Greater VICTORIA School District

The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting - Monday, January 7th, 2019 @ 7:00 p.m.
Tolmie Boardroom, 556 Boleskine Road

AGENDA

Estimated Times

A. CO-MMENCEMENT OF MEETING

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations on whose traditional territories we live, we learn, and we do our work.

7:00 - 7:05 pm	**A1. Approval of the Agenda**	(pg . 1)
7:05 - 7:10 pm	**A2. Approval of the Minutes**	
	a) Approval of the Ed Policy and Directions Minutes of December 3rd, 2018	(pgs. 2-4)
	A3. Business arising from the Minutes	

B. PRESENTATIONS TO THE COMMITTEE
a) **Brad Payne -** The use of GAFE (Google Apps for Education) in Schools
b) **Shannon Husk -** Middle/High School - Visions - Problem Gambling and Video Gaming
c) **Lindsay Johnson** - Youth Work in Trades (Apprenticeships)

C. NEW BUSINESS

7:20 - 7:25 pm	**C1. Re-Introduction of Student Representative** Rosemary Alberts - Reynolds Secondary	Shelley Green	
7:25 - 7:45 pm	**C2. Annual Report - Learning Support Team** - Learning Support Plan Summary (pgs. 5-6) - Learning Support Operational Plan (pgs. 7-24) - PowerPoint Presentation (pgs. 25-45)	Harold Caldwell/ Sean McCartney/ Pam Halverson	(pgs. 5-44)
7:45 - 8:00 pm	**C3. Middle School Review Ad Hoc Committee - Update**	Deb Whitten	(pgs. 46-47)

Recommended Motion:

> That the Board of Education of School District No. 61 (Greater Victoria) accept the report and recommendations of the Middle School Review Ad Hoc Committee and conclude the committee..

8:00 - 8:15 pm	**C4. Code of Conduct Review**	Harold Caldwell	(pgs. 48-60)

D. Notice of Motion

E. General Announcements

F. Adjournment

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![Greater VICTORIA School District logo]

Education Policy and Directions Committee
December 3rd, 2018 – Tolmie Board Room

MINUTES

Committee Members Present: Nicole Duncan - Chair, Tom Ferris, Diane McNally, Ryan Painter

Other Trustees Present: Diane McNally, Rob Paynter, Jordan Watters

ADMINISTRATION: Shelley Green - Superintendent, Deb Whitten - Deputy Superintendent, Greg Kitchen - Associate Superintendent, Jeff Davis - Director of International Student Programs, Louise Sheffer, Director - Learning Team, Harold Caldwell, Director - Learning Support Team, James Hansen, District Principal - Learning Team, Sean McCartney, District Principal - Inclusive Learning, Pam Halverson, District Administrator - Inclusive Learning, Carey Nickerson, District Vice Principal - Learning Team, Dave Shortreed, Vice Principal - Learning Team, Jon Hamlin, District Vice Principal - Learning Team, Ilda Turcotte, GVTA Representative, Jeanette Alexander, ASA Representative, Angela Leong- CUPE 947 Representative, Jodi Whiteman, VCPAC Representative

The meeting was called to order at 7:00 p.m.

Chair Duncan welcomed everyone to tonight's meeting.

Chair Duncan also recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, learn and do our work.

A. COMMENCEMENT OF MEETING

A1. APPROVAL OF THE AGENDA

It was moved by Trustee Painter

That the December 3rd, 2018 Education Policy and Directions agenda be approved as presented.

Motion Carried Unanimously

A2. APPROVAL OF THE MINUTES

It was moved by Trustee Ferris

That the November 5th, 2018 Education Policy and Directions Committee meeting Minutes be approved.

Motion Carried Unanimously

A3. BUSINESS ARISING FROM THE MINUTES - None

B. PRESENTATIONS TO THE COMMITTEE

a) Sandra Goth made a presentation in regard to ADHD/ADD in British Columbia Schools. Trustees asked questions for clarification. Stakeholders also provided comments.

Chair Duncan thanked Ms. Goth for her presentation.

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C.   NEW BUSINESS

C1. Introduction of Student Representative
Superintendent Shelley Green welcomed Student Representative, Rosemary Alberts from Reynolds Secondary to the Ed Policy Committee.

C2. ISP Annual Report and PowerPoint Presentation
Director of International Student Programs (ISP), Jeff Davis, highlighted the 3 main of goals and strategies for ISP.   Mr. Davis also provided an update via a PowerPoint presentation of the supports and initiatives for students outbound to other countries to further their studies, as well as inbound students. Mr. Davis explained that both inbound and outbound students can face cultural, emotional, social and language difficulties but there are many supports available to these students. In addition, explorative initiatives are presently under consideration to further assist these students.

Trustees and stakeholders asked questions of clarification to Mr. Davis.

C3. Annual Report – Learning Team
Learning Team Director, Louise Sheffer, introduced the members of the District Learning Team. Ms. Sheffer, Ms. Carey Nickerson, Mr. James Hansen, Mr. Dave Shortreed and Mr. Jon Hamlin, explained the 5 goals of the Learning Team Plan.

Trustees and stakeholders asked questions of clarification.

C4. Unpacking Inclusion/Learning for All
Deputy Superintendent Deb Whitten introduced the Learning Support Team. Mr. Harold Caldwell, Mr. Sean McCartney and Ms. Pam Halverson explained "What is Inclusion in the Greater Victoria School District?" The Learning Support Team spoke to the highlights of this question via a PowerPoint presentation.

Trustees and stakeholders asked questions of clarification.

C5. Whole School Service Delivery Model – Trustee McNally
Trustee McNally explained that she wished to withdraw her motion since information she included in her motion was addressed by the Learning Support Team in their presentation.

It was moved by Trustee McNally and seconded:

> That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide the Board with a report on the current status of items 1 and 2 from the November 27th, 2018 Education Policy and Directions Committee meeting recommended motion (shown as D on that Agenda); 1. The Whole School Service Delivery Model and a list of the schools that are participating 2. The status and explanation of profile funding for students with Severe Behaviour and Mental Health diagnosis (category H), along with provision of district-wide number for students in that category, as a baseline for the 2018-19 school year.
>
> **Motion Withdrawn**

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C6. ADHD Designation – Trustee Painter

Trustees Painter presented his motion and rationale.

Trustees discussed the motion.

> That the Board of Education of School District No. 61 (Greater Victoria) direct the Board Chair to write a letter to the Minister of Education requesting a timeline on when the Minister will add ADHD as a stand-alone designation in special education in order to streamline receiving accommodations and IEPs.
> **Motion Carried Unanimously**

C7. School-Based Inclusive Learning Funding Report – Trustee Watters

Trustees Watters presented her motion and rationale.

Trustees discussed the motion.

It was moved by Trustee Watters and seconded:

> That the Board of Education of School District No. 61 (Greater Victoria) direct direct the Superintendent to prepare a report that outlines the school-based inclusive learning funding and staffing allocations for the 2017-18 and 2018-19 school years in the context of school population and number of enrolling classrooms, and that this report be presented at the January 2019 Education Policy and Directions Committee meeting.
> **Motion Withdrawn**

D. NOTICE OF MOTION - None

E. GENERAL ANNOUNCEMENTS - None

F. ADJOURNMENT

It was moved by Trustee Ferris:

> That the meeting be adjourned.
> **Motion Carried Unanimously**

The meeting adjourned at 9:55 p.m.

Greater Victoria School District 61
committed to each student's success

Mission	Vision
We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.	Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

Summary of Goals and Main Strategies	
Goal #1	Provide meaningful and purposeful educational opportunities for students with diverse learning needs while considering the physical, social-emotional and academic domains.
	Strategies 1.1 To continue to refine our service delivery model to include district and school-based educators. 1.2 Further develop and support teams of professionals in schools so that they may co-plan and co-deliver instruction in inclusive ways. 1.3 Create and equip spaces in every school that ensure the safety and dignity of all learners. 1.4 Involve students and parents in planning meaningful learning opportunities.
Goal #2	Continue to support the mental health needs and well-being of all students within an inclusive learning model.
	Strategies 2.1 Continue to provide equitable counseling supports in all schools. 2.2 Continue to provide social emotional learning opportunities for staff, students and parents. 2.3 Continue to support SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools. 2.4 Continue to build relationships with our community partners such as at Child and Youth Mental Health, Ministry of Children & Family Development, Surrounded by Cedar, MCFD Aboriginal Mental Health and Island Health and Ministry of Mental Health and Addictions.
Goal #3	Continue to develop an understanding for diversity and a respect for learning differences.
	Strategies 3.1 Continue to communicate our definition of inclusion within the Greater Victoria School District including our guiding principles of inclusion. 3.2 Continue to provide support and educational opportunities to teachers and staff who work with complex learners. 3.3 Continue to empower school staff through equitable access to teaching and learning opportunities. 3.4 Explore ways to work across district teams to support the learning needs of all students through the lens of differentiation.

One Learning Community: Diversity Is Our Strength

Learning Support Operational Plan - December, 2018

What is inclusion in the Greater Victoria School District?

Inclusion is a way of thinking and acting, grounded in a belief that with the right supports, every learner can be successful in their schools and classrooms. Inclusive schools embrace the value of our diversity and see our differences as strengths. All students have an authentic sense of belonging in their school community and are supported to develop their full potential in the academic, social-emotional and physical domains.

What does inclusion look like in the Greater Victoria School District?

Inclusion equitably supports and appropriately challenges all learners. All GVSD staff members work together to create welcoming, flexible and responsive learning opportunities that adapt to the changing needs of students. As much as possible, inclusive classrooms are places where students do not have to leave to learn; collaborative supports are brought to students in their classrooms and, as a result, benefit the full range of learners. At times, dependent on student needs, more targeted and specialized interventions are offered to individuals or smaller groups in classrooms or other inclusive learning spaces.

How are we working together to support inclusion in the Greater Victoria School District?

Guiding Principles – Inclusive Learning

- We believe that success for each and every student is our work.
- We believe inclusion equitably supports and appropriately challenges all students.
- We anticipate, celebrate and purposefully plan for diversity.
- We use our comprehensive resources and supports in a cohesive, coordinated manner to support success for all students.
- We create flexible and accessible inclusive environments that support age-appropriate placement of students in their catchment schools.
- We seek to understand and foster strengths while supporting the diverse learning needs of all.
- We nurture collaborative partnerships with parents and all education partners.
- We create flexible learning opportunities that address the diverse needs of students through relevant, accessible and appropriate use of curriculum and resources.

One Learning Community

Learning Support Operational Plan - December, 2018

Learning Support Operational Plan

Updated: December 2018

Mission	Vision
We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.	Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

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Executive Summary

This Learning Support strategic plan outlines a roadmap for the next two years. The strategic priority for the Learning Support plan is to create an inclusive learning environment that equitably supports and appropriately challenges all students in the physical, social-emotional and academic learning community. The Learning Support team is committed to moving the Greater Victoria School District to a more inclusive education model where students with diverse abilities are welcomed into all aspects of schooling. Students are supported to maximize their learning, contributions, and participation in all aspects of school life. Supports for students with diverse needs, their peers, and teachers, are provided in a timely and equitable manner.

Mission	Vision
We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.	Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

Summary of Goals and Main Strategies

Goal #1	Provide meaningful and purposeful educational opportunities for students with diverse learning needs while considering the physical, social-emotional and academic domains.
	Strategies 1.1 Continue to refine our service delivery model to include school, district and community based staff. 1.2 Further develop and support teams of professionals in schools so that they may co-plan and co-deliver instruction in inclusive ways. 1.3 Create and equip spaces in every school that ensure the safety and dignity of all learners. 1.4 Involve students and parents in planning meaningful learning opportunities.
Goal #2	Continue to support the mental health needs and well-being of all students within an inclusive learning model.
	Strategies 2.1 Continue to provide equitable counseling supports in all schools. 2.2 Continue to provide social emotional learning opportunities for staff, students and parents. 2.3 Continue to support SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools. 2.4 Continue to build relationships with our community partners such as at Child and Youth Mental Health, Ministry of Children & Family Development, Surrounded by Cedar, Island Health and Ministry of Mental Health and Addictions.
Goal #3	Continue to develop an understanding for diversity and a respect for learning differences.
	Strategies 3.1 Continue to communicate our definition of inclusion within the Greater Victoria School District including our guiding principles of inclusion. 3.2 Continue to provide support and educational opportunities to teachers and staff who work with complex learners. 3.3 Continue to empower school staff through equitable access to teaching and learning opportunities. 3.4 Explore ways to work across district teams to support the learning needs of all

	students through the lens of differentiation.

Goal 1: Provide meaningful and purposeful educational opportunities for vulnerable students with diverse learning needs while considering the physical, social-emotional and academic domains.

Goal 1: Summary of Strategies and Associated Action Plan

Strategies
1.1 Continue to refine our service delivery model to include school, district and community based staff.
❏ Continue to work on a coordinated service delivery model and communicate this model with all stake holders.
❏ Using a collaborative process, refine District referral processes for all services available to schools.

1.2 Further develop and support teams of professionals so that they may co-plan and co-deliver instruction in inclusive ways.
❏ Continue to provide professional learning opportunities for school teams to meet the diverse learning needs of all students.
❏ Continue to provide support to School Based Teams.
❏ Continue to provide teachers with support in classrooms utilizing district specialized staff who provide job embedded professional learning opportunities in schools.
❏ Share evidence-based practices with all staff and provide support for the staff to implement.

1.3 Create and equip spaces in every school that ensure the safety and dignity of all learners.

❏ Review and update the *Inclusion for Learning Strategy.*
❏ Continue to identify Itinerant Staff space needs including accessibility and function.
❏ Ensure that each flexible use space is age appropriately equipped.

1.4 Continue to involve students and parents in planning meaningful learning opportunities.
❏ Schedule time for students and parents to collaborate and share dreams, successes, and challenges.

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1.1 Continue to refine our service delivery model to include school, district and community based staff.

❏ Continue to work on a coordinated service delivery model and communicate this model with all stake holders.
❏ Using a collaborative process, refine District referral processes for all services available to schools.

Timeline	(What amount of time is required for the strategy?)

July 2019

Resources:	(What is required to fulfill the strategy?)

❏ Learning Support Team
❏ Learning Team
❏ School Based Teams

Reporting:	(What information is collected and how will it be collected?)

Data Collected	How?
❏ Number of referrals from E/M/S ❏ Types of referrals	❏ All referrals are directed to identified district administrators for each level E/M/S

Evidence and Targets	(What can be measured to validate success of the strategy?)

❏ More proactive interventions are implemented by School-Based Teams in collaboration with District support
❏ Thematic analysis of data collected; student profile/designation

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

❏ Fewer Tier 3 referrals are made from schools
❏ School Based Teams are aware of the available supports through the referral processes
❏ Students identified as needing support through the referral processes are seen and supported in a timely manner

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1.2 Further develop and support teams of professionals so that they may co-plan and co-deliver instruction in inclusive ways.

- ❏ Continue to provide professional learning opportunities for school teams to meet the diverse learning needs of all students.
- ❏ Continue to provide support to School Based Teams.
- ❏ Continue to provide teachers with support in classrooms utilizing district specialized staff who provide job embedded professional learning opportunities in schools.
- ❏ Share evidence-based promising practices with all staff and provide support for the staff to implement.

Timeline	(What amount of time is required for the strategy?)
July 2019	

Resources:	(What is required to fulfill the strategy?)
❏ Learning Support Team ❏ Learning Team ❏ Shared Planning Time ❏ Pro-D Funding ❏ Annual SBT/DBT meeting	

Reporting:	(What information is collected and how will it be collected?)

Data Collected	How?
❏ DBT referral stats ❏ Collaborative Pro-D events are planned	❏ Submitted forms are categorized and tracked ❏ Planning sessions for Pro-D events

Evidence and Targets	(What can be measured to validate success of the strategy?)

❏ Increase in the number of teachers/SBT participating in Pro-D focused on Inclusive Learning
❏ Support for Learning website is established, offering just-in-time access to resources and supports

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

❏ Expanded capacity in schools requires fewer support referrals

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1.3 Create and equip spaces in every school that ensure the safety and dignity of all learners.

❏ Review and update the *Inclusion for Learning Strategy*
❏ Continue to identify Itinerant Staff space needs including accessibility and function.
❏ Ensure that each flexible use space is age appropriately equipped.

Timeline	(What amount of time is required for the strategy?)

July 2020

Resources:	(What is required to fulfill the strategy?)

❏ School space inventories updated by Facilities
❏ Equipment/furniture budget

Reporting:	(What information is collected and how will it be collected?)

Data Collected	How?
❏ Space requirements for each school ❏ Itinerant requirements	❏ Space inventories ❏ Itinerant collaboration

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Evidence and Targets	(What can be measured to validate success of the strategy?)

❏ Professional space has been established and utilized in every school that meets the functionality of each discipline
❏ Accessibility for all students has increased

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

❏ Inclusion for Learning Strategy is complete
❏ Itinerant staff have expressed satisfaction in their ability to support students and feeling connected and supported in their schools

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1.4 Continue to involve students and parents in planning meaningful learning opportunities.

- ❏ Schedule time for students and parents to collaborate and share dreams, successes and challenges.

Timeline	(What amount of time is required for the strategy?)
June 2019	

Resources:	(What is required to fulfill the strategy?)

- ❏ SBT
- ❏ Case Managers
- ❏ School Administrators
- ❏ DLST
- ❏ Admin Assistants

Reporting: (What information is collected and how will it be collected?)

Data Collected	How?
❏ Parent participation ❏ Student participation ❏ Student Connectedness	❏ IEP meeting schedules ❏ SBT meeting notes ❏ Parent Teacher Conferences ❏ MDI Data

Evidence and Targets	(What can be measured to validate success of the strategy?)

- ❏ Student participation in IEP meetings
- ❏ Completion rates of courses

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

- ❏ Students participate and /or facilitate their IEP meetings
- ❏ Completion rates of courses have increased
- ❏ Increased student engagement in learning

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Goal 2: Support the mental health needs and well-being of all students within an inclusive learning model.

Goal 2: Summary of Strategies and Associated Action Plan

Strategies

2.1 Continue to **provide equitable counselling supports in all schools.**
- ❏ Establish Second Step Teams led by the counselors in all elementary schools
- ❏ Establish TeenMentalHealth.org Teams led by counselors and advisory teachers for grade 8 students
- ❏ Provide Substance Use SNAPSHOTS for secondary counselors to support mental health and substance use conversations and supports

2.2 Continue to **provide social emotional learning opportunities for staff, students and parents.**
- ❏ Continue to promote Social Emotional Wellness Advocates in every school
- ❏ Continue to review Counselling supports available for students
- ❏ Continue to provide high quality professional learning opportunities in the social emotional domain including mindfulness courses
- ❏ Expand non-violent crisis intervention training for all staff which focuses on common language in understanding challenging behavior
- ❏ Continue to provide a collaborative and proactive support structure for staff working with students with challenging behavior.

2.3 Continue to support SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools.
- ❏ Provide access to community resources to all schools for in-service and professional development opportunities
- ❏ Continue to provide SOGI Lead training including access to resources
- ❏ Continue to provide information sessions to parents and community members on supports for transgender and gender non-conforming staff, students and families

2.4 Continue to build relationships with our community partners such as at Child & Youth Mental Health, Ministry of Children and Family Development, Surrounded by Cedar, Island Health and Ministry of Mental Health and Addictions
- ❏ Continue to coordinate district staff including Youth & Family Counsellor, District Counsellor, Speech and Language Pathologists, Occupational & Physical Therapists and School Psychologists in a multi-disciplinary approach to providing services.

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2.1 Continue to provide equitable counseling supports in all schools.

- ❏ Establish Second Step Teams led by the counselors in all elementary schools
- ❏ Establish TeenMentalHealth.org Teams led by counselors and advisory teachers for grade 8 students
- ❏ Provide Substance Use SNAPSHOTS for secondary counselors to support mental health and substance use conversations and supports
- ❏ Provide Social Emotional Wellness SNAPSHOTS for middle counselors
- ❏ Provide Inclusion SNAPSHOTS for all staff, and parents

Timeline	(What amount of time is required for the strategy?)
July 2019	

Resources:	(What is required to fulfill the strategy?)
❏ Staffing - elementary counseling ❏ Second Step Program ❏ TeenMentalHealth.org Trainers ❏ District Counsellors & Staff ❏ Budget	

Reporting:	(What information is collected and how will it be collected?)
Data Collected ❏ Every elementary school has implemented Second Step ❏ All Middle Schools have TeenMentalHealth.org trainers ❏ Number of SNAPSHOTS being accessed by students, parents and staff ❏ MDI survey results	**How?** ❏ Training sessions have occurred and each elementary school has sent a member ❏ Middle School teams have signed up for training ❏ The emailed link records each time a SNAPSHOT is accessed

Evidence and Targets	(What can be measured to validate success of the strategy?)
❏ Elementary students are better able to regulate behaviours ❏ Grade 8 students have an easier transition to high school ❏ Secondary Schools note reduced use of substance use and referrals	

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

- ❏ Elementary schools have a school wide approach to social emotional learning
- ❏ Grade 8 students are aware of their own mental health and how to access supports if needed
- ❏ Students, parents and staff have a better understanding of mental health and substance use

2.2 Continue to provide social emotional learning opportunities for staff, students and parents.

- ❏ Continue to promote Social Emotional Wellness Advocates in every school
- ❏ Continue to review Counseling supports available for students
- ❏ Continue to provide high quality professional learning opportunities in the social emotional domain including mindfulness courses.
- ❏ Expand non-violent crisis intervention training for all staff which focuses on common language in understanding challenging behavior.
- ❏ Continue to provide a collaborative and proactive support structure for staff working with students with complex challenging behavior.
- ❏ Continue to engage elementary and middle schools using the Middle Years Development Instrument (MDI)

Timeline	(What amount of time is required for the strategy?)
July 2019	

Resources:	(What is required to fulfill the strategy?)

- ❏ Social Emotional Wellness Advocates
- ❏ Mindfulness for Educators Course
- ❏ Mindfulness for Educators Refresher Course
- ❏ District Learning Support Team
- ❏ MDI Enrollment

Reporting:	(What information is collected and how will it be collected?)

Data Collected	How?
❏ Social Emotional Wellness Advocates are established ❏ Staff responses to Mindfulness	❏ Attendance at 4 SEWA sessions ❏ 6 Mindfulness sessions have

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course ❏ Wellbeing data from Grades 4 and 7	occurred with a Fall 2018 offering as well as a Spring 2019 offering ❏ MDI survey

Evidence and Targets (What can be measured to validate success of the strategy?)
❏ Every school has an advocate ❏ A 5th and 6th Mindfulness course has been requested ❏ A Mindfulness Refresher Course Offered

Outcomes (What outcomes can be expected as a result of the strategy?)
❏ Attendance has increased ❏ Academic achievement has increased ❏ 44 of 47 schools have an advocate ❏ Approximately 120 staff have or will have completed the Mindfulness for Educators Course ❏ A Mindfulness for Educators Refresher Course is currently being offered to all staff who have completed the course ❏ Schools are establishing goals to support the wellbeing of students based on their MDI data

2.3 Continue to support SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools.

❏ Provide access to community resources to all schools for in-service and professional development opportunities.
❏ Continue to provide SOGI Lead Training
❏ Continue to provide information sessions to parents and community members on supports for transgender and gender non-conforming staff, students and families

Timeline (What amount of time is required for the strategy?)
June 2019

Resources: (What is required to fulfill the strategy?)
❏ SOGI 123 ❏ District SOGI Lead ❏ Budget

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Reporting:	(What information is collected and how will it be collected?)
Data Collected ❏ School Leads have been established in all schools ❏ Schools requesting SOGI training ❏ Parent and Community members receive information	How? ❏ Request for volunteers to all schools ❏ SOGI training sessions are offered ❏ Parent and Community evening sessions are offered

Evidence and Targets	(what can be measured to validate success of the strategy?)
❏ Staff, students and families can identify and access the SOGI lead in their school ❏ Every school has identified at least one SOGI lead	

Outcomes	(What outcomes can be expected as a result of the strategy?)
❏ Every transgender or gender non-conforming student experiences a safe learning environment	

2.4 Continue to build relationships with our community partners such as at Child & Youth Mental Health, Ministry of Children and Family Development, Surrounded by Cedar Island, Health and Ministry of Mental Health and Addictions

❏ Continue to coordinate and align our district staff including Youth & Family Counsellor, District Counsellor, Speech and language Pathologists, Occupational & Physical Therapists and School Psychologists in a multi-disciplinary approach to provide equitable services.
❏ Establish a Wellness Hub within Shoreline Middle School

Timeline	(What amount of time is required for the strategy?)
June 2019	

Resources:	(What is required to fulfill the strategy?)
❏ Central Meeting Space ❏ District Administrator assigned to coordinate	

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Reporting:	(What information is collected and how will it be collected?)

Data Collected	How?
❏ Community partners and district team meetings are occurring ❏ Community supports are being provided	❏ Calendars have been aligned and monthly meeting schedule has been established ❏ Key contacts for community partners have been identified

Evidence and Targets	(What can be measured to validate success of the strategy?)
❏ Equitable access to community services is consistently considered by all disciplines to further support students in our district	

Outcomes	(What outcomes can be expected as a result of the strategy?)
❏ Complete supports for students and families are provided by the school district and community partners for all schools within the district	

Goal 3: Continue to develop an understanding for diversity and a respect for learning differences.

Goal 3: Summary of Strategies and Associated Action Plan

Strategies
3.1 Continue to share our definition of inclusion within the Greater Victoria School District including our guiding principles of inclusion.
- ❏ Continue to collaborate with our educational community on inclusive language to support all learners in the social-emotional, physical and academic domains

3.2 Continue to provide support and educational opportunities to teachers and staff who work with complex learners.
- ❏ Establish and implement criteria for identifying vulnerable learners
- ❏ Engage community supports for vulnerable learners and their families as needed
- ❏ Continue to provide in-service for staff that outlines referral processes, access to resources and key contacts for vulnerable students in their classrooms

3.3 Continue to empower school staff through equitable access to teaching and learning opportunities.
- ❏ Supporting UDL/RTI, Level A/B Assessment toolkits, intervention planning and other research based experiences.

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> ❏ Provide equitable access to technology that is thoughtfully aligned with the specific needs of the student and the new BC curriculum

3.4 Explore ways to work across district teams to support the learning needs of all students through the lens of differentiation.
> ❏ Provide professional development opportunities for all staff on differentiation

3.1 Continue to share our definition of inclusion within the Greater Victoria School District including our guiding principles of inclusion.

> ❏ Continue to collaborate with our educational community on inclusive language to support all learners in the social-emotional, physical and academic domains.

Timeline	(What amount of time is required for the strategy?)
June 2019	

Resources:	(What is required to fulfill the strategy?)
❏ Collaboration time	

Reporting:	(What information is collected and how will it be collected?)

Data Collected	How?
❏ Staff input	❏ Inquiry based meetings focused on inclusion

Evidence and Targets	(What can be measured to validate success of the strategy?)
❏ Definition has been created ❏ Definition has been shared and posted on school and district websites	

Outcomes	(What outcomes can be expected as a result of the strategy?)
❏ All students have opportunities to experience inclusion with their peers in all classrooms in the Greater Victoria School District ❏ Inclusion is recognized by definition by staff, students, families and community members in the Greater Victoria School District	

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3.2 Continue to provide support and educational opportunities to teachers and staff who work with complex learners.

❏ Establish and implement criteria for identifying complex learners
❏ Continue to engage community supports for complex learners and their families as needed
❏ Continue to provide in-service for all staff that outlines referral processes, access to resources and key contacts for complex students in their classrooms

Timeline	(What amount of time is required for the strategy?)
June 2019	

Resources:	(What is required to fulfill the strategy?)
❏ District Learning Teams ❏ Youth & Family Counselors ❏ School Based Teams	

Reporting:	(What information is collected and how will it be collected?)
Data Collected ❏ Community Referrals ❏ In-service offered at each school	How? ❏ Youth & Family Counsellors ❏ School Based Administrators working with District Learning Teams

Evidence and Targets	(What can be measured to validate success of the strategy?)
❏ Attendance has increased for our identified complex learners ❏ Academic achievement has increased for our identified complex learners	

Outcomes	(What outcomes can be expected as a result of the strategy?)
❏ Complex learners are connected and engaged at their schools ❏ Course completion rates have improved at secondary levels ❏ Graduation rates have improved at secondary levels	

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3.3 Continue to empower school staff through equitable access to teaching and learning opportunities.

> ❏ Supporting UDL/RTI, Level A/B Assessment toolkits, intervention planning and other research based experiences.
> ❏ Continue to provide equitable access to technology that is thoughtfully aligned with the specific needs of the student and the new BC curriculum

Timeline	(What amount of time is required for the strategy?)
June 2019	

Resources:	(What is required to fulfill the strategy?)
❏ District Learning Teams and itinerant staff ❏ School Based Teams ❏ Technology Resources	

Reporting:	(What information is collected and how will it be collected?)
Data Collected ❏ Learning opportunities are established ❏ Technology needs are determined and distributed	**How?** ❏ District calendar of planned events for all areas are established and shared with schools ❏ District Learning Teams and itinerant staff

Evidence and Targets	(What can be measured to validate success of the strategy?)
❏ All schools will have a core team trained in non-violent crisis intervention ❏ School Based Teams align technology needs for students and classroom support through consultation and collaboration with District Learning Teams and itinerant staff	

Outcomes	(What outcomes can be expected as a result of the strategy?)
❏ School staff are able to welcome all learners to the classroom as opposed to sending students out for support ❏ Students are using technology as needed to support their learning	

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3.4 Explore ways to work across district teams to support the learning needs of all students through the lens of differentiation.

❏ Provide professional development opportunities for all staff on differentiation

Timeline	(What amount of time is required for the strategy?)
June 2019	

Resources:	(What is required to fulfill the strategy?)

❏ Multi-Disciplinary Teams
❏ School Based Teams
❏ Technology Resources

Reporting:	(What information is collected and how will it be collected?)

Data Collected	How?
❏ Learning opportunities are established ❏ Technology needs are determined and distributed	❏ District calendar of planned events for all areas are established and shared with schools ❏ District Learning Teams

Evidence and Targets	(What can be measured to validate success of the strategy?)

❏ All schools will have a core team trained in differentiation
❏ School Based Teams are sharing differentiation tools with all school staff

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

❏ School staff are able to welcome all learners to the classroom as opposed to sending students out for support

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One *Learning* Community

Greater
VICTORIA
School District

Mission	Vision
We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.	Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

Summary of Goals and Main Strategies

Goal #1	Provide meaningful and purposeful educational opportunities for students with diverse learning needs while considering the physical, social-emotional and academic domains.
	Strategies 1.1 To continue to refine our service delivery model to include district and school-based educators. 1.2 Further develop and support teams of professionals in schools so that they may co-plan and co-deliver instruction in inclusive ways. 1.3 Create and equip spaces in every school that ensure the safety and dignity of all learners. 1.4 Involve students and parents in planning meaningful learning opportunities.
Goal #2	Continue to support the mental health needs and well-being of all students within an inclusive learning model.
	Strategies 2.1 Continue to provide equitable counseling supports in all schools. 2.2 Continue to provide social emotional learning opportunities for staff, students and parents. 2.3 Continue to support SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools. 2.4 Continue to build relationships with our community partners such as at Child and Youth Mental Health, Ministry of Children & Family Development, Surrounded by Cedar, MCFD Aboriginal Mental Health and Island Health and Ministry of Mental Health and Addictions.
Goal #3	Continue to develop an understanding for diversity and a respect for learning differences.
	Strategies 3.1 Continue to communicate our definition of inclusion within the Greater Victoria School District including our guiding principles of inclusion. 3.2 Continue to provide support and educational opportunities to teachers and staff who work with complex learners. 3.3 Continue to empower school staff through equitable access to teaching and learning opportunities. 3.4 Explore ways to work across district teams to support the learning needs of all students through the lens of differentiation.

One Learning Community: Diversity Is Our Strength

One Learning Community: Diversity Is Our Strength

<u>What is inclusion in the Greater Victoria School District?</u>

Inclusion is a way of thinking and acting, grounded in a belief that with the right supports, every learner can be successful in their schools and classrooms. Inclusive schools embrace the value of our diversity and see our differences as strengths. All students have an authentic sense of belonging in their school community and are supported to develop their full potential in the academic, social-emotional and physical domains.

<u>What does inclusion look like in the Greater Victoria School District?</u>

Inclusion equitably supports and appropriately challenges all learners. All GVSD staff members work together to create welcoming, flexible and responsive learning opportunities that adapt to the changing needs of students. As much as possible, inclusive classrooms are places where students do not have to leave to learn; collaborative supports are brought to students in their classrooms and, as a result, benefit the full range of learners. At times, dependent on student needs, more targeted and specialized interventions are offered to individuals or smaller groups in classrooms or other inclusive learning spaces.

<u>How are we working together to support inclusion in the Greater Victoria School District?</u>

Guiding Principles – Inclusive Learning

- We believe that success for each and every student is our work.
- We believe inclusion equitably supports and appropriately challenges all students.
- We anticipate, celebrate and purposefully plan for diversity.
- We use our comprehensive resources and supports in a cohesive, coordinated manner to support success for all students.
- We create flexible and accessible inclusive environments that support age-appropriate placement of students in their catchment schools.
- We seek to understand and foster strengths while supporting the diverse learning needs of all.
- We nurture collaborative partnerships with parents and all education partners.
- We create flexible learning opportunities that address the diverse needs of students through relevant, accessible and appropriate use of curriculum and resources.

One Learning Community

One *Learning* Community

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Learning Support Strategic Priority

Create an inclusive learning environment that equitably supports and appropriately challenges all students in the physical, social and academic learning community.

One *Learning* Community
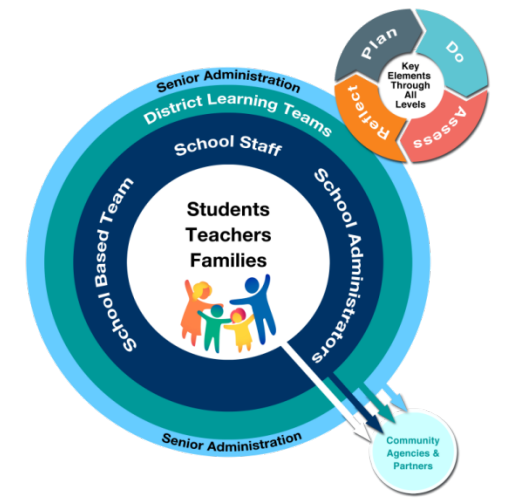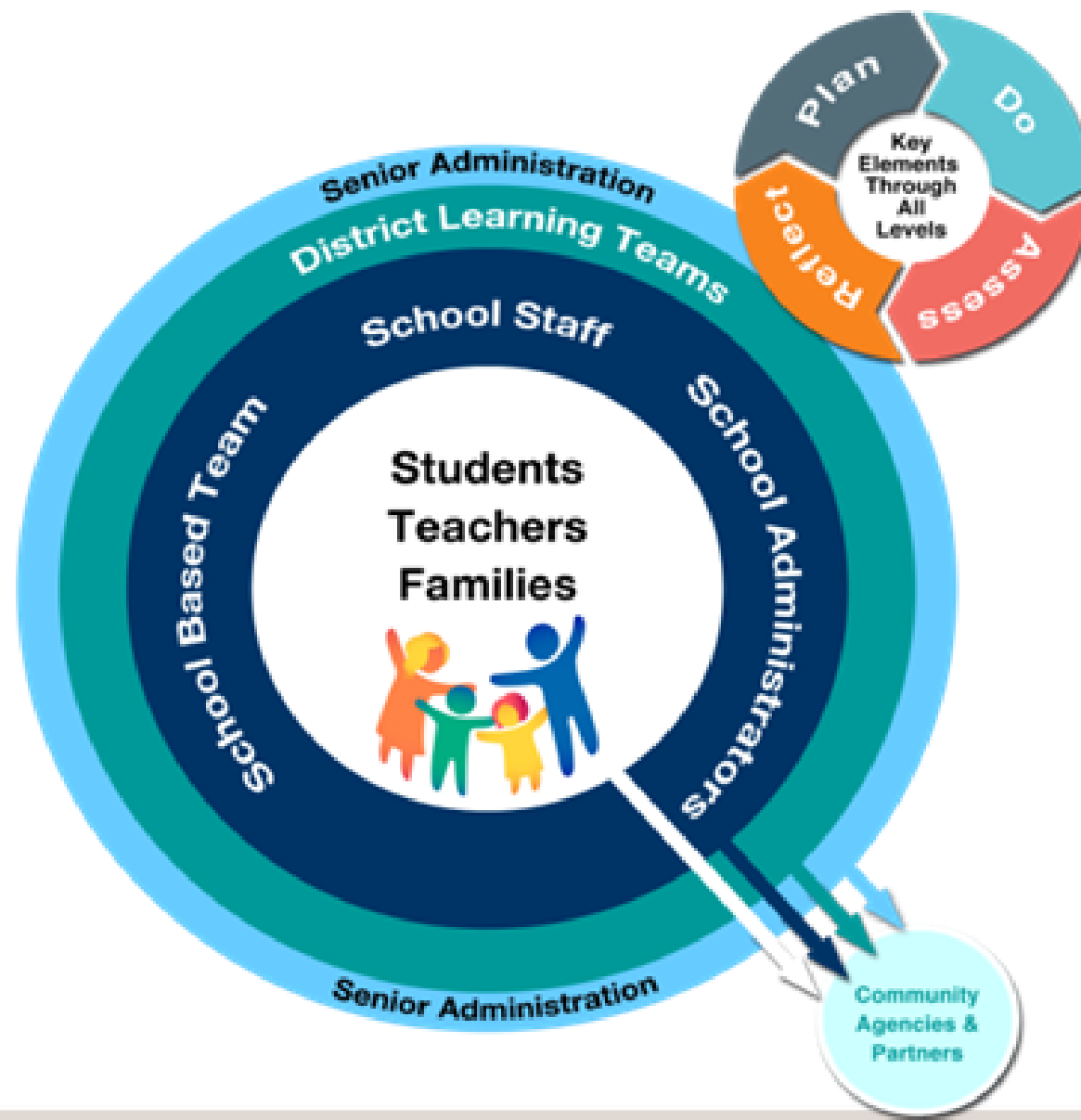
Greater VICTORIA School District

Goal #1

Provide meaningful and purposeful educational opportunities for students with diverse learning needs considering the physical, social-emotional and academic domains.

Strategies for Goal #1

- 1.1 Continue to refine our service delivery model to include district and school-based educators.

- 1.2 Further develop and support teams of professionals in schools so that they may co-plan and co-deliver instruction in inclusive ways.

- 1.3 Create and equip spaces in every school that ensure the safety and dignity of all learners.

- 1.4 Involve students and parents in planning meaningful learning opportunities.

One *Learning* Community

Greater VICTORIA School District

One *Learning* Community

Greater VICTORIA School District

One *Learning* Community

Greater VICTORIA School District

Goal #2

Continue to support the mental health needs and well-being of all students within an inclusive learning model.

Strategies for Goal #2

- 2.1 Continue to provide equitable counseling supports in all schools.

- 2.2 Continue to provide social emotional learning opportunities for staff, students and parents.

- 2.3 Continue to support SOGI Leads in all schools and provide training so that they may act as a resource to support transgender and gender nonconforming students in our schools.

- 2.4 Continue to build relationships with our community partners such as at Child and Youth Mental Health, Ministry of Children & Family Development, Surrounded by Cedar, MCFD Aboriginal Mental Health and Island Health and Ministry of Mental Health and Addictions.

One *Learning* Community

Greater
VICTORIA
School District

Social Emotional Wellness Snapshots
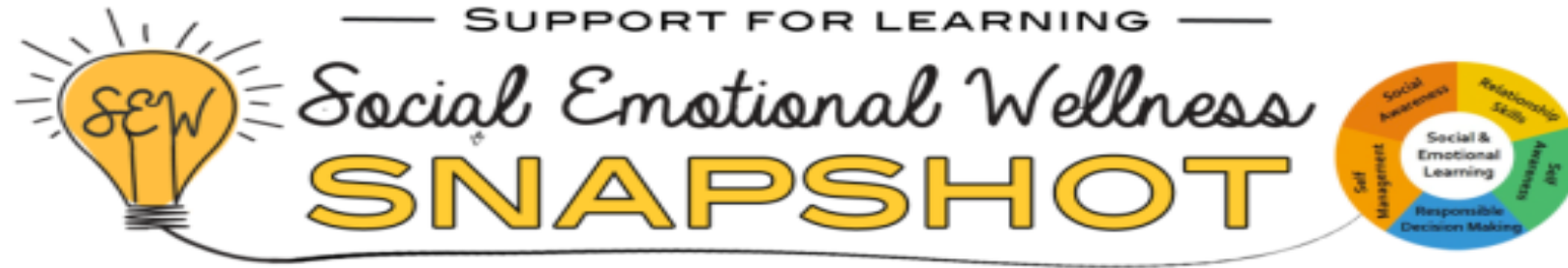
Social Emotional Wellness Snapshot

The Social Emotional Wellness Snapshot is focused information that will be offered five times in the school year. The purpose is to support leadership capacity and increase awareness and understanding of social emotional learning and its importance in a healthy community.

One *Learning* Community

Community Service Fair

October 4, 2018

Greater
VICTORIA
School District

Community Partners

Aboriginal Child & Youth Mental Health

Victoria Child
& Youth Mental Health

Phoenix Human Services

Boys & Girls Clubs
of Canada

island health

bc211

·FOUNDRY·

1UP
VICTORIA SINGLE PARENT
RESOURCE CENTRE

MYST

Saanich Child
& Youth Mental Health

Ministry of Children
& Family Development

Discovery – Youth & Family
Addiction Services

BRITISH COLUMBIA

island sexual health

IMCRT/Pediatric Services

iCa
Inter-Cultural
Association
of Greater Victoria

FAMILY SERVICES
OF GREATER VICTORIA

FamilySmart™
Together-Centred®

Hulitan
Family & Community
Services Society

CONSTRUCTION
FOUNDATION OF BC

Child & Youth
Special Needs

Coalition of Neighbourhood Houses

One *Learning* Community

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Greater
VICTORIA
School District

Goal #3

Continue to develop an understanding for diversity and a respect for learning differences.

Greater VICTORIA School District

Strategies for Goal #3

- 3.1 Continue to communicate our definition of inclusion within the Greater Victoria School District including our guiding principles of inclusion.

- 3.2 Continue to provide support and educational opportunities to teachers and staff who work with complex learners.

- 3.3 Continue to empower school staff through equitable access to teaching and learning opportunities.

- 3.4 Explore ways to work across district teams to support the learning needs of all students through the lens of differentiation.

Greater VICTORIA School District

What is inclusion in the Greater Victoria School District?

What is inclusion in the Greater Victoria School District? Inclusion is a way of thinking and acting, grounded in a belief that with the right supports, every learner can be successful in their schools and classrooms. Inclusive schools embrace the value of our diversity and see our differences as strengths. All students have an authentic sense of belonging in their school community and are supported to develop their full potential in the academic, social-emotional and physical domains.

Greater
VICTORIA
School District

What does inclusion look like in the Greater Victoria School District?

Inclusion equitably supports and appropriately challenges all learners. All GVSD staff members work together to create welcoming, flexible and responsive learning opportunities that adapt to the changing needs of students. As much as possible, inclusive classrooms are places where students do not have to leave to learn; collaborative supports are brought to students in their classrooms and, as a result, benefit the full range of learners. At times, dependent on student needs, more targeted and specialized interventions are offered to individuals or smaller groups in classrooms or other inclusive learning spaces.

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School District

Guiding Principles – Inclusive Learning

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- We seek to understand and foster strengths while supporting the diverse learning needs of all.

- We nurture collaborative partnerships with parents and all education partners.

- We create flexible learning opportunities that address the diverse needs of students through relevant, accessible and appropriate use of curriculum and resources.

Greater
VICTORIA
School District

- Bringing a lens of differentiation to all of our work
- Collaborative approach to providing Professional Learning

We Are

Greater
VICTORIA
School District

DEB WHITTEN, DEPUTY SUPERINTENDENT   250-475-4117
GREG KITCHEN, ASSOCIATE SUPERINTENDENT   250-475-4220
COLIN ROBERTS, ASSOCIATE SUPERINTENDENT   250-475-4220

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8 FAX: 250-475-4115

MEMO

From: Deb Whitten, Deputy Superintendent

To: The Education Policy Committee

Date: January 7, 2019

RE: Middle School Review Ad Hoc Committee update

Update:
The Middle School Review Ad Hoc Committee was established by the Board to review and examine the current practices of Middle Schools in our District. The Committee was comprised of two Trustees, Associate Superintendent Whitten, three members of the GVTA, three VPVPA representatives, one VCPAC and a student representative when appropriate.

The committee met on three occasions in the 2016-17 school year and on three occasions in the 2017-18 year and discussed the following topics:

- Advisory Program
- Enrichment
- Music Program
- Exploratory Program
- Interdisciplinary Teams and subject area specialists
- Block/Flexible Scheduling
- Mini X
- Clubs, Athletics and activities
- Mental Health Literacy

Members of the committee recognized and acknowledged the strengths of the Victoria School District Middle School model and identified some key areas that have contributed to the success of the model.

Some key components that the committee members believe are vital to all exemplary middle schools include exploratory classes, a vibrant music program and the advisory program. The committee also recognized that each school should have the flexibility to program in a way that acknowledges the unique culture and needs of each middle school community.

The committee discussed areas that have presented challenges over the years such as the ability to attract and maintain exploratory teachers due to small positions and the

extra work involved in offering an engaging, enrichment program. It was recognized that efforts to create larger positions for exploratory teachers has occurred and will continue whenever possible.

Recommendations:

1. That the Board further support the programs and services available to Middle Schools to support mental health literacy and mental health concerns and ensure students and staff are able to access supports when needed.

2. That the Board continues to appropriately and equitably support the Middle School Music programs (Band 6, 7, 8; Choir 6, 7, 8; and Strings 6, 7, 8).

3. That the Board appropriately and equitably support Learning Support Services and Learning Resources in the English and the French Immersion programs.

4. That Associate Superintendent connected with middle schools work with the Middle School Principals and Vice Principals to seek input from parents of middle school students to determine the most effective and efficient method of sharing school information.

5. That the Deputy Superintendent work with the Teams to examine the current transition activities available to students and staff as they transition from grade 5 to grade 6 and grade 8 to grade 9 and explore ways to improve the processes.

6. That Associate Superintendent connected with middle schools work with Middle School Principals and Vice Principals who will work with their staff to establish a process for collecting information regarding attendance, achievement and attachment for students in order to better understand students' mental health and well-being.

Recommended Motion:

That the Board of Education of School District No. 61(Greater Victoria) accept the report and recommendations of the Middle School Review Ad Hoc Committee and conclude the committee.

TO: The Board of Education

FROM: Harold Caldwell, Director, Learning Support

RE: Codes of Conduct

DATE: 29-Nov-18

Update:

Each of the schools within the Greater Victoria School District is reminded to review their school's code of conduct in early April. The review must include:

- Student input
- Staff input
- Parent/Guardian input.

The administrators of the school receive a copy of the Code of Conduct Order and a copy of the Code of Conduct Checklist; both are included in this memo. The Code of Conduct Checklist is completed by the administrators as they review the school's Code of Conduct. The Checklist helps to identify the areas of the code, if any, that do not meet the order.

Once the Code of Conduct has been reviewed and updated, schools are requested to:

- post their code of conduct on their website
- prominently post their code of conduct within the school
- share their code of conduct with students, staff and parents/guardians

Because of the prescriptive nature of the order, most of the codes of conduct have a similar format. I have included a sample code of conduct from each level.

Our next Code of Conduct Review reminder will include the following Code of Conduct Review Checklist for schools:

LEARNING SUPPORT TEAM

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

Phone (250) 475-4157   Fax (250) 475-4238

Code of Conduct Review Checklist

Please use the following checklist for completing your school's code of conduct review and submit the completed form to Cheryl Claibourne in Learning Support: cclaibourne@sd61.bc.ca

☐ Input provided by

    ☐ students

    ☐ staff

    ☐ parents/guardians

☐ Reviewed Code Includes

    ☐ Completed Codes of Conduct Checklist
    ☐ Any New Board Policies/Regulations Pertaining to the Code

☐ Reviewed Code has been posted to the school website

    Date: _____

☐ Reviewed Code has been posted prominently in the school

    Date: _____

☐ Reviewed Code has been shared with students, staff and parents/guardians

☐ A copy of your reviewed code has been sent to Student Support:

cclaibourne@sd61.bc.ca

PROVINCIAL STANDARDS FOR CODES OF CONDUCT ORDER

Authority: *School Act,* sections 85(1.1) 168 (2) (s.1)

1   In this order "**board**" includes a francophone education authority as defined in the *School Act.*

2   Boards must, in accordance with this order, establish one or more codes of conduct for the schools within their school district and ensure that the schools within their school district implement the codes.

3   When establishing codes of conduct, boards must consider the results of the consultations undertaken by schools within its school district at the school level with individuals or groups the schools consider are representative of
      (a) employees of the board,
      (b) parents, and
      (c) students

4   Boards must ensure that schools within their school district
      (a) make codes of conduct available to the public;
      (b) distribute the codes of conduct at the beginning of the school year to
            (i) employees of the board at the school,
               parents of students attending the school, and
            (ii) students attending the school
      (c) provide codes of conduct to employees of the board who are assigned to a school during the school year when they are so assigned;
      (d) provide the codes of conduct to students who start attending a school during the school year and their parents when the students start attending the school;
      (e) display the codes of conduct in a prominent area in the school.

5   Boards must ensure that schools within their school district review the codes of conduct annually with individuals or groups the schools consider are representatives of
      (a) employees of the board,
      (b) parents, and
      (c) students
to assess the effectiveness of the codes of conduct in addressing current school safety issues.

6   Boards must ensure that the following elements are included in their codes of conduct:
      (a) a reference to
            (i) each of the prohibited grounds of discrimination set out in section 7 (*Discriminatory publication*) and section 8 (*Discrimination in accommodation, service and facility*) of the *Human Rights Code,* RSBC 1996, c. 210, and

> (ii) without limiting subsection (i), sexual orientation, gender identity or expression;
>
> (b) a statement of purpose that provides a rationale for the code of conduct, with a focus on safe, caring and orderly school environments;
>
> (c) one or more statements about what is
> > (i) acceptable behaviour, and
> > (ii) unacceptable behaviour, including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours
>
> while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment;
>
> (d) one or more statements about the consequences of unacceptable behaviour, which must take account of the student's age, maturity and special needs, if any;
>
> (e) an explanation that the board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.
>
> [am M208/14, effective June 23/14; am M341/16, effective Sept 7/16]

7   Further to section 6(c), boards must do the following in the statements about consequences of unacceptable behaviour:

> (a) whenever possible and appropriate, focus on consequences that are restorative in nature rather than punitive, and
>
> (b) include an explanation that special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

CODES OF CONDUCT CHECKLIST

PROCESS ELEMENTS	Meets Provincial Standard	
Processes are in place to include students, parents and staff in the development and review of codes of conduct.	Yes ( )	No ( )
Students, parents and staff have participated in the development and review of codes of conduct.	Yes ( )	No ( )
Refer to: Facilitators' Companion page(s) 4-6 *Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 15-17, 25-33, 35-37*		
Processes are in place to make expectations regarding acceptable conduct known to all students, parents and school staff, as well as to temporary staff or visitors.	Yes ( )	No ( )
Expectations regarding acceptable conduct have been made known to all students, parents and school staff, as well as to temporary staff or visitors.	Yes ( )	No ( )
Protocols have been established to guide the conduct of students, parents, coaches and involved members of the greater community while acting as ambassadors of the school...	Yes ( )	No ( )
Protocols regarding conduct while acting as ambassadors of the school are made known to students, parents, coaches and involved members of the greater community.	Yes ( )	No ( )
Refer to: Facilitators' Companion page(s) 4-6 *Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 15-17, 25-33*		
Strategies have been developed for the active teaching and promotion of behavioural expectations outlined in codes of conduct.	Yes ( )	No ( )
Behavioural expectations outlined in codes of conduct are consistently taught and actively promoted.	Yes ( )	No ( )

Refer to: Facilitators' Companion page(s) 5-6
    Safe, Caring and Orderly Schools: A Guide page(s) 15-17, 25-33, 35-37
    BC Performance Standards 'Social Responsibility': A Framework		

Processes are in place to monitor conduct to ensure codes reflect current and emerging situations and contribute to school safety.	Yes ( )	No ( )
Conduct is consistently monitored to ensure codes reflect current and emerging situations and are contributing to school safety..	Yes ( )	No ( )
Refer to: Facilitators' Companion page(s) 4 *Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 25-33, 35-37, 45-51*		
Processes are in place to revisit and revise codes of conduct as part of a regular policy review cycle.	Yes ( )	No ( )
Codes of conduct are revisited as part of a regular cycle of policy review. .... *Refer to: Facilitators' Companion page(s) 4-5* *Safe, Caring and Orderly Schools: A Guide page(s) 25-33, 35-37*	Yes ( )	No ( )
Processes are in place to align codes of conduct between schools in the community and across elementary, middle and secondary levels.	Yes ( )	No ( )
Codes of conduct are compatible between schools in the community and across elementary, middle and secondary levels. .... *Refer to: Facilitators' Companion page(s) 5* *Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 15-17, 25-33*	Yes ( )	No ( )

CONTENT ELEMENTS	Meets Provincial Standard	
Statement of Purpose – codes of conduct include one or more statements that provide a rationale for the code of conduct and explain its goals. .... *Refer to: Facilitators' Companion page(s) 6-7* *Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 25-33*	Yes ( )	No ( )

Reference to the *BC Human Rights Code* – codes of conduct include one or more statements that address the prohibited grounds of discrimination set out in the *BC Human Rights Code* in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. ....
 	
 Refer to: Facilitators' Companion page(s) 3-4
   Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 25-33
   Diversity in BC School: A Framework page(s) 23-26
	Yes
	 ( )
		No
		 ( )

Conduct Expectations – regarding acceptable conduct, unacceptable conduct, and rising expectations. *Refer to: Facilitators' Companion page(s) 7-10, 10-12* *Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 15-17, 25-33*		
▪ *Acceptable conduct* – codes of conduct include one or more statements that convey clearly and concisely how students are expected to conduct themselves at school and while attending any school function at any location. ....…….........	Yes ( )	No ( )
▪ *Unacceptable conduct* – codes of conduct include one or more statements that convey clearly and concisely what is considered to be unacceptable conduct.	Yes ( )	No ( )
At least one statement is included to explain that special considerations may apply to students with special who are unable to comply with expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.	Yes ( )	No ( )
▪ *Rising expectations* – codes of conduct include one or more statements that outline a progression of expectations held for students as they become older, more mature and move through successive grades.	Yes ( )	No ( )
Consequences – codes of conduct include one or more statements about the consequences of unacceptable conduct, which take account of the age and maturity of students and special needs, if any, in determining appropriate disciplinary action.	Yes ( )	No ( )
At least one statement is included to explain that whenever possible and appropriate, consequences for breaches of a code are restorative in nature rather than punitive. .... *Refer to: Facilitators' Companion page(s) 8-10* *Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 15-17, 25-33*	Yes ( )	No ( )
Notification – codes of conduct include one or more statements to explain that school officials may have a responsibility to advise other parties of serious breaches of the code of conduct. (e.g., parents, school district officials, police and/or other agencies) .... *Refer to: Facilitators' Companion page(s) 10* *Safe, Caring and Orderly Schools: A Guide page(s)) 15-17, 19-22*	Yes ( )	No ( )
Retaliation Prevention – codes of conduct include an explanation that the board will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of a code of conduct. ....…….................................. *Refer to: Facilitators' Companion page(s) 7* *Safe, Caring and Orderly Schools: A Guide page(s) 9-13, 17-22, 35-37*	Yes ( )	No ( )

School of Choice for Global Education

École Arbutus Global Middle School
Celebrating Diversity. Seeking Sustainability.

Code of Conduct 2018-19

Arbutus Global Middle School Mission Statement: Our Roots
Students approach their learning and community with passion and purpose, treat themselves and all members of the learning community with empathy and understanding, and conduct themselves as respectful and responsible global citizens.

Statement of Purpose:
At Arbutus Global Middle School, we seek to make our school a safe, caring, and sustainable environment for all learners. We aim to develop an appropriate balance between individual and collective rights, freedoms, and responsibilities. These expectations apply to behaviour both on school premises and during school-organized activities that are off campus and behaviour beyond these times when it affects the safe, caring, and orderly environment of the school.

Conduct Expectations: Acceptable Behaviour
Students, staff, and parents will all practice the following rules and expectations which ensure that Arbutus remains a safe place and a place where each student has an opportunity to learn and to strive to do their best each day. These codes of conduct describe how students are expected to conduct themselves at school throughout the day, while in the school building, on school grounds, attending a school function, on a school field trip, or when engaging in other conduct that impacts the safe, caring, or orderly nature of our school.

- Be respectful of self, others, and the school.
- Help to make the school a safe, caring, and orderly place.
- Arrive on time and attend school regularly.
- Bring all necessary materials to each class.
- Be attentive in class.
- Work independently and cooperatively.
- Give your best effort to everything you do.
- Hand in work on time.
- Contribute positively to the school environment and our community.
- Show respect for our community, our neighbours, and the plants and wildlife in our area.
- Be responsible for your own learning.
- Solve conflicts using peaceful strategies.
- Inform an adult in a timely manner of incidents of bullying, harassment, or intimidation.
- In keeping with the use of technology for learning, from time to time teachers may allow students to use their personal electronic devices for educational purposes in class. Students are responsible to use electronic devices in an ethical manner that is respectful of self, others, and the community at all times. ***Please note:*** *Should you choose to allow your child to bring expensive devices to school; it is his/her sole responsibility to ensure the security of their devices at all times.*

- Wear clothing appropriate for a school environment.
- Remain on school property throughout the school day. The only exceptions are:
  - Students going home for lunch with parent permission. Students are not permitted to go to a friend's house for lunch.
  - Students leaving the grounds for appointments, etc. A parent note or call must accompany this, and we want to know where the student is going, when they are leaving or returning, and with whom they are traveling.
- Students may be in the gym only when supervised by an adult.
- Stay away from parking areas, except when leaving or entering the school.
- Use crosswalks and traffic lights when crossing roads.
- Students are expected to do 'authentic' work for all assignments. Plagiarizing (copying the work of others without citing the author) is not acceptable.

Device Use
- Devices such as phones, tablets and iPads may be used in classrooms for educational purposes, if allowed by the teacher.
- Devices should be put in lockers at the breaks, or carried in a pocket if travelling between classes.
- Students needing to communicate with family should come to the office to use a school phone.

Conduct Expectations: Unacceptable Behaviour
All unacceptable behaviours are not listed in the code, but those cited below are examples that are unacceptable for everyone in our community:
- Behaviours that interfere with the learning of others, including their emotional well-being. According to the *BC Human Rights Code*, we prohibit discrimination on the basis of an individual's or a group's race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation, and age. We also prohibit discrimination as set out in the *BC Human Rights Code* in respect of discriminatory publication and discrimination in accommodation, service, and facility in the school environment. We also prohibit discriminatory publication and discrimination in accommodation, service, and facility in the school environment.
- Behaviours that create unsafe conditions.
- Acts such as bullying, harassment, or intimidation. Behaviour that intimidates or exposes students or staff to physical harm, ridicule, hatred, or contempt, whether it occurs at school or off school grou*nds, is unacceptable.*
- Physical violence, rough play or play-fighting.
- Retribution against a person who has reported incidents.
- Illegal acts, such as possession, use or distribution of illegal or restricted substances.
- Possession or use of weapons. Weapons, or anything that looks like a weapon, are not permitted.
- Theft of, or damage to, property.
- People being harmed, threatened or harassed- physically, verbally or emotionally.
- Cyber-bullying – making threats or disrespectful comments about students or staff via the Internet or other electronic devices that negatively affect members of our school community and student learning.
- Bicycles may be ridden down to the bike racks with care along the service entrance driveway remembering that bike riders must yield to cars. Bikes must be walked on all other parts of the property. Helmets must be worn if you want to ride your bike to school. Lock your bike to the bike racks during the day.
- Skateboards and scooters are to be carried inside the building at all times and walked on the school grounds. Rollerblades are removed before you enter the building.

Device Use
- Devices are not be used for entertainment or social purposes during the school day (8:35 am – 2:45 pm).
- Devices are not allowed to be used in hallways, while walking, or taken outside during breaks.

Rising Expectations
- As students become older and more mature, there is a progression of expectations that call on students to be more responsible and to demonstrate safe and respectful behaviour independently, with fewer reminders and less supervision from staff.

Consequences
- Responses to unacceptable conduct will be pre-planned, consistent, and fair.
- Disciplinary action, and wherever possible, consequences will be preventative and restorative, rather than merely punitive.
- As often as possible, students will be encouraged to participate in the development of meaningful consequences for violations of the code of conduct.
- Consequences will take into account students' age, maturity, and special needs.
- Students using devices inappropriately will have their phones confiscated for the remainder of the day. The length of the confiscation may increase with repeated incidents.

Notification
All students, staff, and parents will be given a copy of our Code of Conduct at the beginning of the year. Students and parents will be expected to return a form indicating that they have read and discussed the Code of Conduct and agree to abide by it. Students, staff, and parents should know that school officials have a responsibility to advise other parties of serious breaches in codes of conduct.

Retaliation Prevention
The school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

Our school is committed to creating a learning community that values diversity and is free from all forms of discrimination in accordance with the BC Human Rights Code. Everyone is expected to model respectful conduct and no one should tolerate discrimination of any kind. Specifically, as outlined in Section 7 and 8 in the BC Human Rights Code any discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, and age is prohibited at our school.

For further information, please refer to Policy and Regulation 4303, which can be found on the Greater Victoria School District website, www.sd61.bc.ca

AGMS Code of Conduct
Signature Page

WE ASK THAT YOU READ AND DISCUSS THE CODE OF CONDUCT WITH YOUR SON / DAUGHTER AND DETACH, SIGN AND RETURN THE SIGNATURE FORM TO THE ADVISORY TEACHER.

2018-2019

Student: I have read the École Arbutus Global Middle School Code of Conduct and I agree to abide by it.

Student Name (Print): _____ Student Signature: _____

Division: _____

Parent: I have reviewed and discussed the École Arbutus Global Middle School Code of Conduct with my child and we agree to abide by the expectations outlined above.

Parent Name (print): _____ Parent Signature: _____

Victoria West Elementary School

Code of Conduct

Statement of Purpose

At Vic West Elementary we promote and foster the opportunity for all members of our school community to fulfill their potential and to contribute to our world in a positive manner. This is possible in a safe, caring and orderly school environment, free from discrimination and retaliation.

The Code of Conduct will help guide behaviour – encouraging and empowering children to make positive choices. The restitution model of social responsibility education is accepted by staff and parents as a defining characteristic of our school. As a staff, we create conditions for the child to learn new behaviours, to fix their mistakes, and to return to the group strengthened.

BC Human Rights Code

In line with the BC Human Rights Code, which prohibits discrimination on the basis of an individual's race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age, Vic West's Code of Conduct promotes a climate of understanding and mutual respect where all are equal in dignity and rights.

Conduct Expectations

Accecptable Behaviour

- Respecting self and others
- Helping to make the school a safe and caring place
- Engaging in purposeful learning activities

Unacceptable Behaviour

We do not accept behaviours that…

- Disrespect self, others or property
- Show irresponsibility
- Create unsafe conditions

We protect our beliefs by not accepting bottom line behaviors. These are acts of....

- Bullying of any kind
- Physical violence
- Damage to property or theft

Rising Expectations

As students grow up they have…

- Increasing responsibility
- The ability to choose more positive actions
- Increasing consequences for unacceptable conduct

Consequences

Logical consequences are the responses to unacceptable conduct. Consequences....

- Are based on the type, severity and frequency of unacceptable behaviour
- Will be appropriate for the situation
- Will be appropriate for the student's age

Responses to Unacceptable Conduct

- Immediate intervention
- Removal from the situation
- Discussion of lesson learned
- Playground incident report
- Critical incident report
- Referral to Principal

Notification

Serious unacceptable behaviour can result in advising….

- Parents of offending student
- Parents of victim
- District officials, as required by policy
- Police/ other agencies, as required by law

Retaliation Prevention

The Vic West Code of Conduct includes the standards in the Provincial Standard for Codes of Conduct. Our Board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

"The Esquimalt family of schools K-12, in partnership with our parents and our community, are working together to develop socially responsible citizens."

ESQUIMALT HIGH SCHOOL CODE OF CONDUCT

Our school is committed to promoting a safe learning community which respects the rights of all members, values diversity, and is free from all forms of discrimination against race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation and age as mandated by the BC Human Rights Code.

All members of our school community are expected to behave in a responsible and respectful manner while at school, including breaks, lunches, study blocks, travel to and from school, and while attending school functions including field trips, sporting events and dances.

These expectations include but are not limited to:

- Respecting the educational rights of all members of the school community.
- Ensuring that the learning process is not interfered with.
- Respecting the personal property of all those in our school community, respecting our school building and its contents, as well as all property in our surrounding neighbourhood.
- Respecting the right of every member of the school community to feel safe.
- Reporting any instance of bullying to a staff member or administrator.
- Respecting that the school and all school related events are weapons, drugs, alcohol and tobacco free zones.
- Following District Policy 5132 Student Dress Code which states clothing must conform with established health and safety requirements for the intended activity and does not promote drugs, alcohol, display offensive language or images or encourage discrimination
- Using appropriate language.
- Engaging in appropriate use of school computers in compliance with Regulation 1300.3 Student Acceptable Use of Technology
- Ensuring personal electronic devices are turned off and not in use during instructional time unless permitted by the teacher.

Any conduct contrary to the beliefs outlined in our opening statement of purpose is deemed to be unacceptable and contrary to our Code of Conduct.

Consequences for students who conduct themselves contrary to the Code of Conduct will be appropriate to the context, severity and frequency of the behavior, as well as the maturity level of the student. Wherever possible and appropriate, consequences for breaches of a code are restorative in nature rather than punitive. Special considerations may apply to students who are unable to comply with expectations due to having an exceptionality on an intellectual, physical, sensory, emotional or behavioural nature.

In order to maintain a safe environment, we take very seriously any acts of retaliation against a student who reports a breach of our code of conduct.

It is important that parents/guardians be informed when serious contraventions of the Code of Conduct occur. When appropriate, district personnel may also be informed, with the specific goal of resolving the situation in the best interests of both the individual student and the greater school community.

The Code of Conduct is reviewed each spring - listen to the announcements to see when and how you can participate in keeping it up to date!