

GORDON'S Circle of Care

April 17, 2023
PAC Meeting



We encourage all students to **R.I.S.E.** to success through their **Relationship and Belonging, Intellect, Spirit, and Emotional Wellbeing.**

Inquiry Question-

How can we improve student behaviour by instilling a sense of belonging and ownership within our students so they will be responsible for themselves and this place?

- Conversations with staff about how our old Code of Conduct did not reflect the new Core Competencies as well as the Indigenous Principles of Learning.
- Increase in student behaviour around negative peer interactions, inability to solve problems without adult help, vandalism of school property, focus on individuals and how their behaviour affects others.
- Surveys like the *Ministry Learning Survey* and *Middle Years Development Survey (MDI)* showed that students' sense of belonging and safety were lower than we expected (some of this is connected to the pandemic).

THE PROCESS WE TOOK

ENGAGEMENT FROM THE WHOLE COMMUNITY

We wanted to make sure that the whole Gordon Community had a role to play in the creation of the document.



PARENTS/CAREGIVERS

Parent surveys - 139 participants
PAC Meetings
Informal Conversations



STAFF

Committee of 6 teachers
(primary, intermediate &
counsellor)
Staff Committee Meetings



STUDENTS

Student surveys (5 per class)
Class discussions (formal &
informal)
Brainstorming – “I can statements”

Circle of Care Statement

At Gordon Elementary, our *Circle of Care* is designed to foster a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment.

**All reasonable steps will be taken to prevent retaliation against a student who has reported a breach of the expected behaviours outlined in our Circle of Care.*

OUR VSB



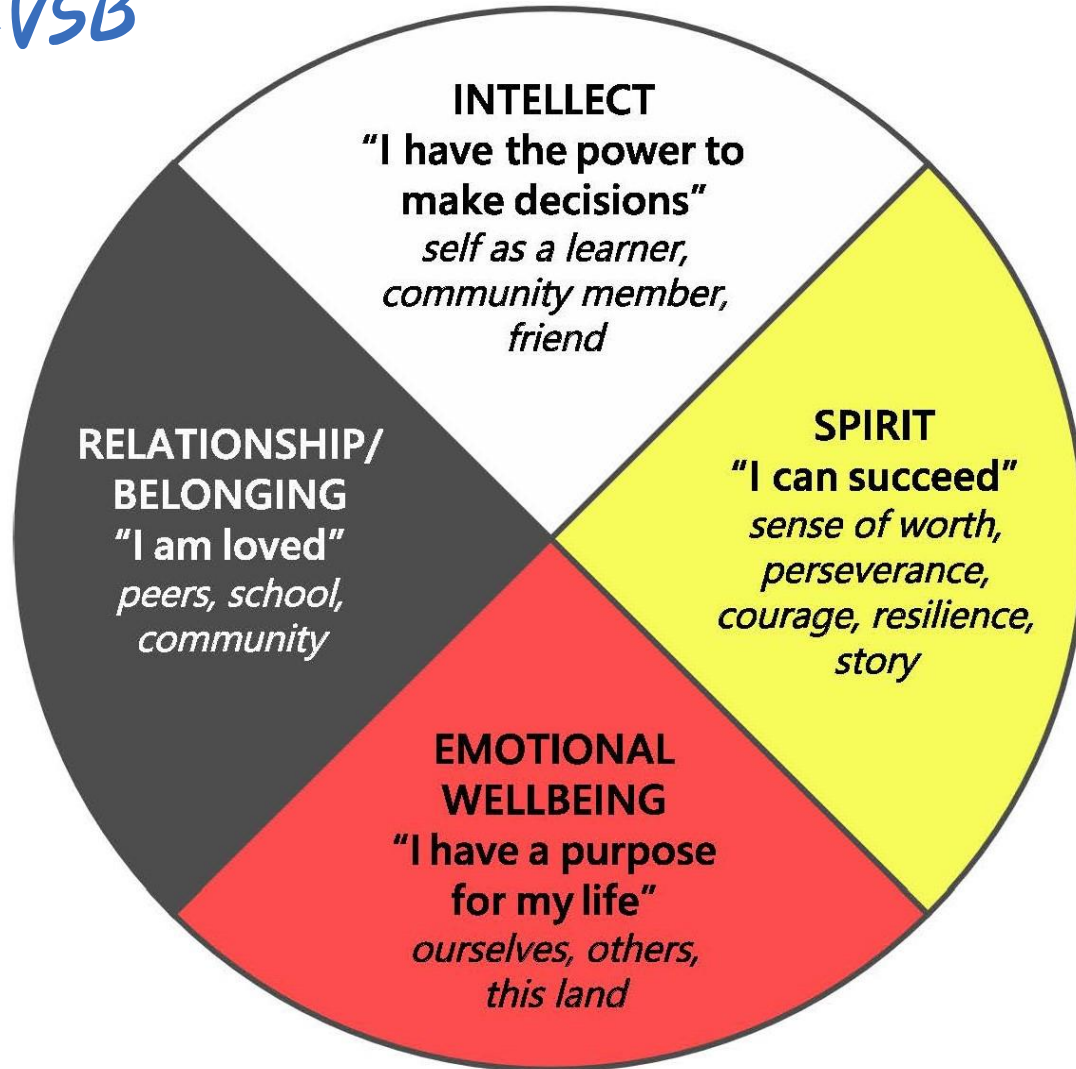
WHERE IT APPLIES

All members of the Gordon community—students, educators, parents and caregivers—at school, traveling to and from school, at school-related activities at any location, or any circumstance or activity that will have an impact on the school environment (including online behaviour).



STUDENTS

Students with diverse abilities will be supported in this learning by providing supports, resources, and accommodations according to their needs and abilities.



The Medicine Wheel

- The Medicine Wheel is a symbol of healing, growth, life, learning and balance in many Indigenous communities.
- Gordon's *Circle of Care* emphasizes a child's social and emotional growth.
- Our *Circle of Care* seeks to support our understanding of our students' needs and how we can best teach them the skills they need to thrive both socially and academically.

Research shows that children who are both socially and emotionally healthy are the best learners and the most successful in school.

RELATIONSHIP & BELONGING

DESCRIPTION

“I AM LOVED”

peers, school, community

R I Can Statements

I CAN INCLUDE OTHERS

I CAN BE KIND, SAFE, PATIENT, AND FAIR

I CAN BE HELPFUL

I CAN BE RESPECTFUL OF OTHERS, THEIR
BELONGINGS, AND THEIR PERSONAL SPACE

I CAN TAKE CARE OF MY SCHOOL

I CAN BE GENEROUS AND SHARE WITH
OTHERS

INTELLECT

DESCRIPTION

“I HAVE THE POWER TO MAKE DECISIONS”
self as a learner, community member, friend

I Can Statements

I CAN BE A FLEXIBLE AND CREATIVE THINKER

I CAN DEMONSTRATE A GROWTH MIND-SET

I CAN PERSIST ON CHALLENGING TASKS

I CAN DEMONSTRATE ACTIVE LISTENING, MANAGE MY TIME, AND FOCUS ON MY WORK

I CAN SET GOALS AND WORK TOWARDS ACHIEVING THEM

SPIRIT

DESCRIPTION

“I CAN SUCCEED”

sense of worth, perseverance, courage,
resilience, story

S

I Can Statements

I CAN ENCOURAGE OTHERS AND PERSEVERE
WHEN THINGS ARE HARD FOR ME

I CAN ACCEPT PEOPLE FOR WHO THEY ARE

I CAN STAND UP AND ADVOCATE FOR
MYSELF

I CAN DEMONSTRATE PRIDE IN MY HERITAGE

I CAN IDENTIFY AND DESCRIBE MY
STRENGTHS AND FEEL PROUD OF MY
ACCOMPLISHMENTS

EMOTIONAL WELLBING

DESCRIPTION

“I HAVE A PURPOSE FOR MY LIFE”
ourselves, others, this land

E

I Can Statements

I CAN ENCOURAGE OTHERS AND PERSEVERE
WHEN THINGS ARE HARD FOR ME

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ACCOMPLISHMENTS

Code of Conduct

POLICY

Ministry of Education – [Provincial Standards for Code of Conduct](#)

VSB – [350 Administrative Procedure](#)

SUSPENSIONS

VSB Policy regarding suspending a child. In consultation with DOI.

01

BEHAVIOUR

FNESC Principles of Learning
“learning involves recognizing the consequences of one’s actions.

03

REPEATED

Involve parents & classroom teacher or other school staff.
Restorative action to repair so students take responsibility for their behaviour.

02

MINOR INCIDENTS

Discussion with classroom teacher to talk about how their behaviour impacts others in relation to our *Circle of Care*.

04

SERIOUS

Involvement of a number of adults (within the school and outside). Plan will be developed with appropriate restorative actions.

HUMAN RIGHTS

Statement that reflects the Human Rights Code of BC.
Racism and discrimination will not be tolerated in our school.

STUDENTS WHO DO NOT EXHIBIT SOCIALLY RESPONSIBLE BEHAVIOUR

The First Nations Education Steering Committee (FNESC) Principles of Learning states that "learning involves recognizing the consequences of one's actions". Gordon Elementary students take responsibility for their actions, reflect on their choices, and heal their relationships through restorative actions. By being supported in learning these skills, students will develop the ability to effectively manage different social and emotional situations. Students are expected to learn and mature as they move through their educational journey, and as such the expectations progress towards greater personal responsibility and self-regulation, as well as increasing consequences for unexpected behaviours. Students with disabilities will be supported in this learning by providing supports, resources, and accommodations according to their needs and abilities.

Initial and/or Minor Incidents:

At times, children make unexpected choices and we accept this as a natural part of the learning process. We strive to acknowledge and learn from these unexpected behaviours.

These could include but are not limited to:

- Interfere with the learning of others
- Creating unsafe conditions (e.g., running in the halls, rough housing, throwing snowballs, using school supplies unsafely)
- Not respecting property (littering, ripping, or writing on others' work or school property, causing a mess that requires the Building Engineer to clean up)

Most of these incidents are minor and we will use restorative practices to resolve the problem. This might involve having a conversation between the teacher and student where they discuss the impact of their behaviour, review our *Circle of Care* expectations, and identify ways to make amends to prevent the behaviour from happening again.

Repeated Behaviour:

In reference to the behaviour mentioned above, when a student presents a repeated pattern of poor choices, we could then involve more adults in the restorative practice to resolve the issue. A discussion could take place between the student, teacher or Principal or other staff members (counsellor, SSA). The qualities from the *Circle of Care* are reviewed with the student so they can assess their mistakes. A collaborative decision will be made about appropriate restorative action and the teacher or Principal may request a meeting with the parent (or vice versa).

Serious Behaviour/ Refusal to Change*:

Gordon Elementary values children in the highest regard and it is our desire to educate the whole child. At times, children face conflicts that they are not equipped or emotionally capable of dealing with in an effective manner. This can lead to a child acting out in a way that is inappropriate, unsafe, or unacceptable. Our *Circle of Care* strives to teach children socially responsible behaviour so they can learn how to deal with conflict in their lives.

These could include, but are not limited to:

- Bullying, harassment, intimidation, or threat (including online)
- Ignoring others who bully, harass, intimidate or threaten rather than seek help
- Non-compliance, willful disrespect
- Very unsafe behaviour or using physical violence
- Theft, vandalism or destruction of property

Restitution may take place by way of communication between the teacher(s), parent(s), student, and Principal to plan for next steps (e.g., behavioural plan) in order for the student to be successful in school. A decision will be made about the appropriate restorative action which will include consultation between the school and home. This will ensure the student is supported in having the necessary tools to move forward and be successful.

**The principal or designate has a responsibility to inform other parties of serious breaches. These parties may include: parent(s) of student offender(s), parent(s) of student victim(s), staff, school district officials, police and/or other agencies, as required by law.*

SUSPENSIONS

In accordance with the School Act, Sec.85(2)(ii) and (d), the Board authorized the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days. Suspensions may be for the following reasons:

- (a) because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board;
- (b) because the behaviour of the student breaches the District Code of Conduct or other policy and/or has a harmful effect on others or the learning environment of the school;
- (c) because the student has failed to comply with the expected behaviours.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Student Code of Conduct AP.350. As per AP.350 7.7 an educational program must be provided.

Gordon Elementary Circle of Care

2268 Bayswater Street
Vancouver, BC
V6K 4P5

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OUR VSB

GORDON'S CIRCLE OF CARE

We encourage all students to **R.I.S.E.** to success through their **Relationship and Belonging, Intellect, Spirit, and Emotional Wellbeing.**

The Medicine Wheel is a symbol of healing, growth, life, learning and balance in many Indigenous communities. Through this lens, Gordon's *Circle of Care* emphasizes a child's social and emotional growth. Research shows that children who are both socially and emotionally healthy are the best learners and the most successful in school. Our *Circle of Care* seeks to support our understanding of our students' needs and how we can best teach them the skills they need to thrive both socially and academically.

RELATIONSHIP & BELONGING

- I can include others
- I can be kind, safe, patient, and fair
- I can be helpful
- I can be respectful of others, their belongings, and their personal space
- I can take care of my school
- I can be generous and share with others

EMOTIONAL WELLBEING

- I can solve some problems on my own, but I know when to get help from an adult
- I can use calming strategies
- I can demonstrate compassion and recognize how I impact others
- I can take responsibility for my actions, words, and behaviour
- I can demonstrate a positive attitude

HUMAN RIGHTS

At Gordon Elementary, students shall not discriminate against others on the basis of race, religion, colour, ancestry, identity/expression, or physical or mental disability, or for any other reason set out in the Human Rights Code of British Columbia. Additionally, students shall not publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the bases of any such grounds. **Racism and discrimination will not be tolerated in our school.**



INTELLECT

- I can be a flexible and creative thinker
- I can demonstrate a growth mind-set
- I can persist on challenging tasks
- I can demonstrate active listening, manage my time, and focus on my work
- I can set goals and work towards achieving them

SPIRIT

- I can encourage others and persevere when things are hard for me
- I can accept people for who they are
- I can stand up and advocate for myself
- I can demonstrate pride in my heritage
- I can identify and describe my strengths and feel proud of my accomplishments

**All reasonable steps will be taken to prevent retaliation against a student who has reported a breach of the expected behaviours outlined in our Circle of Care.*

WOLF

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MUSQUEUM

Cooperation & Family

QUESTIONS

