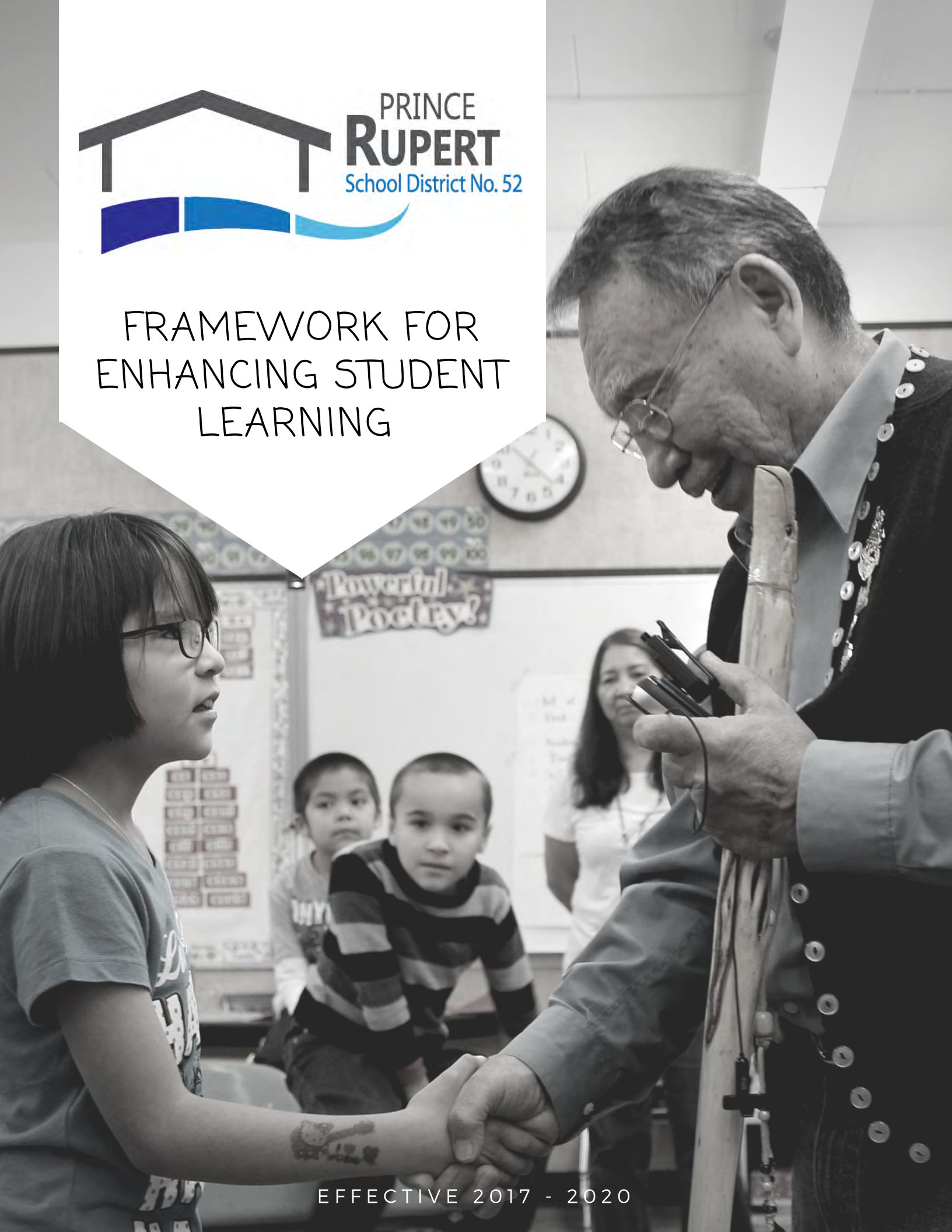




# FRAMEWORK FOR ENHANCING STUDENT LEARNING



EFFECTIVE 2017 - 2020



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The School Act requires each Board of Education in British Columbia to prepare a district planning document known as The Framework for Enhancing Student Learning (The Framework).

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# ***PREAMBLE***

The School Act requires each Board of Education in British Columbia to prepare a district planning document known as The Framework for Enhancing Student Learning (The Framework). The Framework is an opportunity for local educational stakeholders to collaborate and create the conditions to improve student learning for all students. The Framework model encourages us to value the learner as a whole and to consider local sustainable opportunities in our community to enrich the educational experience of students. This document will be posted annually to the school district's website.

This Framework document was created after a district wide survey of students, parents, staff, and community in Feb 2016. The survey asked three questions:

1. In order for school to be more useful or interesting (to a child I care about), I would like more \_\_\_\_\_?
  2. In order for school to be more useful or interesting (to a child I care about), I would like less \_\_\_\_\_?
  3. Share some stories of YOUR best experiences in school.
- Responses shared in the survey were reviewed and synthesized by members of the Framework committee into Our Focus.





# OUR FOCUS

”

- Authentic, purposeful and meaningful learning opportunities.
- Social – emotional support, cultural connections and inter-generational learning
- Strength based, learner focused, (interest, choice, passion), Positive identity - art, drama, music, sports – sense of identity and where you are from
- Assessment (for learning & as learning). Learning from our mistakes, F.A.I.L. (First attempt in learning)
- Building strong relationships(learners, adults, parents)
- Belonging, social skills and self-regulation
- High expectations for all
- Diversity. Respect (Loomsk) – Support to meet all needs
- The 3 Ps – Project-based, Place-based, and Personalized
- Experiential learning
- Schools welcoming families
- Connecting learning to real life
- Building relationships with students
- Creating engaging learning opportunities
- Real life assessment opportunities

“

Based on stakeholder input, the Framework committee developed two Guiding Principles and six Supporting Goals. We believe the application of the (possible) actions supporting these goals will provide the conditions for improved student learning. This document supports the notion that educating the whole child is about educating the mind and the heart.

We have a very diverse group of learners including a range of abilities, skill sets, and cultural backgrounds. Over 60 % of the learners in SD52 are aboriginal and in recognition of this SD52 has an Aboriginal Education Partnership Agreement. Our Aboriginal Education Department supports and further enhances the work of the Framework in terms of resources (historic and cultural) and prudent, robust educational practices.

This Framework meets the requirements of the Ministry of Education by including:

"A system-wide focus on intellectual, human, and social, and career development. These goals broaden the focus of the previous framework to better reflect the whole learner and be developed with careful consideration of the local context."

"Meaningful and effective planning for continuous improvement. Under this Framework, school districts and schools will be expected to continue to develop district and school plans, but in a manner that is more relevant to local contexts and needs."

"Plans will be expected to reflect local efforts to support each student and specific groups of students, including Aboriginal students, children in care, and students with special needs."

"The plans will be public reports to and for their local community."



# SD52 MISSION



"To ensure each student successfully completes their educational program with a sense of hope, purpose, and control."

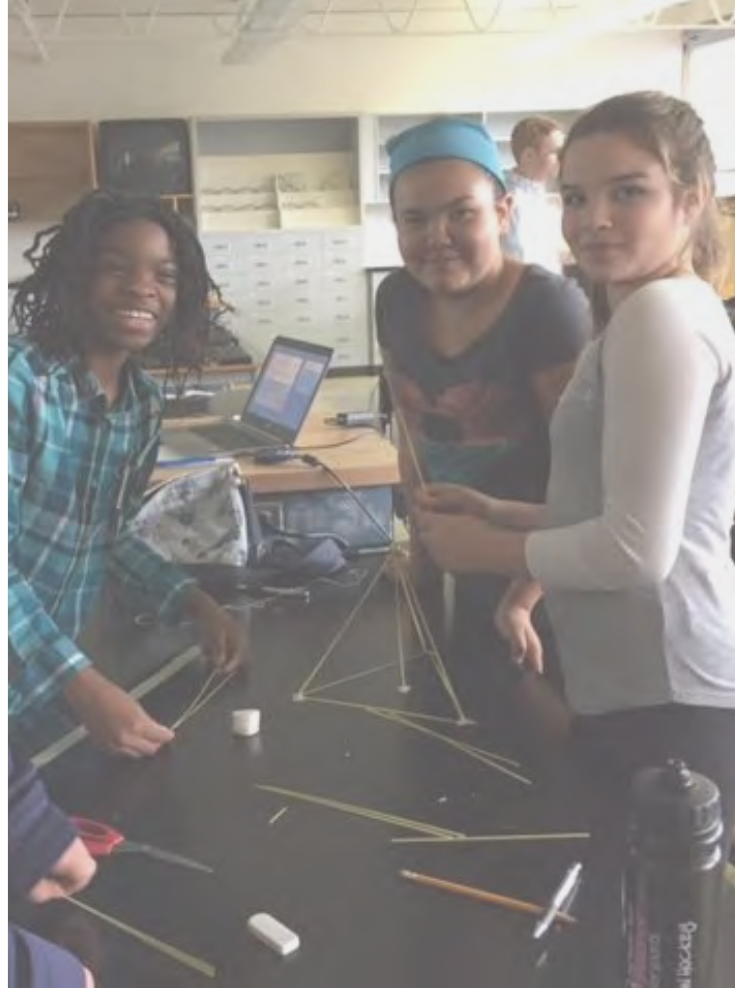
# GUIDING PRINCIPLE #1

By increasing authentic, life-long and experiential learning opportunities will we see more engagement and therefore greater student achievement?

Goal 1 – To develop an Appreciation of Reading

Goal 2 – To enhance student Application of Numeracy

Goal 3 – To explore the BIG Ideas  
a) through Aboriginal Perspectives and other local issues.  
b) to promote a love of learning through problem and project-based opportunities.



Overarching Actions to support Guiding Principle #1 & its three supporting goals:

- Continue to support teacher collaboration through dedicated collaboration time
- Continue to expand and support initiatives like placed based learning and career education programs
- Ab Ed resource development and awareness
- Continue the implementation of new curriculum, assessment and communication for student learning

## RATIONALE

Student achievement in reading and numeracy is foundational to lifelong learning. All learners are unique and learn at their own pace. As we embed learning opportunities that are experiential, engaging and accessible, we anticipate students will flourish.



# GOAL #1:

To develop an appreciation of reading



## Possible Actions:

- Involve parents and community members in school reading/literacy activities /home practice
  - PALS, POPS & DEAR
  - Storytelling – Aboriginal Role Models
  - Rampage Readers
  - Literacy events/initiatives such as read-a-thons, school-wide reads & book fairs
- Opportunities for students to discuss what they are reading about.
- Making reading more relevant to student interests
  - Genius hour
  - Student choice
- Ensure students have reading resources that they can access and rich activities for reading including authentic Aboriginal resources
- Develop reading stamina & strategy awareness. Examples: Daily Five, Reading 44 & Richard Allington's 6 daily practices
- Opportunities to read fiction and enhance empathy
- Make reading purposeful and enjoyable
  - Connect to/activate background knowledge
  - Book clubs and 'coffee' lounge



# STUDENT SURVEY:

## Grades K-5

- I like reading
- I'm good at reading
- I read for fun
- I read to find things out

## Grades 6-12

- I like reading
- I'm confident about my reading skills
- I read for enjoyment
- I read for information





## GOAL #2:

To enhance student application of numeracy



### Possible Actions:

- Involve parents and community members in school wide numeracy activities
  - Family fun games night – PALS, POPS, PIES
  - Math in the community
- Develop math confidence by using assessment for learning strategies
  - High expectations of all learners in mathematics K-12
  - Whiteboards/sleeves/dry erase - formative assessment
  - Pre/post assessments – celebrating personal improvement
- Creating opportunities for students to discuss what they are learning and how to solve numeracy problems.
- Making math more relevant
  - Focus to using math in real life scenarios/personal connections
  - Using math manipulatives to enhance concrete understanding of new concepts
  - Financial literacy, conversions, patterning, mapping, scale
  - Universally Designed Learning or Backwards Design strategies
- Increase problem and project based math (cross curricular)
- Ensure students have resources so that they can access concepts
- Make it OK to learn from mistakes. FAIL – First Attempt in Learning
- Promote the ideal of students thoughtfully choosing the appropriate math pathway

# STUDENT SURVEY:

## Grades K-5

- I like math
- I'm good at math
- I use math even when I'm not at school

## Grades 6-12

- I like math
- I'm confident about my math skills
- I do real life calculations with the math I learn at school





## GOAL #3:

### To explore the BIG Ideas

- a) through Aboriginal Perspectives and other local issues, and
- b) a love of learning through problem and project-based opportunities.

#### Possible Actions:

- Involve parents & community members in school-wide learning activities
  - Aboriginal Role Models
  - Participation in community and school events
  - Learning outside the classroom, exploring our own backyard
- Continue providing opportunities for learning on Aboriginal Worldviews, Perspectives and Voice.
- Continue using Aboriginal Education Department as a resource:
  - materials
  - programs
  - helping teachers
- Continue the practice of staff collaboration with a purposeful, strength based focus
- Provide ongoing in-service and learning with the new curriculum
- Networking and identifying resources (people, places , online and print)
- Creating opportunities for students to showcase their projects
- Increased and ongoing school wide focus on Aboriginal teachings and learnings
  - Assemblies, projects, celebrations, newsletters, staff meetings
  - Student Inquiry
- Making learning more relevant
  - Creating a culture of awareness/knowledge/action regarding Truth and Reconciliation
  - Awareness of local, cultural and historical connections to curriculum
  - Creating, hands on (ie. Maker Way/ Maker Day activities), exploring, investigating, inquiry based, service learning, stewardship, becoming experts and teaching each other, intergenerational opportunities & choice

# STUDENT SURVEY:

Grades K-12

- I learn about Aboriginal content at my school
- My learning is connected to the real world
- I enjoy activities where I can solve problems
- I enjoy activities where I can build or make things





# GUIDING PRINCIPLE #2

How can we strengthen relationships and a sense of belonging at all levels?

Goal 4 – Our schools are places where students, families and staff all feel a sense of belonging.

Goal 5 – To ensure every student can identify multiple, positive relationships they have with peers and staff within the school community.

Goal 6 – Purposefully teach pro-social skills and provide opportunities to practice.



Overarching Actions to support Guiding Principle #2 & its three supporting goals:

- Continue to support teacher collaboration through dedicated collaboration time
- Continue to expand and support initiatives like placed based learning and career education programs
- Aboriginal Education resource development and awareness
- Continue to the implementation of new curriculum, reporting and assessment

## ***RATIONALE***

Elements of academic success are in part social and emotional, therefore students need to feel attached and have positive, safe experiences to develop a passion for learning.

## GOAL #4:

Our schools are places where students, families, and staff all feel a sense of belonging.

### Possible Actions:

- Make it feel homey
- PALS, POPS, PIES
- Involve parents and community members in school wide activities that are inclusive and non-threatening
  - Coffee for parents drop ins
- Random acts of kindness events, theme /spirit days,
- Clubs started by kids with similar interests
- Staff team building
  - Acknowledge staff efforts
  - morale
- Continue the practice of staff collaboration with a purposeful, strength-based focus
- Community events about changes in education
- Creating leadership opportunities
- Creating welcoming entrances
  - Some representation of all students in a school site
    - Values, interests, culture
  - Pictures of staff
  - School Belief statements
  - Evidence of school culture and of student learning
  - Personal Welcome
- Keys to success
  - Knowing a student's background and readiness



# STUDENT SURVEY:

Grades K-12

- I feel comfortable in my school
- There are activities at school I participate in
- I see myself reflected in my school (people like myself OR things I believe in or like)



## GOAL #5:

To ensure every student can identify multiple, positive relationships they have with peers and staff within the school community.



### Possible Actions:

- Applying connection strategies like 2 X 10
- Student interest inventory
- Building sense of class/school community
- Greeting students as they enter the class
- Find out what kids want and offer clubs if possible to support these interests.
- Partnering with PAC's for school wide activities ideas and funding
- Having fun things happening at each school
- Community mentors to support curricular areas
- Good news stories at staff meetings
- School watching/ participating in special events(sports, talent shows) and celebrations
- Volunteer activities in the community as a regular part of learning
- More school wide events where students are with other teachers in the school



# STUDENT SURVEY:

Grades K-12

- There are adults at school who care about me
- When I have a problem at my school, there are enough people available to help me
- I have good friends at school



## GOAL #6:

Purposefully teach pro-social skills and provide opportunities to practice.

### Possible Actions:

- Regular reminders about school code of conduct
- Review and refine classroom and school beliefs
- Spirit events and challenges
- Themes – monthly art
- Random acts of kindness events and acknowledgment
- Social justice events
  - Movie nights
- Positive Behaviour Support model
- Restitution/ Circle of Courage
- Heavily targeted ‘acts of kindness’
- Explicit teaching of virtues, conflict resolution skills and self-regulation
- Heightened expectation about doing good deeds
  - Holding door for people
  - Picking up Garbage
- Connect with community – intergenerational
  - Volunteering
  - Kids sharing



# STUDENT SURVEY:

Grades K-12

- I do kind things at my school without being asked
- I like helping others
- I know what good behaviour looks like



# DATA COLLECTION

## Surveys

Pre-/Post-Student Survey Information

Teacher Observations

Parent/Family Observations





# DATA COLLECTION

Transition Rates

Transition Rates

6 Year Grad Rate

Post-Secondary Pathways

# GLOSSARY OF TERMS

## Definitions, Explanations, and Links

- 1. Sustainable opportunities:** Educational activities/opportunities that are accessible from one year to the next like trips to the Museum of Northern British Columbia.
- 2. Authentic learning opportunities:** Learning through doing, and experience rather than the more traditional format of receiving information. For example, rather than using a textbook to study the anatomy of a fish, students learn through dissecting fish.
- 3. Social and Emotional Support:** “Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” CASEL.ORG <http://www.casel.org/what-is-sel/>  
Or  
<http://www.maxbell.org/sites/default/files/SELIssueBrief.pdf>



- 4. Cultural Connections:** Cultural connections refers to focusing curricular learning to be in all subjects, inclusive of diverse cultures, language and cultural practices represented in the community including local Indigenous Peoples' culture.
- 5. Inter-generational Learning:** The reciprocal transfer of knowledge between Elders, older generations and other students varying in ages from the community.



**6. Strength-Based Approach:** A Strength-Based Approach to Education is a focus on supporting and complementing the existing strengths of children, as opposed concentrating on a problem or concern. The underlying principles of the strength-based approach are:

1. All children have strengths and abilities.
2. Children grow and develop from their strengths and abilities.
3. The problem is the problem—the child is not the problem.
4. When all those around the child appreciate and support the child's strength, then the child is better able to learn and develop.

Victoria State Government. Department of Early Childhood Development. Strength-Based Approach: A guide to writing Transition Learning and Development Statements. (2012). Retrieved from:  
<http://www.education.vic.gov.au/documents/childhood/professionals/learning/strengthbappr.pdf>

**7. Learner Focused:** A Learner-Centered Model focuses on the belief that all instructional decisions begin with knowing who the learners are as individuals and as a group. Diogenes, Rochelle. (2015) "What is Learner-Centered?" <http://acrobatiq.com/what-is-learner-centered/>

**8. Assessment for Learning:** Commonly known as formative assessment. Teachers using tasks or activities to determine a student's progress during a lesson or unit, in order to adjust instruction, according to the needs of each student. <http://www.tvdsb.ca/webpages/takahashid/techdia.cfm?subpage=128207>

**9. Assessment as Learning:** Students having the opportunity to use assessment to further their own learning. Examples include self and peer assessments that allow students to set their own personal goals and advocate for their learning.  
<http://www.tvdsb.ca/webpages/takahashid/techdia.cfm?subpage=128207>

**10. Self-Regulation:** Self-regulation is an educational practice where a student is supported to develop his or her own ability to monitor and control behaviour, emotions, and thoughts, as it is appropriate for the situation or setting. <https://www.education.com/reference/article/self-regulation-development-skill/>

Or

This video: [https://www.youtube.com/watch?v=m4UGDaCgo\\_s](https://www.youtube.com/watch?v=m4UGDaCgo_s)

**11. Łoomsk:** Sm'algyax word for "respect." Used to identify the importance of following protocol, acknowledging tradition and language, and respecting the voice and knowledge of Elders.

**12. Project and Problem Based Learning:** Project and Problem Based learning are dynamic teaching approaches in which students explore real world problems and challenges. The following video goes into further detail: <https://www.edutopia.org/video/5-keys-rigorous-project-based-learning>

**13. Place-Based Learning:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives of the world. Ministry of Education. (2015) Glossary of Curriculum Terms. <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/glossary.pdf>

**14. Personalized:** Personalized learning is student-centered education tailored to individual needs. It is responsive to the passion and interests of teachers and students. In personalized learning, the methods, approaches, and learning environments address the interests, learning needs, and aspirations of learning. Ministry of Education. (2015) Glossary of Curriculum Terms. <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/glossary.pdf>



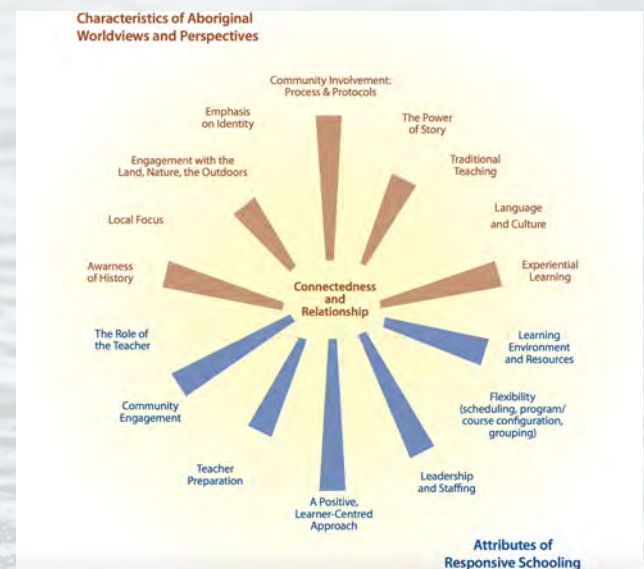
**15. Experiential Learning:** Experiential Learning is when students learn by doing, reflecting on the experience, assessing the process and finally if necessary re-doing by making the appropriate adjustments. The following is a video explain the process:  
<https://www.youtube.com/watch?v=aF63HHVbpQ8>

**16. Aboriginal Education Partnership Agreement:** A partnership signed between the Aboriginal Education Council and Prince Rupert School District 52 in 2010. This document was signed to acknowledge the local Indigenous community as decision-making partners in education in Prince Rupert and the surrounding communities. The document is constantly evolving to represent the current view and voice of the local Indigenous community. Document link can be found here:  
[http://docs.wixstatic.com/ugd/d810a6\\_39b85bc54f6c498f95de902500b9b4ac.pdf](http://docs.wixstatic.com/ugd/d810a6_39b85bc54f6c498f95de902500b9b4ac.pdf)

**17. Aboriginal Worldviews, Perspectives, and Voice:** AWP is the acknowledgment and utilization of Indigenous knowledge and voice in all grades and subject levels. The following diagram explains the characteristics:

BC Ministry of Education. (2015).  
Aboriginal Worldviews and Perspectives in the Classroom.

[http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp\\_moving\\_forward.pdf](http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf)



**18. Collaboration Time:** Collaboration time is non-instructional time allotted for two or more teachers to collaborate on projects or initiatives that create opportunities to improve student learning.

**19. New BC Curriculum:** <https://curriculum.gov.bc.ca/>



20. **Communication for Student Learning:** Communication for student learning is the method or materials students are using, with the help of teachers, to communicate their learning to themselves, their families, future employment opportunities, post-secondary institutions, etc. Some examples include learner profiles, portfolios, teacher/parent/student conferences and report cards.

21. **PALS:** Parents As Literacy Supporters PALS is a Kindergarten program with the goal to work with parents and guardians in supporting their children's early literacy development. PALS is a culturally responsive family literacy program.

22. **POPS:** Parents of Primary Students POPS is a culturally responsive program designed for parents of children in Grades 1-3 to focus on and develop skills in reading, math, writing and spelling.

23. **DEAR:** Drop Everything and Read DEAR is an educational initiative developed to promote a love of reading.

24. **Genius Hour:** <http://www.geniushour.com/>

25. **Authentic Aboriginal Resources:** Authentic Aboriginal resources refer to those accurate teaching and learning resources created by or with consent given from Indigenous people.

26. **Reading 44:**

<https://www.sd44.ca/District/Resources/Documents/Reading44Resources.pdf>

27. **Daily Five:** The Daily Five is a list of five reading strategies that when practiced on a daily basis will help students improve reading ability and engagement. The Daily Five are outlined here:

<https://www.thedailycafe.com/daily-5>

28. **Richard Allington's 6 Daily Practices:** The six components, referred to as the six "T's" (Time, Text, Teach, Talk, Tasks and Test), are literacy development strategies that if teachers use regularly will help students make substantial gains in their reading. More information can be found here: <http://www.readingrockets.org/article/six-ts-effective-elementary-literacy-instruction>



**29. Background Knowledge:** Background knowledge refers to each student's interests and familiarity with the subject he or she chooses to read. Supporting students to read what interests them and encouraging them to associate what they are reading with and what they already know allows for a strong personal connection.

**30. PIES:** Parents of Intermediate Elementary Students PIES will involve parents of intermediate aged students to work with their children in literacy and numeracy development.

**31. Formative Assessment:** Teachers using tasks or activities to determine a student's progress during a lesson or unit in order to adjust instruction according to the needs of each student.

<http://www.tvdsb.ca/webpages/takahashid/techdia.cfm?subpage=128207>

**32. Pre/Post Assessments:** Pre-assessment allows teachers to determine the extent to which students can meet the objectives of the lesson or unit. Pre-assessment involves accessing students' prior knowledge and skill on the subject the lesson or unit will feature. Post-assessments allow teachers to determine the extent to which students were able to meet the learning objectives of a particular lesson or unit.

**33. Financial Literacy:** Financial literacy is the knowledge and understanding of financial concepts, and the skills, motivation, and confidence to apply this knowledge and understanding in making effective and accurate decisions across a range of financial contexts. "Dollars and Sense: New Math Curriculum Emphasises Financial Literacy," (2014) Learn: The Magazine of BC Education.

[https://www.bcteacherregulation.ca/documents/Learn/2014/LearnMagazine\\_Spring\\_2014.pdf](https://www.bcteacherregulation.ca/documents/Learn/2014/LearnMagazine_Spring_2014.pdf)



#### 34. **Universally Designed Learning:**

[https://www.setbc.org/Download/LearningCentre/Access/bcudl\\_review6\\_small.pdf](https://www.setbc.org/Download/LearningCentre/Access/bcudl_review6_small.pdf)

**35. Backwards Design:** Backward Design is based on the idea that clear goals for the learning outcomes are set before instruction methods and assessments are chosen. There are three stages to Backwards Design:

1. Identify desired results;
2. Determine acceptable evidence; and
3. Plan learning experiences and instruction.

Wiggins, G. & McTighe, J. (1998) "What is Backwards Design?"

Understanding by Design. Alexandria, VA: ASCD.

[https://www.fitnyc.edu/files/pdfs/Backward\\_design.pdf](https://www.fitnyc.edu/files/pdfs/Backward_design.pdf)

**36. Aboriginal Role Models:** A program developed by Aboriginal Education to connect community knowledge holders, persons holding special talents or skills, and professionals with schools. Members of the program are special and honoured guests who work in collaboration with teachers and Ab. Ed. staff to lead the transfer of knowledge onto SD52 students.

Aboriginal Role Model Program can be viewed here:

<http://sd52wap.wixsite.com/abed/role-models>

**37. Ongoing in-service:** Ongoing in-service refers to professional development available for school staff, on location, to provide support in order to develop the skills necessary to adjust to school improvement initiatives and legislation.

**38. Maker Way:** <http://www.itabc.ca/events/maker-day>

**39. Service Learning:** Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. <http://www.uncfsu.edu/civic-engagement/service-learning/definition-of-service-learning>



**40. Inquiry Based:** Inquiry based approaches include:

1. **Project-based learning:** Students use inquiry to respond to a complex problem, question or challenge.
2. **Case-method:** Case-based allows students to inquire into and engage in discussion regarding specific scenarios that resemble or typically are real world examples.
3. **Problem based-learning:** Problem-based learning is based on the messy, complex problems encountered in the real world as a stimulus for learning and for integrating and organizing learned information in ways that will ensure recall and application to future problems.
4. **Scientific Inquiry:** Students identify questions based on their observations of the natural world and use the scientific inquiry process to analyze data, communicate findings and explore ways to apply their results.
5. **Design-based learning:** Students empathize with potential users to understand needs and identify design opportunities. Students develop prototypes that they can test and improve in order to utilize. Ministry of Education. (2015) Glossary of Curriculum Terms

<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/glossary.pdf>

**42. Stewardship:** Stewardship, lead by local Indigenous groups using their years and years of knowledge and experience of the land and water, refers to conservation of the land, natural resources and culture. Learning stewardship is learning to respect what we have now and how we need to preserve it for future generations.

**42. Intergenerational Opportunities:** Intergenerational opportunities refer to any opportunities for students to become engaged in reciprocal learning with Elders in the community.

**43. Community Mentors:** Community mentors can include members of the community that can act as role models for students. These members can present a unique skill set or represent community organizations.



**44. Inclusive Education:** Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

<http://www.inclusionbc.org/our-priority-areas/inclusive-education/what-inclusive-education>

Or

Shelley Moore. Transforming Inclusive Education

<https://www.youtube.com/watch?v=RYtUIU8MjIY>

**45. Random Acts of Kindness:** <https://www.randomactsofkindness.org/>

**46. Student Readiness:** Student Readiness is a student's current understanding and knowledge towards a unit or topic of study. The potential to learn is influenced by our prior knowledge and connection to the new material. <http://www.tvdsb.ca/webpages/takahashid/techdia.cfm?subpage=128209>

**47. 2X10 Connection Strategies:** Spend 2 minutes per day for 10 days in a row talking with an at-risk student about anything she or he wants to talk about. More information here: <https://thecornerstoneforteachers.com/the-2x10-strategy-a-miraculous-solution-for-behavior-issues/>

**48. Student Interests Inventory:** A Student Interest Inventory is a questionnaire filled out by students that informs teachers what each student's interests and hobbies are. The theory behind the gathering of such information is that if students are interested in what they are learning they are likely to perform better.

**49. PAC:** Parent Advisory Council PAC exists in every school in the district. Membership to the PAC of each school is open to parents whose children attend a corresponding school. Executive members are elected annually. Any parent is welcome to attend meetings or to be part of events sponsored by the PAC, like fundraisers.



**50. School Code of Conduct:** Each school in School District 52 operates under a Code of Conduct that outlines standards and procedures for students, staff and families that lead to a safe and productive school environment.

**51. Social Justice Events:** Social Justice events recognize issues from both past and present that have led to certain groups in society to be marginalized. Social Justice events acknowledge, educate and celebrate triumph in order to spread awareness of the issue. Example of Social Justice events include: Anti-Bullying Day (<http://pinkshirtday.ca/>) and Every Child Matters Day (<http://www.orangeshirtday.org/shirts--buttons.html>).

**52. Positive Behaviour Support Model:** Positive Behaviour Support is a process for understanding and resolving the problem behaviour of children that is based on values and empirical research. It offers an approach for developing an understanding of why the child engages in problem behaviour and strategies for preventing the occurrence of problem behaviour while teaching the child new skills. Positive behaviour support offers a holistic approach that considers all factors that impact on a child and the child's behaviour. It can be used to address problem behaviours that range from aggression, tantrums, and property destruction to social withdrawal. Fox, L. & Duda, M. Positive Behaviour Support. TACSEI. [www.challengingbehavior.org](http://www.challengingbehavior.org)

**53. Restitution:** The Restitution model of school-wide discipline is about remembering that the students we deal with on a daily basis are people. They have thoughts, feelings, emotions, and quite often their reasons for "misbehaving" have nothing to do with what is going on in the class. The Restitution Model refrains from punishment, guilt trips, excessive praise and isolation as a means to classroom management and focuses on building connections with children. More information can be found here: <http://www.realrestitution.com/>



**54. Circle of Courage:** Circle of Courage refers to using the Indigenous circle and balance ways of learning to show and model respectful ways of learning from each other. Children are at the core and are seen in high regard.

[https://www.edu.gov.mb.ca/k12/cur/cardev/gr9\\_found/courage\\_poster.pdf](https://www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/courage_poster.pdf)

**55. Truth and Reconciliation:** Truth and Reconciliation is an action statement commissioned to relay the responsibility all Canadians share to acknowledge the damage caused by Indian Residential Schools to Indigenous people, culture and language. The commission emphasises the responsibility of all Canadians to work towards reconciling and repairing the damage. Please visit the following site for more information:

<http://www.trc.ca/websites/trcinstitution/index.php?p=10>