



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

Present: Allison Watson, Trustee (Committee Chair)
Margot Swinburnson, Trustee (Committee Member)
Dianna Seaton, Trustee (Committee Member)
Rita Zeni, STA
Lou Leslie, CUPE
Sandra Arnold, SPEAC
Georgette Walker, SPVPA
Scott Stinson, Superintendent/CEO
Paul Block, Associate Superintendent
Stephanie Hedley-Smith, Associate Superintendent
Dave Strange, Associate Superintendent

Guests: Laura Schwertfeger, Jon Carr, Marlys Denny, David Mills, Lori Adamson

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

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

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

The Chair welcomed everyone to the meeting.

3. **COMMITTEE REPORT** of February 1, 2022 Education Standing Committee meeting

The committee report for the February 1, 2022 Education-Standing Committee meeting was reviewed by the committee. No errors or omissions were noted.

4. **BAA COURSE PROPOSALS**

There are no BAA course proposals for this meeting

5. **REVIEW OF POLICIES/REGULATIONS**

- a. Rescind Policy and Regulations C-316 "Breaches of Peace and Order" – Stephanie Hedley-Smith Associate Superintendent Stephanie Hedley-Smith presented on the proposal to rescind Policy and Regulations C-316. Given that the policy and regulations are outdated, and other policies cover the areas of concern, it is felt that it would be appropriate to rescind.

Questions and comments from the committee were entertained by the Chair. Concerns emerged as to whether other policies cover the specific parts of Policy and Regulations C-316. Concerns emerged that rescinding the policy and regulations at this time may not be appropriate. The preference is to review other policies and regulations to ensure all aspects are covered, prior to considering rescinding the policy and regulations.

Recommendation

That a more thorough review of policies and regulations be conducted to determine if other policies cover the core components of the current policy and regulations or if the current policy and regulations need to be revised. It was requested that this be brought forward at a future committee meeting.

6. NEW BUSINESS

a. School Codes of Conduct – Paul Block

Associate Superintendent Paul Block presented the schools' Codes of Conduct for consideration by the committee. Questions and comments from the committee were entertained by the Chair. Questions included why Codes of Conduct do not include the responses to violations of the Codes of Conduct. Mr. Block responded to questions and concerns.

Recommendation

That the Board of Education receive the 2022-2023 School Codes of Conduct as presented.

- b. Presentation – International Program and English Language Learners Update – Laura Schwertfeger**
The presentation focused on updating the committee on the work of the International Program and the English Language Learner's department. Questions and comments followed.
- c. Presentation – Equity in Action 2022-23 - Indigenous Education – Jon Carr and Marlys Denny**
The presentation focused on updating the committee on the work of the Indigenous Education department related to the Equity in Action. Questions and comments followed.
- d. Presentation – Dogwood & Canadian Physicians for the Environment Presentation - David Mills, Dogwood BC and Lori Adamson, Canadian Physicians for the Environment**
An issue with connection and technology prevented Mr. Mills and Ms. Adamson from presenting. Mr. Block indicated that efforts will be made to reschedule the presentation for a future meeting.

7. FOR INFORMATION

- a. Research Project Approval (concurrent projects) – Stephanie Sadownik – “Bring Your Own Devices in Education – Issues of Surveillance of Vulnerable and Marginalized Populations” and “Bring Your Own Devices in Education – Does Technology Integration Cause Ageing Teachers to be More Vulnerable?”**
- b. Research Project Approval (conditional) – Trisha Renken-Sebastian – “Speaking Across Barriers: How Parents in a Canadian Public School System Learn About Their Children’s Diversity Education”**

8. FOR FUTURE MEETINGS

9. ADJOURNMENT AND NEXT MEETING DATE: Apr. 5, 2022

SD62 SECONDARY SCHOOL CODE OF CONDUCT

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

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

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

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

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

SD62 secondary school communities promote the values expressed in the BC Human Rights Code respecting the rights of individuals, including not engaging in discriminatory conduct based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age.

Response to Breach of Conduct

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

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

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

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

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

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

Student Attendance Guidelines

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

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

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

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

Continued truancy/unexcused absence may result in:

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

CENTRE MOUNTAIN LELLUM MIDDLE SCHOOL

CODE OF CONDUCT

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

A SAFE AND CARING COMMUNITY

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

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

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

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

ACCEPTABLE CONDUCT

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

UNACCEPTABLE CONDUCT

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

DUNSMUIR MIDDLE SCHOOL

CODE OF CONDUCT

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

A SAFE AND CARING COMMUNITY

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

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

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

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

ACCEPTABLE CONDUCT

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

UNACCEPTABLE CONDUCT

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

ÉCOLE JOHN STUBBS MEMORIAL MIDDLE SCHOOL

CODE OF CONDUCT

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

A SAFE AND CARING COMMUNITY

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

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

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

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

ACCEPTABLE CONDUCT

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

UNACCEPTABLE CONDUCT

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

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



SPENCER MIDDLE SCHOOL

CODE OF CONDUCT

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

A SAFE AND CARING COMMUNITY

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

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

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

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

ACCEPTABLE CONDUCT

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

UNACCEPTABLE CONDUCT

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



JOURNEY MIDDLE SCHOOL CODE OF CONDUCT

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

A SAFE AND CARING COMMUNITY

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

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

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

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

ACCEPTABLE CONDUCT

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

UNACCEPTABLE CONDUCT

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

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, inclusive, 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, inclusive, and safe**.

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

I have to **Right** to belong.
It is my **Responsibility** to welcome and invite others to learn and play.

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 backpack 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

CODE OF CONDUCT

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

OUR BELIEFS

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

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

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

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

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

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

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

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

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

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

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

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



HAPPY VALLEY ELEMENTARY

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

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

Principal: Mrs. Karen Sjerven

Vice-Principal: Mrs. Kristin Holland

HAPPY VALLEY ELEMENTARY SCHOOL

CODE OF CONDUCT

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

OUR BELIEFS

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

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

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

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

JOHN MUIR ELEMENTARY SCHOOL

CODE OF CONDUCT

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

OUR BELIEFS

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

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

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

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

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

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

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

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

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

ÉCOLE JOHN STUBBS MEMORIAL ELEMENTARY SCHOOL

CODE OF CONDUCT

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

OUR BELIEFS

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

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

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



LAKEWOOD ELEMENTARY SCHOOL

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

Phone: 474-3449 Fax: 474-1618

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

2022/2023

Code of Conduct

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

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

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

- intoxicating substances;
- weapons and explosives, nor
- intruders or trespassers.

- Students are expected to be respectful and responsible for their actions and utilize their WITS (Student Problem Solving Model) when involved in a conflict:

- To and from school
- During school
- Any school functions
- We expect students to tell an adult about any bullying or discrimination towards

others or themselves.



LAKWOOD ELEMENTARY SCHOOL

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

Phone: 474-3449 Fax: 474-1618

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

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

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

Lakewood Elementary Code of Conduct

Student Language

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

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

Caring
LOOKS LIKE:
• SHARING
• HONESTY
• KINDNESS
• Encouragement
• COOPERATION
• Helpfulness

Safety
LOOKS LIKE:
• FOLLOWING RULES and EXPECTATIONS

Ecowarriors
LOOKS LIKE:
• KEEPERS of the EARTH
• REDUCING
• REUSING
• RECYCLING

Problem Solving Questions

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

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

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

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

Respecting People

Looks Like:

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



Sounds Like:

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

Respecting Property

Looks Like:

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



Sounds Like:

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



Caring

Looks Like:

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

Sounds Like:

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

Safety

Looks Like:

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



Sounds Like:

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

Eco Warriors

Looks Like:

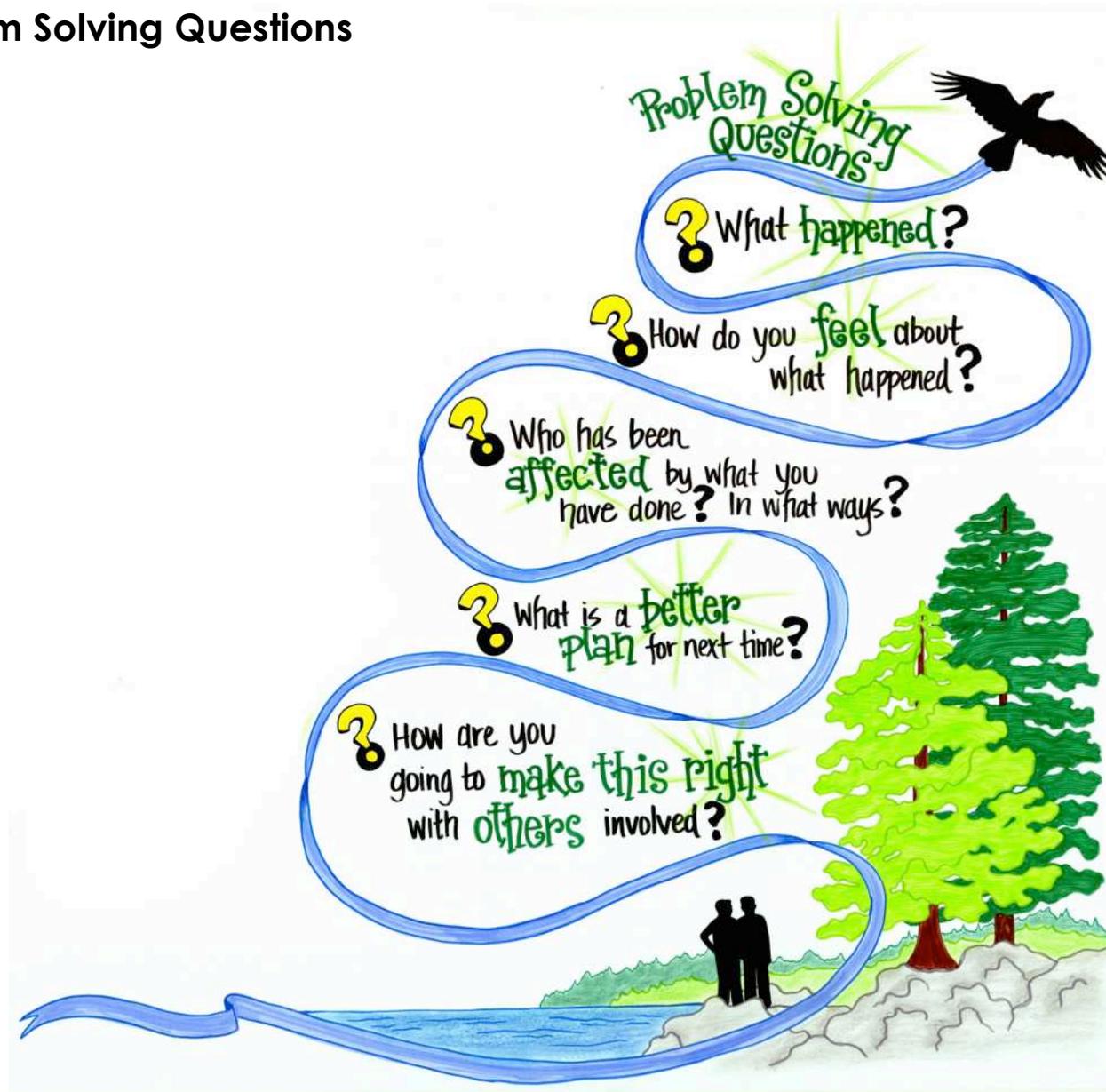
- **Litter-less Lunches**
- **Picking** up litter
- **Recycling** paper juice boxes and cans
- **Turning:** out lights and electrical devices when not being used, off taps
- **Walking** and **riding** bikes to and from school
- **Respecting** trees, plants, insects and animals
- **Reducing** paper use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

Sounds Like:

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



Problem Solving Questions





ÉCOLE MILLSTREAM ELEMENTARY

626 Hoylake Avenue, Victoria BC V9B 3P7

TELEPHONE: 250-478-8348

FAX: 250-474-5736

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

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



CODE OF CONDUCT

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

OUR BELIEFS

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

STUDENT CODE OF CONDUCT

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

- ★ 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.

PEXSISEN ELEMENTARY SCHOOL

CODE OF CONDUCT

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

OUR BELIEFS

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

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

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

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

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

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

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

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



École Poirier Elementary School

Code of Conduct / Code de Conduite

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

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

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

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

Safe and Caring Community

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

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

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

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

Restorative Practices For Inappropriate Conduct At Poirier Elementary

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

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

PORT RENFREW ELEMENTARY SCHOOL

CODE OF CONDUCT

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

OUR BELIEFS

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

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

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

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

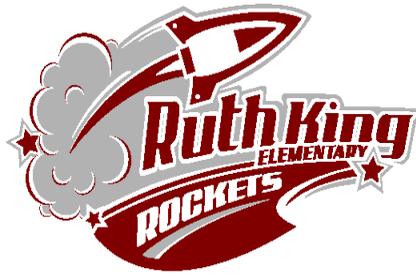
* I have the **Right** to privacy and to my own personal space.

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

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

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

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



Ruth King Elementary School Mission Statement

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

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

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

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

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

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

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

Safe and caring school environments are free of acts of:

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

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

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

Student Discipline at Ruth King

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

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

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

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

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

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

CODE OF CONDUCT

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

Student’s Name (please print)

Teacher: _____

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

Parent’s/Guardian’s Signature

Student’s Signature

Date

RUTH KING ELEMENTARY SCHOOL

CODE OF CONDUCT

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

How this looks around the school...

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

SANGSTER ELEMENTARY SCHOOL - CODE OF CONDUCT

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

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

OUR BELIEFS

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

Learner Core Competencies:

Communication – I recognize there are different points of view

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

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

A SAFE AND CARING COMMUNITY

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

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

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

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

Parent Name: _____

Student Name: _____

Parent Signature: _____

Student Signature: _____



Growth

Resilience

Initiative

Tenacity

Saseenos Elementary School

Code of Conduct

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

OUR BELIEFS

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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



Growth

Resilience

Initiative

Tenacity

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

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

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

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

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

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

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

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

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

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

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

Our Foundation

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

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

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



Savory Elementary School: Together, We Soar!



CODE OF CONDUCT

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

OUR BELIEFS

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

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

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

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

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

Be You!

Be Here!

Belong!



SOOKE ELEMENTARY SCHOOL

Home of the Sticklebacks

CODE OF CONDUCT

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

OUR BELIEFS

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

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

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

Restitution and "Making it Right"

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

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

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

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

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

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

WILLWAY ELEMENTARY SCHOOL

CODE OF CONDUCT

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

OUR BELIEFS

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

WISHART ELEMENTARY SCHOOL CODE OF CONDUCT

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

OUR BELIEFS

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

A SAFE AND CARING COMMUNITY

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

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

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

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

STUDENT CODE OF CONDUCT

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

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

Student Name: _____

Student Signature: _____

SOOKE SCHOOLS INTERNATIONAL STUDENT PROGRAM & ELL DEPARTMENT

MARCH 2022



1

TONIGHT'S AGENDA

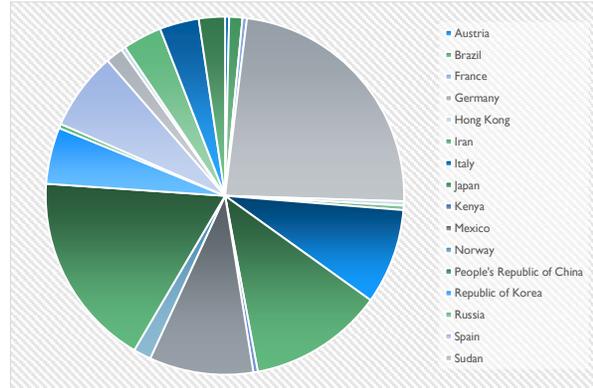
- 1. International Student Program (ISP) Update**
 - a) Numbers and Distribution
 - b) Intake throughout COVID
 - c) Challenges and Opportunities
- 2. English Language Learners Update**
 - a) Growth
 - b) Home Languages Spoken
 - c) Challenges and Opportunities
- 3. BCCIE Grant**



2

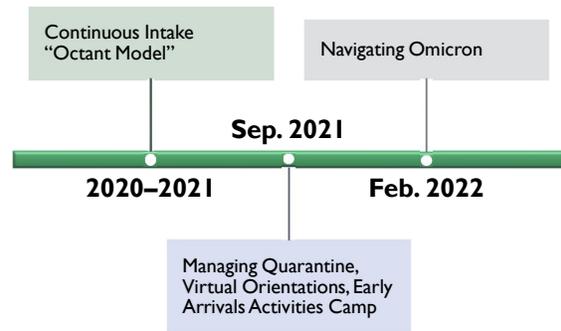
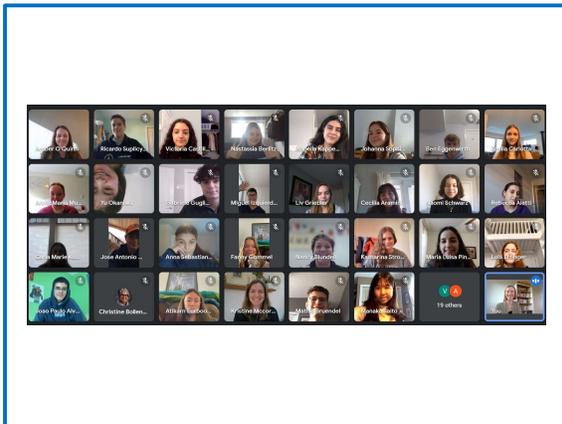
ISP 2021-22: A LOOK AT THE NUMBERS

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



3

ISP INTAKE THROUGHOUT COVID



4

CHALLENGES AND OPPORTUNITIES

CHALLENGES

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

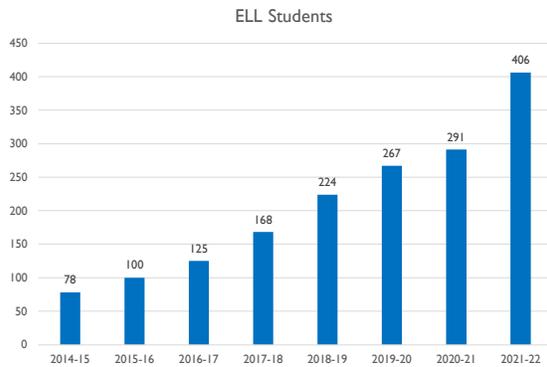
OPPORTUNITIES

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



5

ENGLISH LANGUAGE LEARNERS



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

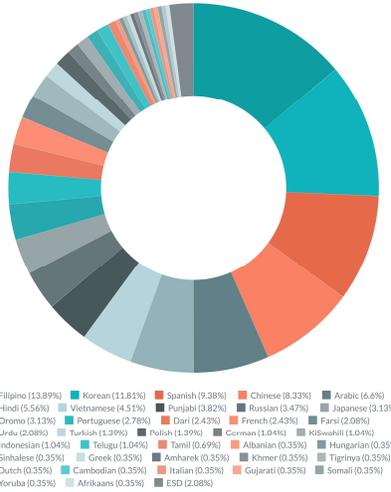


6

ENGLISH LANGUAGE LEARNERS: HOME LANGUAGES SPOKEN

- Top languages: Filipino, Korean, Spanish, Chinese, Arabic

The 37 Primary or Home Languages Represented in SD62



7

SUPPORTS, CHALLENGES, OPPORTUNITIES



Play Bingo



Go Over Flashcards



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



Practice ABCs



Practice Counting

Things You Can Do With Your Buddy!

SUPPORTING OUR ELL POPULATION

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

CHALLENGES

- Staffing for growth
- SWIS shortage

OPPORTUNITIES

- Economies of scale
- Interest in gaining new competencies



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BCCIE GRANT
(BRITISH COLUMBIA COUNCIL FOR INTERNATIONAL EDUCATION)

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

February 2022

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

Cultural Spotlight: CHINA

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

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

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

Click here for information and lessons

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



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Sooke Schools
INTERNATIONAL STUDENT PROGRAM
Many Nations. One Remarkable Experience

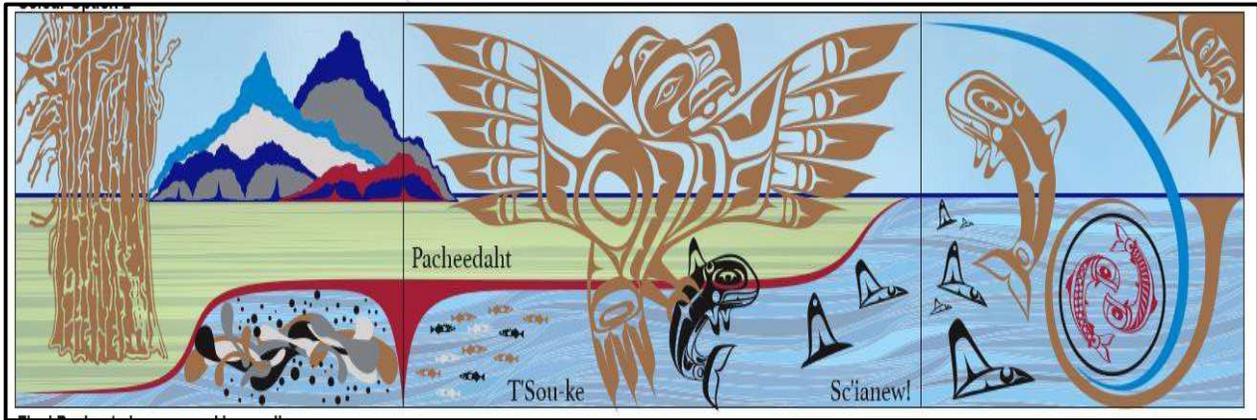


QUESTIONS?



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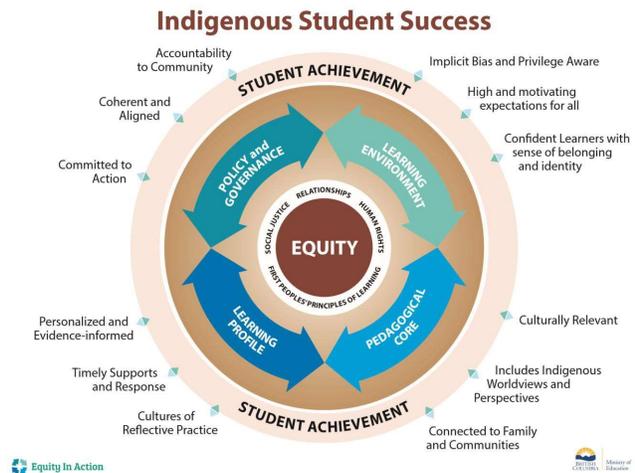
Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation



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

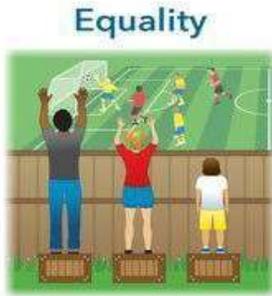
Ministry of Education: *Equity in Action* Project

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

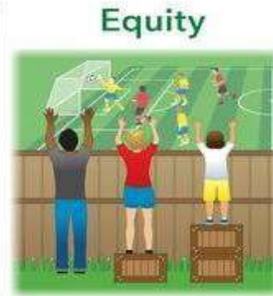


The 'Why' of Equity

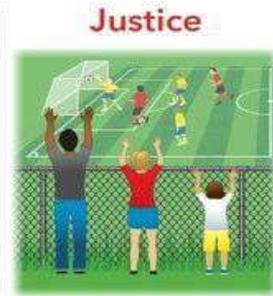
- Racism of low expectations;
- Implicit bias and privilege;
- Deficit thinking and theorizing;
- One size fits all planning and organizing for learning;
- Silence in the face of the above



The assumption is that **everyone benefits from the same supports**. This is equal treatment.



Everyone gets the **supports they need** (this is the concept of "affirmative action"), thus producing equity.



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.



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Strategic Plan and Na'tsa'maht Education

2021 Strategic Plan:

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

Collectively we:

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



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Equity in Action 2021- 22

In our fourth year of action, we understand:

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



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Truth & Reconciliation Professional Learning Supports

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



Na'tsa'maht Indigenous Enhancement Agreement Renewal

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Schools Actions

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



7

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



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