**
- ii. Parents, students and staff shall be regularly provided an opportunity to become familiar with the Code of Conduct for the school.**

**c. Reporting Violations:**

- i. Observation and Documentation: Staff who observe a violation must attempt to correct the behaviour, if appropriate, or report and document the incident using school-developed reporting procedures;**
- ii. Confidentiality: All reports and investigations will be handled confidentially to protect the privacy of all parties involved.**

**d. Investigation of Violations:**

- i. Initial Assessment: The observing staff member will assess the situation and determine if they can intervene to correct the behaviour or if it should be reported to the school administration.**
- ii. Formal Investigation:**
  - If warranted, a formal investigation will be initiated including interviews with the involved parties and witnesses;**
  - The investigation is to be completed in a timely and fair manner.**

**e. Intervention and Consequences**

- i. Determination:**
  - Based on the level of investigation (initial or formal) the staff member of Principal/Vice-Principal will determine the appropriate consequence in accordance with the circumstances, severity of the violation, and district policy.**
- ii. Progressive Discipline:**
  - 1. When inappropriate student behaviour occurs, consequences are applied within a framework that shifts the focus from one that is solely punitive**

to one that is both corrective and supportive. The range of consequences chosen are developmentally and socio-emotionally appropriate in order to assist students in learning and to reinforce positive behaviour.

2. In considering the most appropriate response, school staff take into consideration:

- The particular student and circumstances.
- The nature and severity of the behaviour.
- The impact on the school climate, including the impact on students or other individuals in the school community.

3. Progressive Discipline responses may range from strategies that promote positive student behaviour, including, but not limited, to:

- Asking a student to stop the inappropriate behaviour.
- Naming the behaviour and explaining why it is inappropriate and/or disrespectful.
- Asking the student to correct the behaviour, engage in a restorative process, or make restitution, e.g. apologizing.
- Time-outs and/or loss of privileges.
- Detention.
- Community service.
- In-school suspension.
- Short-term out-of-school suspension.
- Long-term/indefinite suspension.
- Expulsion (as permitted under the *BC School Act*).

f. Notification:

- i. Parents/Guardians: Parents and guardians will be notified of any formal investigations and, where appropriate, initial investigations that result in disciplinary action, within 24 hours.
- ii. District Administration: Serious violations resulting in suspension will follow District Policy C-319 "Student Suspension".



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**February 4, 2025**  
**Agenda Item 6b: Rescinding Policy and Regulations C-310**  
**“Student Behaviour”**

**Background:**

In response to student, parent and community concerns surrounding student behaviors, conduct and expectations and a desire for clarifications on how staff respond to concerns regarding safety in schools, the Superintendent began a policy revision and review process in the Spring of 2024. After consultation with students, staff and parents, a decision was made to pursue a blend of rescinding past policies and re-writing policies in an effort to revise and make current existing policies clear, responsive and effective. A clear need and desire for policy and regulations that established a process related to claims of sexual misconduct against students was also considered and has been completed in this effort to address polices and regulations that relate to student behaviour.

The following list of polices have been reviewed and either revised or will be rescinded in addition to new policy and regulations will be introduced in the coming months with planned implementation by end of June 2025:

- o C-309, District and School Codes of Conduct
- o C-310, Student Behaviour
- o C-311, Student Attendance
- o C-313, Willful damage and Theft of School Property
- o C-314, Alcohol and other drugs – Possession, Exchange and Non-Medical Use
- o C-316, Breaches of Peace and Order
- o C-318, Sexual Misconduct (new to be introduced in March 2025)
- o C-319, Student Suspension Process

**Current Context:**

- C-310, Student Behaviour
  - o Policy:
    - With revisions made to policy C-309, District and School Codes of Conduct, this policy is redundant.
    - In order to ensure intent and content are not lost through the potential rescinding of policy C-310, some language has been embedded in C-309. Specifically, a statement about disciplinary action from the Board as well as referral to relevant authorities for criminal investigations has been taken from C-310 and added to C-309.
  - o Administrative Regulations:
    - The information provided in the administrative regulations is consistent in content and intent of C-309. All students are expected to comply with the school and district code of conduct while on the school premises, in going to and returning from school, and at all school functions whenever and wherever held.



Recommended Motion:

That the Board of Education for School District #62 (Sooke) **RESCIND** Policy and Regulations C-310 "Student Behaviour" and remove them from the District's Policy Manual.

Respectfully submitted,

Paul Block  
Superintendent/CEO

**School District #62 (Sooke)**

<b>STUDENT BEHAVIOUR</b>	No.: C-310
	Effective: May 12/81 Revised: Apr. 10/90 Apr. 12/94 Reviewed: Feb. 4/25

**SCHOOL BOARD POLICY**

In matters related to student behaviour, the Board of School Trustees recognizes that there are socially acceptable standards of behaviour and accepts its responsibility to promote and to maintain these standards. Further, the Board recognizes that an individual student has a responsibility to act in a manner consistent with those standards while on the school premises, in going to and returning from school, and at all school functions whenever and wherever held.

The Board expects that students will take full advantage of the learning opportunities offered by the school and that, by their behaviour, they will permit others to do the same. Therefore, the Board expects that students will show respect for themselves and for the persons, rights and property of others, and that they will show acceptable self-direction and control of their own behaviour.

The Board believes that the actions of each individual carry with them certain logical consequences. The student whose behaviour, in addition to being unacceptable to the Board is also unlawful, must realize that action taken by school district personnel may include referral of the matter to appropriate authorities as well as disciplinary action at the school and/or District level.

**School District #62 (Sooke)**

<b>STUDENT BEHAVIOUR</b>	No.: C-310
	Effective: May 12/81 Revised: Apr. 10/90 Apr. 12/94 Reviewed: Feb. 4/25

**ADMINISTRATIVE REGULATIONS**

The Board requires that students shall:

1. Attend school regularly and promptly;
2. Comply with school rules, Code of Conduct, and relevant Board policy while on the school premises, in going to and returning from school, and at all school functions whenever and wherever held;
3. Conduct themselves in a manner compatible with the expectations of the school;
4. Avoid abusive, threatening or disrespectful language and harmful behaviour towards other students, school district personnel and members of the public;
5. Respect the property of others, including the facilities, equipment and materials provided by the school district;
6. Avoid unlawful behaviour including the use of alcohol or other drugs.



**Committee Info Note**  
**Education-Policy Committee Meeting**  
**February 4, 2025**  
**Agenda Item 6c: Draft Revised Policy and Regulations C-311**  
**“Student Attendance”**

**Background:**

The current policy and regulations were last revised in April 1990. Educational research and practice and the daily context in which students and families now exist have shifted significantly. The need for a revision that reflects current operations, supports and practice in schools regarding attendance and attendance management is long overdue and reflected in the proposed revisions.

**Current Context:** Proposed changes are highlighted in the revised policy & regulations: (new language in bold)

- Rationale: previous policy did not reference the *School Act*, the foundational legislation that sets attendance standards.

**“The *BC School Act* and its attendant Regulation are explicit about each school-age student’s compulsory attendance at school, except when excused under those exemptions permitted by law. Parents/Guardians are responsible for ensuring that school attendance requirements are fulfilled as prescribed.”**

- Rationale: revised policy and regulations language reflects best practice and research indicating schools and school staff have a shared responsibility to communicate with and support students and parents/guardians to establish fair and consistent attendance procedures that maintain high expectations and encourage students to attend regularly. Best practices dictate a shift from a punitive model to one that seeks to understand the reasons behind student attendance challenges and provides a variety of support and solutions to increase student engagement.

**“Because students' knowledge, skills and attitudes are enhanced through regular school attendance, schools are expected to **work closely with parents/guardians, students, and staff** to develop clear **and fair** straightforward attendance procedures **to encourage and support regular attendance**, to communicate them effectively, and to enforce them consistently and fairly.”**

- The proposed regulations set clear expectations for each partner engaged in the shared responsibility of supporting and promoting positive student attendance. The following partners’ expectations are now outlined in the regulations:
  - Principal
  - Student
  - Parent/Guardian
  - Teacher
  - Counsellor

Please refer to the revised regulations for specific roles and responsibilities of the above-listed partners.

**Recommended Motion:**

That the Board of Education for School District #62 (Sooke) give Notice of Motion to draft Revised Policy and Regulations C-311 “Student Attendance”.

Respectfully submitted,

Paul Block  
 Superintendent/CEO

**School District #62 (Sooke)**

<b>STUDENT ATTENDANCE</b>	No.: C-311
	Effective: May 12/81 Revised: Apr. 10/90 Reviewed: Feb. 4/25

**SCHOOL BOARD POLICY**

**The BC *School Act* and its attendant Regulation are explicit about each school-age student's compulsory attendance, except when excused under those exemptions permitted by law. Parents/Guardians are responsible for ensuring that school attendance requirements are fulfilled as prescribed.**

The Board's primary goal is to provide an appropriate educational program for all students. In order that this goal can be realized, it is necessary that all students attend school regularly. While illness and similarly emergent circumstances necessitate some absence, students are expected to attend school during scheduled school hours.

~~The Board recognizes that the major responsibility for school attendance rests with parents and students, but it realizes that teachers, school administrators and the Board itself are also involved.~~

Because students' knowledge, skills and attitudes are enhanced through regular school attendance, schools are expected to **work closely with parents/guardians, student, and staff to** develop clear **and fair** straightforward attendance procedures **to encourage and support regular attendance**, to communicate them effectively and to enforce them consistently and fairly.

~~Finally, the Board recognizes that, in some instances, the right of a student to remain in school is forfeited when he/she fails to attend regularly and/or promptly.~~

**References:****Statutory:**

- BC *School Act*, sec. 3(1) and 6(20)
- BC K – 12 Student Reporting Policy

**Policy:**

- C-309 "District and School Codes of Conduct"
- B-335 "Communicating Student Learning and Reporting"

## School District #62 (Sooke)

<b>STUDENT ATTENDANCE</b>	No.: C-311
	Effective: May 12/81 Revised: Apr. 10/90 Reviewed: Feb. 4/25

**ADMINISTRATIVE REGULATIONS****Student Attendance:**

**Every student registered in a school in the Sooke School District shall be required to attend school daily and shall not depart without the teacher's consent.** This requirement may be waived by the principal for students in grades eleven and twelve and in special circumstances where, in the principal's judgment, it is not necessary nor beneficial to a student.

**Procedures:****A principal is expected to:**

1. Each school shall have **establish** clear statements of attendance procedures and shall publicize them to parents.
2. **notify parents/guardians, school staff and students of the school's attendance procedures at the beginning of each school year;**
3. **be responsible for ensuring that parents/guardians and students are informed about the consequences of excessive lateness and absenteeism which may lead to progressive disciplinary action (as defined in Policy C-309).**

**A student is expected to:**

1. **abide by attendance regulations as set forth in the *BC School Act*, Regulations, and the attendance procedures of their school;**
2. ~~Students who are absent must present an explanation from their parent or guardian for their absence~~ **or late arrival.**
3. **obey the school's attendance procedures for late arrival and early dismissal; and**
4. **be punctual in attending all scheduled classes.**

**A parent/guardian is expected to:**

1. **ensure that a student under their care attends school as required by the *BC School Act*, Regulations, and the attendance procedures of their child's school;**
2. **notify the school of student absences or later arrivals as outlined in the school's attendance procedures;**
3. **provide a dated and signed written explanation as requested by the school, outlining the reasons for the absence or late arrival; and**
4. **counsel students on the importance of daily attendance/punctuality and their positive effects on learning and achievement.**

**A teacher is expected to:**

1. encourage the regular attendance of all students assigned to the teacher;
2. **counsel students on the importance of daily attendance/punctuality and their positive effects on learning and achievement;**

3. Schools are required to contact the parent or guardian, **counsellors, and the principal/vice-principal** of any student whose attendance is irregular;
4. **inform parents/guardians of attendance and late arrivals at regular reporting periods as outlined in provincial and district reporting policies;**
5. **refer students with attendance or late arrival challenges to a school counsellor or principal/vice-principal for appropriate action/support.**

**A school counsellor is expected to:**

1. **inquire into the causes for excessive student absenteeism and lateness;**
2. **counsel students on the importance of daily attendance/punctuality and their positive effects on learning and achievement;**
3. **consult with parents/guardians, teachers and school principal/vice-principals concerning students whose achievement is affected by their absences or lateness;**
4. **where appropriate, consult with district-level staff for assistance; and**
5. **initiate conferences with parents/guardians and other appropriate individuals for students who are experiencing attendance problems.**

DRAFT