

School District No. 63 (Saanich)

**Policy Name:** Education for Students with Special Needs

**No:** 3000

**Preamble**

The Board of Education recognizes that students have diverse learning needs and abilities, and the Board strongly believes that all students, including those with special needs, have a right to a quality education with the opportunity to pursue their potential and achieve personal fulfillment.

**Policy Statement**

The Board of Education confirms its commitment to the principle of inclusion by which students with special needs participate fully in the educational process and are placed in regular classrooms with students who do not have special needs, except when other educational programs or settings are appropriate. This takes into account the best interests of both the student with special needs and other students. The Board strongly encourages the provision of a learning environment that is safe, inviting and culturally respectful for all students.

The Board believes that the development of an Individual Education Plan (hereinafter referred to as an "IEP") for each student with special needs is the best means of providing a quality education. The Board supports processes that require meaningful consultation with parents or guardians, educators, persons in the community, and, whenever possible and appropriate, the student. Parents/guardians are recognized as valued contributors to support the needs of their child, and can play a key role. The Board encourages parents/guardians to participate in processes related to their child.

**Statutory Reference:**

School Act Section 75 – Provision of educational program  
School Act Section 168 (2) – Jurisdiction of Minister  
Ministerial Order M150/89 – Special Needs Students  
Ministerial Order M638/95 – Individual Education Plan  
Special Education Services: Manual of Policies,  
Procedures, and Guidelines

**Contractual Reference:**

**Policy Reference:**

Policy 1360 – Complaints regarding Personnel,  
Programs or Procedures  
Policy 1110 – Parent/Student Appeals By-Law  
Policy 5530 – Harassment  
Policy 6110 – Prevention of Violence, Intimidation and  
Harassment

**Date of Initial Board Approval:** February 1983

**Amendments:** April 2010

**Policy Name:** Education for Students with Special Needs

**No:** 3000

### **Guiding Principles**

1. The “Principles of Inclusive Schools” provide a foundation for planning practices and decision making for all students including those with special needs. Collaboration among classroom teachers, student services personnel and other school staff occurs on an ongoing basis. These principles state:
  - a) Inclusive schools acknowledge the uniqueness and enhance the dignity and self-respect of all students.
  - b) The inclusive environment is flexible, providing for age-appropriate placement in neighbourhood schools.
  - c) In inclusive schools, educators seek to understand and support the diverse learning needs of all students.
  - d) The practice of inclusion transcends the idea of physical location and supports student learning in a variety of settings.
  - e) Inclusion requires a flexible learning environment wherein curriculum adaptations and modifications are assumed, thus ensuring curriculum relevance and accessibility for all students.
  - f) Inclusive schools promote collaborative consultation with parents/guardians and all educational partners.
  - g) Inclusive schools honour and celebrate the diversity that exists in the school community.
2. The “Principles of Learning” provide a foundation for planning practices and decision making in all aspects of the education of students, including those with special needs. These principles acknowledge that:
  - a) Learning requires the active participation of the learner.
  - b) Learning is an individual and a social process.
  - c) Learning occurs in varying ways and at different rates.
3. A student with special needs is defined by the *School Act* and *Orders of the Minister of Education* as one who “...has a disability of an intellectual, physical, sensory, emotional or behavioral nature; a learning disability; or exceptional gifts or talents.”
4. The Board adheres to Ministry guidelines for IEPs as described in the Ministry of Education Manual on Special Education Services, Ministerial Orders 150/89 – Special Needs Students and 638/95 – Individual Education Plan. See Appendix 1.
5. The Board adheres to Ministry guidelines in relation to the role of parents/guardians as described in the Ministry of Education Manual on Special Education Services. See Appendix 2.

**Policy Name:** Education for Students with Special Needs

**No:** 3000

- 2 -

**Guiding Principles**

6. Students are designated as students with special needs by the district screening committee according to the criteria developed by the Ministry of Education. Taking into account that the categories of special needs change from time to time, designations generally involve the following areas:
  - intellectual or learning disabilities
  - behavioural needs or mental illnesses
  - chronic health or physical disabilities
  - hearing or visual impairments
  - autism spectrum disorder
7. The Board recognizes that the inclusion of students with special needs in regular classrooms also has a beneficial effect on students without special needs. They learn to make meaningful relationships, friendships and develop compassion. They also gain an increased acceptance of individual differences and a critical perspective on the diversity and value of an inclusive society. Students who participate in activities with those with special needs are often inspired to greater efforts, resulting in increased academic achievement.
8. Ongoing assessments and interventions at the classroom level are integral to the planning, development and implementation of educational programming for students with special needs.

**Date of Initial Board Approval:** February 1983

**Amendments:** April 2010

**Policy Name:** Education for Students with Special Needs

**No:** 3000

### **Administrative Procedures**

The process described below reflects the Guiding Principles of this policy, including the “Principles of Learning” and the “Principles of Inclusive Schools”. It outlines the key responsibilities of district personnel and describes in a sequential manner, guidelines and practices which are designed to ensure that the necessary support for the student is provided at each stage of the process.

The process may not apply in its entirety in all cases. Often, school based support will have a positive result, making a referral to the district unnecessary. Also, if a student registers from another school district with documented learning challenges and an identification which appears to meet the Ministry criteria the case may be presented directly to the district screening committee.

#### **1. Key Responsibilities of District Personnel:**

##### a) School Administrators

- Schools shall be organized in ways which allow flexibility in order to accommodate, include and support students with special needs.
- School administrators ensure that teachers receive in a timely manner the information they need to work with students with special needs who are assigned to them.
- Staffing plans and scheduling need to align with the “Principles of Inclusive Schools” and the “Principles of Learning.”
- School administrators work to create an environment that supports collaborative communication between home and school.
- School administrators shall ensure that the school’s student services team is in place and operating effectively. See Administrative Procedure, Guidelines and Practices, 2. b) Consultation with the school’s student services team.
- School administrators shall ensure that the individual student’s school based team is in place for students who have been identified by the school’s student services team. See Administrative Procedure, Guidelines and Practices, 2. c) Implementation of student’s school based team’s recommendations.
- School administrators support staff in the implementation of best practices and facilitate ongoing professional development.

##### b) Teachers

- Classroom teachers have prime responsibility for students in their classrooms/classes.
- Classroom teachers may be the first to notice students who face challenges with their learning at school.

**Policy Name:** Education for Students with Special Needs

**No:** 3000

- 2 -

### **Administrative Procedures**

- Classroom teachers interact and communicate with parents/guardians regarding their child's strengths and needs, and may at times request support of an education assistant in this communication.
- Classroom teachers consult with member (s) of the school's student services team, including school administration, regarding these students' challenges.
- The support teacher may assist the classroom teacher in designing, supervising and assessing the educational program for that student. When specialized instruction is required, this is best done in consultation with relevant personnel, the parents / guardians and the student.
- Where the student's program involves specialized instruction by someone other than the classroom teacher, collaborative processes are required to ensure a coordinated approach. The identified case manager coordinates services and plans the program in consultation with other personnel as required and in support of a schedule that best serves the student.
- The case manager shall ensure that relevant information is communicated and shared with all appropriate staff and parents.
- Where several teachers may be involved in a student's program, coordinated planning is especially important.

#### c) Education Assistants

- While teachers are expected to design programs for students with special needs, education assistants play a key role in many of those programs for students with special needs.
- Education assistants perform functions which range from personal care to assisting the teacher in planning, organizing, and implementing various programs and educational supports for students with special needs.
- In consultation with the teacher, education assistants adapt and modify curriculum and resource material for the students they support.
- Education assistants share relevant information with the teachers to help facilitate a successful learning experience for the students they support.
- Education assistants may assist in collecting data for the purpose of assisting teachers in evaluating students' progress.
- Under the guidance of a teacher, the education assistant may support home/school communication.
- In cases where education assistants perform health-related procedures, they are given student-specific training by qualified health professionals.

**Policy Name:** Education for Students with Special Needs

**No:** 3000

- 3 -

### **Administrative Procedures**

d) District Student Services Department

- The department recommends and implements policies, procedures and guidelines that are consistent with the ministry guidelines to ensure that the diverse range of student needs are met.
- The department responds to requests and concerns from parents / guardians and school personnel.
- The department provides professional development and training opportunities for district and school staff.
- The department oversees a team of professional specialists working at a district level to support students in Saanich School District.
- The department liaises with professional organizations and support networks as well as provincial and local specialist associations.
- The department supports students, parents, and school personnel to enhance the quality of the student's learning experience.

## **2. Guidelines and Practices:**

a) Classroom Processes for Identification and Support

With the support of the school administrator, classroom teachers:

- conduct observations of any apparent learning challenges;
- consider the questions or concerns of parents and of the student;
- consider the need for classroom based assessments based on prescribed learning outcomes;
- adapt the curriculum, environmental conditions and learning opportunities as necessary;
- may collaborate with a member(s) of the school's student services team, to explore additional strategies where concerns are continuing; and,
- may consult with the school's student services team if there are continuing concerns after implementing any of the strategies above, and it appears that additional support may be required.

b) Consultation with the School's Student Services Team

The school's student services team usually includes:

- a school administrator;
- a learning assistance teacher;
- an integration support teacher; and,

**Policy Name:** Education for Students with Special Needs

**No:** 3000

- 4 -

### **Administrative Procedures**

- other persons who can provide relevant advice, including other teachers, psychologists, speech and language pathologists, counsellors, occupational therapists, physiotherapists, district student services personnel and medical personnel. The composition of the team may vary from school to school and between the elementary, middle and secondary levels. A request for consultation with the team may be made by the classroom teacher, a parent of the student, or another member of the school staff.

The School's Student Services Team:

- consults with the classroom teacher regarding the need for additional support;
- appoints a case manager, where appropriate, to coordinate the development and implementation of the plan with the student's school based team (see below);
- reviews referrals from the student's case manager on behalf of the student's school based team and provides recommendations, resources, and personnel when appropriate;
- in consultation with school personnel distributes funds, resources, and services; and,
- hires personnel to support students with special needs.

#### c) Implementation of Student's School Based Team Recommendations

The student's school based team generally includes the parent or guardian, the classroom teacher, a support teacher, a school administrator, and other persons who can provide relevant advice about the student.

The student's school based team:

- is coordinated by the case manager who assists the classroom teacher;
- identifies the student's strengths and needs;
- recommends appropriate educational and behavioral strategies and support;
- may develop a student learning plan. Definition: This is an informal plan created for a student who requires individual classroom adaptations or considerations;
- monitors, documents and evaluates the student's progress;
- considers whether additional assessments or support services are necessary, and, if so, initiates a referral for District services through a district student tracking form completed by the case manager; and,
- may recommend the need for additional support services involving other school personnel, community or regional services/agencies.

**Policy Name:** Education for Students with Special Needs

**No:** 3000

- 5 -

### **Administrative Procedures**

d) Referral for District Services

- the case manager completes pages 1 to 3 of the district tracking form to request district services;
- the tracking form will be referred to the appropriate district personnel (e.g. occupational therapist, physiotherapist, school psychologist, speech and language pathologist, teacher of the deaf and hard of hearing, vision support teacher); and,
- district personnel may work directly with the student or in a consultative role in collaboration with the student's school based team.

e) Referral to District Screening Committee for Designation as a Student with Special Needs

- If the Ministry criteria for designation appears to be met, the case manager should complete pages 4 and 5 of the district student tracking form.
- The district screening committee will review the form and relevant documentation from the school to determine whether the student meets the Ministry criteria for designation as a student with special needs.
- The committee is comprised of the Assistant Superintendent (Student Services), the District Principal (Alternate Programs), the Instructional Support Teacher (Student Services), a psychologist, two teacher representatives and a school administrator.
- If a student is designated as a student with special needs, an IEP will be developed. Appendix 1 contains guidelines on IEPs.

### **3. Administration**

a) Financial Responsibilities

The Board of Education has financial responsibility for Special Education programs and services provided to students enrolled in the school district. Funding to support such programs and services will be provided as appropriate and practicable recognizing the importance of these programs and services on the one hand, and the Board's practical financial realities and limitations on the other. Students with special needs may be referred by the Assistant Superintendent (Student Services) to programs outside the district where their needs may be met more appropriately. In accordance with the provisions of the School Act, the cost of these programs may be supported by the Board through a review on a case by case basis, and will include as a key consideration the extent of special funding to the Board from the province.



**Policy Name:** Education for Students with Special Needs

**No:** 3000

- 6 -

### **Administrative Procedures**

b) Budgets and Planning

- The planning of budgets for special education programs in the district, prior to Board approval, will be the responsibility of the Secretary-Treasurer, the Superintendent of Schools and the Assistant Superintendent of Schools (Student Services).
- The planning of budgets for distribution to schools is the responsibility of the Assistant Superintendent of Schools (Student Services) and will be made in consultation with representative(s) from district staff and school-based administrators.
- The planning of budgets for programs within the schools will be the responsibility of administrators in each school.
- The provision of funds by other ministries and agencies to support the education of students with special needs in the district, will be encouraged and coordinated by the Assistant Superintendent of Schools (Student Services).

c) Physical Facilities

Appropriate physical facilities will be provided for students with special needs as quickly as school buildings can be modified, with the approval of the Ministry of Education, as needed. Students' special needs will be taken into consideration in the design of new school buildings and in the renovation of existing buildings.

## **4. Transportation**

- a) The transportation of students with special needs within the catchment area surrounding each neighbourhood school in School District 63 (Saanich) is the responsibility of the school district. Every effort will be made to enable students to attend their neighbourhood school and/or the most appropriate program. When parents place their children in schools other than their neighbourhood school, parents are responsible for transportation.
- b) The Coordinator of Services, together with district staff, will organize and plan transportation for students with special needs.
- c) In exceptional circumstances, an educational assistant may be assigned to accompany a student on the bus (e.g., a student who is physically dependent). The decision to make such an assignment will be determined by the Assistant Superintendent (Student Services), in consultation with parents, district staff, and the Coordinator of Services.

**Policy Name:** Education for Students with Special Needs

**No:** 3000

- 7 -

**Administrative Procedures**

- d) Bus drivers and educational assistants should ensure the safe arrival of a student with special needs to a responsible party at their school and home destination.

**Date of Initial Board Approval:** February 1983

**Amendments:** April 2010

**Policy Name:** Education for Students with Special Needs

**No:** 3000

## **APPENDIX 1**

### **Individual Education Plans (IEPs)**

The Ministry of Education Manual on Special Education Services and Ministerial Order M150/89 and M638/95 provide for the following guidelines on IEPs:

#### **What is an IEP?**

An IEP is a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement. It serves as a tool for collaborative planning among the school, the parents, the student (where appropriate) and, as necessary, school district personnel, other ministries and/or community agencies.

The Ministerial Order on IEPs, M638/95, provides the following direction in relation to students who have been designated with special needs through the provisions of Ministerial Order M150/98:

*A Board must ensure that an IEP is designed for a student with special needs, as soon as practical after the student is so identified with the Board. Subsection (1) does not apply where:*

- a) the student with special needs requires no adaptation or only minor adaptations to educational materials, or instructional or assessment methods,*
- b) The expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs, and*
- c) The student with special needs requires in a school year, 25 hours or less remedial instruction, by a person other than the classroom teacher, in order for the student to meet the expected learning outcomes referred to in paragraph (b).*

Typically an IEP includes individualized goals with measurable objectives, adaptations and/or modifications where appropriate, the strategies to meet these goals, and measures for tracking student achievement in relation to the goals. It also documents the special education services being provided as these relate to the student's identified needs.

Some students require small adaptations and minimum levels of support; other students with more complex needs may require detailed planning for educational modifications, adaptive technologies, or health care plans. The IEP will reflect the complexity of the student's need and, accordingly, can be brief or more detailed and lengthy.

**Policy Name:** Education for Students with Special Needs

**No:** 3000

## **APPENDIX 1**

- 2 -

### **What is the purpose of an IEP?**

The development of an IEP serves a number of purposes:

- It formalizes planning decisions and processes, linking assessment with programming.
- It provides teachers, parents and students with a record of the educational program for an individual student with special needs, and services as the basis for reporting the student's progress.
- It serves as a tool for tracking individual student learning in terms of agreed-upon goals and objectives.
- It documents the relationships between any support services being provided and the student's educational program.
- It provides parents and students with a mechanism for input into the individualized planning process.

IEP documentation provides evidence that:

- the parent and/or student (the latter as age and developmentally appropriate) were offered the opportunity to be consulted about the preparation of the IEP;
- the student is receiving learning activities in accordance with the IEP; and,
- the IEP is reviewed at least once each school year.

### **What must an IEP contain?**

The IEP document does not describe every aspect of the student's program. It makes reference to those aspects of the education program that are adapted or have been modified, and identifies the support services to be provided. IEP learning outcomes are often described as goals and objectives.

An IEP must have one or more of the following:

- the goals or outcomes set for that student for that school year where they are different from the learning outcomes set out in an applicable educational program guide; or
- a list of the support services required to achieve goals established for the student; or
- a list of the adaptations to educational materials, instructional strategies or assessment methods

**Policy Name:** Education for Students with Special Needs

**No:** 3000

## **APPENDIX 1**

**- 3 -**

An IEP should also include the following:

- the present levels of educational performance of the student
- the setting where the educational program is to be provided
- the names of all personnel who will be providing the educational program and the support services for the student during the school year
- the period of time and process for review of the IEP
- evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals
- plans for the next transition point in the student's education (including transitions beyond school completion)

Where the goals established for the student are different from the expected learning outcomes for the age or grade, these should:

- be set at a high but attainable level to encourage parents, students and staff to hold high expectations
- be accompanied by measurable objectives developed for each goal to enable IEP review and evaluation

The IEP may be brief, or it may be more detailed and complex, depending on the complexity of the student's needs. For example, the IEP for student who needs examinations with adaptations and support with note-taking can be relatively simple. In contrast, a student with multiple disabilities who requires the involvement of a variety of professionals, adaptive technologies and major curricular modifications will require a much more extensive IEP.

**Policy Name:** Education for Students with Special Needs

**No:** 3000

## **APPENDIX 2**

### **The Role of Parents/Guardians**

The importance of meaningful consultation with parents/guardians is noted in the policy statement. Parents/guardians are recognized as valued contributors to collaborative processes to support the developmental and learning needs of their child. As such parents/guardians:

- Are invited and encouraged to be members of the school-based team.
- Are requested to authorize recommendations for student services and additional support by signing the district services tracking form.
- Have a right to privacy as provided in the *School Act* and the *Freedom of Information and Protection of Privacy Act*. Information pertaining to parents and students will be treated as sensitive confidential information and will be discussed by School District employees responsible for the student's program on a need-to-know basis. Where appropriate and practicable, such information will be released only with the written consent of the parents/guardians.
- Are entitled to provide written comments to be attached to reports and/or the student tracking form if they disagree with the assessment reports and/or recommendations regarding their child.
- Are entitled to have access to student records regarding their child. This information can be reviewed by arrangement with an administrator, in the presence of a counsellor or teacher or other person designated by the principal who is qualified to interpret the contents of the file. Notwithstanding this regulation, student files, permanent records, and other related student records and information are the property of the Board.
- May request that an assessment, report, or other record related to a student's educational program be removed from their child's school file if they believe these materials are inaccurate or otherwise inappropriate. Upon this parental request, the Assistant Superintendent will review the report, consult with the parent and others as appropriate, and consider the parent's request. The Assistant Superintendent will either remove or not remove the disputed records, or portions of the records, based on a determination of the information available and the best educational interests of the student.

School District No. 63 (Saanich)

**Policy Name:** French Language Programs

**No:** 3010

**Preamble**

The Board of Education believes that learning the French language, an official language of Canada, enriches students' lives, enhances their understanding of other cultures and celebrates diversity. The Board of Education also recognizes the cognitive, social and career benefits of learning French.

**Policy Statement**

The Board of Education commits to offering a Core French program and an Early French Immersion program, provided that there is interest in the community, that appropriate resources are available and that other programs are not adversely affected.

**Statutory Reference:**

School Act, Section 5 (3)  
Ministerial Order 333/99 - Education Program Guide  
Order  
Ministerial Order 295/95 – Required Areas of Study  
Ministry of Education “K-12 French Immersion Program”

**Contractual Reference:**

**Policy Reference:**

**Date of Initial Board Approval:** February 1983

**Amendments:** May 2010

**Policy Name:** French Language Programs

**No:** 3010

**Guiding Principles**

1. The Board believes that students who successfully complete a French Immersion program attain functional bilingualism while also completing all required areas of curriculum, including English Language Arts.
2. The Board believes that students who pursue Core French beyond Grade 8, as an elective, achieve a high standard of French that will enhance post-secondary opportunities.
3. The following programs will be offered:
  - a) Core French Program (for all students who do not choose French Immersion)
    - for all kindergarten to grade 5 students at all district elementary schools, with the main objective of developing basic verbal fluency
    - for all grade 6-8 students at all district middle schools, to further develop verbal fluency and introduce written language
    - as an elective, for grade 9-12 students at all district secondary schools, to advance the skills area of listening, reading, writing and speaking in order to provide a sound working knowledge of French on graduation
  - b) Early French Immersion Program
    - in two elementary schools, one middle school and one secondary school (known as “dual track schools”)
    - with instruction of the basic curriculum in French from a French-speaking classroom teacher, from kindergarten to grade 12
    - with English Language Arts introduced in grade 3 and increasing proportionally as a percentage of daily instruction through middle school and secondary school under Ministry of Education guidelines (see Appendix A)
    - with a main objective of providing an education equivalent to the regular English language program and also providing a high level of proficiency in spoken and written French, leading to functional bilingualism on graduation (achieving 50% or better in Francais-Langue 12)
4. The Board supports inclusion of all students in French language programs and expects that students with unique learning needs, including students with Ministry designations, will be supported in Core French and French Immersion programs.

**Date of Initial Board Approval:** February 1983

**Amendments:** May 2010



**Policy Name:** French Language Programs

**No:** 3010

## **Administrative Procedures**

### **1. Key Responsibilities of District personnel:**

#### a) School administrators

- Work with the French Coordinator and Human Resources staff in the hiring and assignments of French Immersion and Core French teaching staff
- Supervise instruction
- Ensure that federal funds allocated for French language programs are used for those programs
- Promote French language and English programs equally in dual track and single track schools in the district
- Ensure appropriate learning assistance and support is provided for French Programs

#### b) Teachers

- Speak and write French with a high degree of proficiency as determined by oral and written assessments administered by the school district
- Provide students the opportunity to learn about the culture of French-speaking peoples
- Engage in professional learning relevant to the teaching area and continue, where necessary, to upgrade language skills and fluency
- Promote French language learning while participating with English program staff in all aspects of dual or single track schools
- Uphold the philosophy and practices of inclusion in all French instructional environments

#### c) The French Coordinator

- Provides advice on the content and resource requirements of both French language programs
- Supervises instruction and provides assistance and mentoring opportunities for new teachers
- Assists with budget preparation
- Oversees development and purchase of necessary resources for instruction, assessment and evaluation
- Assists with staffing processes
- Ensures availability of professional development and language development opportunities for teachers
- Communicates with parents (new parents, COPACS, CPF)
- Liaises with other school districts and local universities concerning issues and new developments in French language instruction
- Coordinates communication between district schools and teachers

**Policy Name:** French Language Programs

**No:** 3010

### **Administrative Procedures**

- 2 -

- d) Assistant Superintendent of Schools (Instructional Services)
- Oversees Core French and French Immersion programs in all schools
  - Provides support and assistance to the French Coordinator
  - Allocates federal funds to schools and programs as per the Ministry Federal Funding Guide for French programs, including bursaries to teachers
  - Attends district Core/Immersion meetings where possible
  - Oversees hiring practices and assists where necessary
  - Ensures representation and advocacy for French programs in the district

### **2. Enrolment and Registration for French Immersion**

- a) Registration in French Immersion shall occur through the regular processes for registration in the district. Opportunities to enroll in the Immersion program will be based on available space in classes and other resources, and contractual requirements. The enrolment capacity will be reviewed and modified based on school capacity, overall district enrolment and grade-to-grade transition.
- b) After the district's kindergarten information evening, there will be an information meeting for parents of incoming French Immersion students.
- c) Late entry (after kindergarten) into the Early Immersion Program will be considered as follows:
- Students who have come to Saanich from another French Immersion program may enter the program in Saanich at the appropriate level
  - Kindergarten students who begin in an English program may transfer mid-year to a French Immersion program with approval of administrative staff
  - Students who have completed kindergarten in English have the option to transfer to grade one French Immersion with approval of school and district administrative staff
  - Consistent with Ministry policy, after grade one, any student wishing to enroll in French Immersion who has not previously been in a French Immersion program elsewhere, will be assessed for language proficiency by the School Based Team

### **3. Transportation**

As French Immersion is a program of choice, parents may be required to provide transportation to schools offering French Immersion.

**Date of Initial Board Approval:** February 1983

**Amendments:** May 2010

**Policy Name:** French Language Programs

**No:** 3010

**APPENDIX A**

The Ministry of Education Policy “K-12 French Immersion Program” provides the following information:

The Early Immersion program provides students with an education equivalent to that which is available in the English Language program, while providing students with the opportunity to acquire a high level of proficiency in French. Students normally enter Early Immersion in Kindergarten (and occasionally in Grade 1) and, upon graduation from the program in Grade 12, should be able to participate easily in conversations in French, take post-secondary courses with French as the language of instruction and/or accept employment with French as the language of the work place.

In Early French Immersion programs, Kindergarten, Grade 1 and Grade 2 should be taught totally in French. Beginning in Grade 4 and continuing to Grade 12, English Language Arts shall be provided for all French Immersion students. Other courses may be offered in English: the following chart shows the recommended time allocations:

<b>Grade</b>	<b>% of French Instruction</b>	<b>% of English Instruction</b>
K-2 or 3	100	0
3 or 4-7	80	20
8-10	50-75	25-50
11-12	No less than 25	No more than 75

**Date of Initial Board Approval:** February 1983

**Amendments:** May 2010

School District No. 63 (Saanich)

**Policy Name:** Library Policy

**No:** 3020

**Preamble**

The Board is committed to providing quality school library programs in each of its schools. The Board believes that the school library program is an essential and integral part of the entire school program and necessary in meeting the goals of education.

A quality library program requires a collaborative effort on the part of the teacher-librarian, classroom teachers and school administrators. The partners work together to provide students with resource-based programs that actively involve students in a wide range of curriculum-related learning experiences. These experiences will enable students to develop research strategies and information processing skills that will help them to cope with and contribute to an information-rich society. Positive connections to the school library will also help to affirm the value of reading for pleasure as well as reading for information.

**Policy Statement**

The Board values effective school library programs in all schools. These programs will support District priorities and school goals.

**Date of Initial Board Approval:** March, 1989

**Amendments:** January, 2004

**Policy Name:** Library Policy

**No:** 3020

**Guiding Principles**

In establishing and maintaining effective school library resources, the Board endeavours to ensure that there is:

1. a balanced collection of print and non-print materials which will meet school curricular needs as well as contribute to the emerging interests, needs and creative potential of individual students;
2. support for a library program which is integrated with classroom instruction;
3. assistance for students and staff in the effective and efficient use of library services and resources;
4. ongoing support for the role of the District Resource Centre as a key element in the provision of effective school library programs;
5. encouragement and development of the skills for self-directed research;
6. support for the development of an appreciation of literature and love of reading.

**Date of Initial Board Approval:**

**Amendments:**

**Policy Name:** Library Policy

**No:** 3020

**Administrative Procedures**

During the annual school staffing and budgeting processes, each principal will work to ensure that the school library resource centre has an appropriate level of qualified staff and other resources to:

1. organize and operate the school library;
2. develop a library program through collaborative planning and teaching that integrates information literacy skills across the curriculum and promotes reading for all students in the school;
3. select a wide variety of print, non-print and electronic learning resources to support the learning outcomes and learning styles and interests of students;
4. develop and maintain a quality up-to-date collection;
5. work collaboratively with school, district and DRC staff to ensure appropriate opportunities for sharing resources.

**Date of Initial Board Approval:** March, 1989

**Amendments:** January, 2004

School District No. 63 (Saanich)

**Policy Name:** School Counsellors

**No:** 3030

**Preamble**

The Board of Education recognizes that the public education system must contribute to the social, emotional, and educational well-being of students. Further, the Board recognizes that in support of this, the aim of school counselling programs is to support the intellectual development, human and social development, and career development of each student so that he or she can become a responsible, productive citizen.

**Policy Statement**

The Board of Education confirms its commitment to the role of the school counsellor in the provision of counselling, consultation, coordination, and education services that promotes the intellectual, human, social and career development of students and their ability to function as responsible, productive citizens.

**Statutory Reference:** Ministry of Education, Special Education Services: A Manual of Policies, Procedures and Guidelines

**Contractual Reference:**

**Policy Reference:** 6000 – Child Abuse Prevention  
6100 – School Critical Response Teams

**Date of Initial Board Approval:** May 1989

**Amendments:** May 2013

**Policy Name:** School Counsellors

**No:** 3030

### **Guiding Principles**

School Counselling services are school or district based and part of a non-categorical resource services model designed to support students, their families and educators. These services are provided on the basis of the following guiding principles.

Counselling services:

1. are for all students;
2. focus on the domains of educational, personal/social, emotional and career development;
3. provide developmental and preventative activities to students to enable them to more effectively self-regulate;
4. respond to emergent situations and provide timely interventions for students in crisis and/or needing support;
5. are a joint responsibility of the school, involving the entire staff;
6. help students to function effectively with others in the school, at home and in the community;
7. are an integral part of the school curriculum, involving developmental guidance instruction, coordination, consultation and counselling;
8. are coordinated by a school counsellor who also provides direct and indirect services to students, staff and parents;
9. are designed to meet specific student needs that have been identified by members of the school community; and
10. are continuously refined, systematically planned, implemented and assessed on an on-going basis.
11. are separate from but mutually supportive of the work of youth and family counsellors and other school, district or community service providers.
12. include parents, families and other educators as a key resource in the provision of support to students.

**Date of Initial Board Approval:** May 1989

**Amendments:** May 2013



### **Administrative Procedures**

The processes described below reflect the Guiding Principles of this policy. They outline the key responsibilities of school counsellors and describe guidelines and practices that ensure student support is provided on a continuum of preventative, developmental, remedial, and intervention services and programs. School principals will work to support school counsellors as they address the following functions:

#### 1. Counselling

School counselling functions include individual, group and class work to provide both an intervention and a prevention service. The school counsellor:

- a. counsels students to enhance self-awareness and to develop coping skills that facilitate personal, social, and educational goals;
- b. addresses the following issues: self-esteem, individual responsibility, crisis intervention, child abuse, parenting, peer relationships, separation, loss, suicide, anxiety, depression, social media, absenteeism, addictions, decision making, social skills, conflict resolution, and **gender or sexual identity/diversity**;
- c. maintains a balance among the developmental, remedial, and intervention aspects of the counselling role;
- d. facilitates the goals of career education by assisting students and their families to explore and clarify the student's career options, through developmental activities that stress decision-making, personal planning and career awareness; and,
- e. supports the planning and implementation of transition activities which may include K-12 transition and post secondary life and learning.

#### 2. Consultation

School counsellors consult and plan collaboratively in setting goals and effective strategies to promote the development of students. The school counsellor:

- a. works closely with educational assistants, youth and family counsellors, teachers, principals/vice-principals, parents, agency representatives, and other professionals in establishing effective ways of creating goals and procedures that promote the emotional, social, and academic well being of children;
- b. consults in the following areas: class program development (i.e. self-esteem, violence prevention and discussion groups), class management strategies, mediation, liaison with administrators, parent groups, school based teams, and the inclusion of students with special needs; and,
- c. enhances students' educational achievement through goal setting, assisting with graduation transitions, IEPs and activities such as promotion of effective work and study habits.

**Administrative Procedures** cont'd

3. Coordination

As a member of the school-based team, school counsellors assist in the access to and coordination of school, district, and community services. The school counsellor:

- a. participates as a member of the school-based team;
- b. coordinates the provision of services to students, parents, and teachers to ensure that the learning, personal, and social needs of students are met;
- c. mitigates factors which may precipitate stressors and difficulties for students; and,
- d. coordinates in the following ways: the provision of case management and assessment for designated students, the provision of teacher in-service and professional collaboration, peer counselling programs, assessment referrals, inter-agency participation, referrals to community resources, support during transitions, and the provision of current information on available services within the community.

4. Education

School counsellors may provide direct instruction to students as well as providing support to other educators in implementing health and career education and promoting healthy school environments. The school counsellor:

- a. facilitates on request, class discussions on affective issues such as communication, emotional regulation, anger management, decision making, conflict resolution, and personal and social responsibility;
- b. assists in the training of peer helpers;
- c. provides professional development on counselling related techniques to school staff; and,
- d. acts as a resource in the implementation of evidence based intervention programs and enhances the counselling process through informational, organizational, and curricular means.

**Policy Name:** Field Trips

**No:** 3040

**Preamble**

The Board recognizes that learning occurs within and beyond the classroom and that students acquire knowledge, skills and attitudes through a variety of experiences and in a variety of settings.

The Board has adopted the Ministry's Principles of Learning as the foundation for all programs in the district. Field trips enhance and enrich opportunities for active participation, learning at different rates and in different ways in individual and social contexts.

**Policy Statement**

The Board encourages and supports student participation on field trips that enhance and expand educational experiences and opportunities. The Board further believes that in planning for any learning experience including field trips, consideration must be given to student safety, curricular relevance and the appropriateness of the activity to the student's educational program. In all cases it is necessary for adult supervising staff to have the requisite skills and experience to provide safe and appropriate field trip experiences.

**Statutory Reference:**

**Contractual Reference:** STA Collective Agreement  
CUPE Collective Agreement

**Policy Reference:** Policy 3310 (Use of Commercial Buses)  
Policy 3320 (Leasing or Renting Vans/School Buses for Transporting Students)  
Policy 2220 (Fundraising in Schools)  
Policy 6200 (Smoking)  
Policy 4120 (Possession or Use of Alcohol/Non-Medical Drugs)  
Policy 5300 (Volunteer Coaches in Inter-School Athletics)

**Date of Initial Board Approval:** February 1983

**Amendments:** June 2014  
July 1992  
March 1995  
January 1996  
March 1997  
August 2000

**Guiding Principles**

1. A field trip is defined as any school-sponsored activity which occurs off school grounds for any period of time beyond the usual activities of a curricular class.
2. Students may have opportunities to travel as members of a team, club or other extra curricular activity. While these activities or trips may not have any curricular relevance, they are still considered to be field trips and as such must meet the expectations of this policy.
3. Field trips should not seriously interfere with the education of students who remain at school or the students who are participating on the field trip.
4. Student safety shall be given paramount consideration and plans to deal with potential safety concerns must be evident and included in the planning documentation. Field trips which take students into the wilderness where the group is removed from populated areas and emergency assistance is not readily available, in addition to the Administrative Procedures described in this policy, will also be expected to adhere to the guidelines as described in the Outdoor Education Guidelines.
5. Efforts to minimize costs to students/parents should be evident in all field trip planning.
6. Individuals planning field trips are expected to give students and parents/guardians sufficient time to plan for the trip and to raise funds if necessary. The length of time necessary depends on the duration, destination and cost of the trip. The Administrative Procedures describes the timelines that will be expected.
7. Sometimes opportunities for field trips emerge very quickly. For example, a team could have an opportunity to compete in a tournament based on the results of previous play. In this case the timelines for field trip approval may be adjusted.
8. Some field trips may span more than a single instructional day or may extend beyond normal working hours. Some trips may also begin and/or end on days other than instructional days. Participants in all field trips (adults and students) are governed by District policies and guidelines and codes of conduct throughout the trip.
9. When other agencies (e.g., Rotary, Government of Canada, travel companies) contact schools regarding opportunities for students to participate in activities sponsored by their organizations, parents should be made aware that such activities are not school field trips. As such the organizers are not expected to abide by District policy. The District therefore assumes no responsibility or liability for trips of this nature. Any advertising of these trips in schools must clearly indicate that it is not a trip sponsored by the District.

**Policy Name:** Field Trips

**No:** 3040

**Guiding Principles** (cont'd)

- 2 -

10. The approval of any international trips will be dependent on the country(ies) of destination being considered safe for travel by the Department of Foreign Affairs and International Trade as indicated in its Travel Reports. Further, should a trip be approved on that basis, and a subsequent Travel Report advises Canadians not to travel to that country, the Board's approval for the trip shall be withdrawn, with any non-refundable deposits being the responsibility of the parent/guardian and/or student.

**Date of Initial Board Approval:** February 1983

**Amendments:** June 2014  
July 1992  
March 1995  
January 1996  
March 1997  
August 2000

**Policy Name:** Field Trips

**No:** 3040

## **Administrative Procedures**

### **1. Approval Process**

All Field Trip Application Forms must first be submitted to the school administrator. The teacher's/sponsor's signature on the field trip form verifies that they:

- a) have fully completed all necessary forms;
- b) have ensured that the key factors have been considered including curricular relevance, safety, cost, distance traveled, and accessibility for all students in the educational program; and,
- c) ensure that the Board's Policy, Guidelines and Administrative Procedures have been fully observed.

The administrator of the school will review each application to ensure that the Guiding Principles and Administrative Procedures for field trips are adhered to prior to approving the trip or forwarding the Field Trip Application form to the Assistant Superintendent for approval.

Field trips that must be approved by the District will receive preliminary approval from the school administrator before a copy of the application is submitted to the Assistant Superintendent.

### **2. Timelines**

All application forms must be submitted to the school administrator according to the following schedule:

- a) All field trips occurring within the CRD for only one day must be approved at least two weeks in advance.
- b) All field trips that occur outside the CRD, or that include one or more overnights must be approved by the Assistant Superintendent at least four weeks in advance.
- c) Any trip that occurs outside of the province must receive preliminary approval from the Assistant Superintendent at least six months in advance.
  - Applications for final approval for these trips must be submitted to the Assistant Superintendent at least six weeks in advance including all relevant forms and information.
  - Organizers should ensure that final approval is received prior to the last date for a full refund.
- d) There may be exceptions made to the timelines in the case of late emerging, unique or earned opportunities.

**Policy Name:** Field Trips

**No:** 3040

**Administrative Procedures**

- 2 -

**3. Categories**

For the purpose of administrative requirements field trips have been coded into the following categories:

Type of Activity

- Curricular
- Athletic/Extra-Curricular
- Outdoor Education: i.e., skiing, snow-boarding, rock climbing, sailing, camps, community recreation, recreational pursuits
- Wilderness: an activity which takes groups into remote, unpopulated areas where emergency aid is not readily available

Frequency

- Single trip
- Multiple trips by the same group

Duration

- Day trip
- Overnight

Destination

- Within the CRD
- Beyond the CRD

**4. Safety and Emergencies**

a) Safety

The safety of students and staff on all field trips is of paramount importance.

Therefore all administrators shall ensure that:

- i. any potential safety issues have been identified;
- ii. a plan to deal with safety issues has been developed; and,
- iii. parents have been fully informed of the safety issues and advised to consider purchasing additional medical insurance.

b) Emergency Procedures

For all field trips:

- i. supervisors should be aware of any potential student medical problems, e.g., bee sting allergies and will assign a specific adult to be responsible for such a student;
- ii. a first aid kit appropriate to the needs of the students/nature of the event must be available on the trip;

**Policy Name:** Field Trips

**No:** 3040

**Administrative Procedures**

- 3 -

- iii. a chain of notification must be in place in the event of an emergency. This chain should include the administrator, superintendent and parents; and,
- iv. a means of emergency communication should be available.

c) Safety

There are a variety of activities that students could engage in that present a range of potential dangers that must be considered. Form 3040-A is a Safety Checklist that must be considered and all appropriate sections completed for all field trips. Outdoor Education and Wilderness trips put students into unique situations. Form 3040-F must be completed for trips of this nature.

**5. Supervision**

All students and supervisors are expected to follow all District policies, guidelines and codes of conduct. The use of tobacco products, e-cigarettes, alcohol, or non-prescription drugs by any participants is prohibited for the duration of the field trip.

a) Appropriate Supervision

The staff sponsor of a field trip must ensure that appropriate supervision is planned. Appropriate supervision is dependent upon:

- i. the age and maturity of the student;
- ii. any inherent danger of the activity;
- iii. the circumstances of the particular activities; and,
- iv. appropriate arrangements for non-participants.

b) Guidelines for Supervision

- i. A minimum of two (2) adults must accompany all overnight trips. When a co-educational overnight trip is planned, schools should ensure that both male and female supervisors are part of the contingent. One of the adults must be a District employee. In all cases, supervisors must be approved by the school administrator. Below are minimum supervision ratios.\*



**Policy Name:** Field Trips

**No:** 3040

**Administrative Procedures**

<b>Level</b>	<b>Ratio for Day Trips</b>	<b>Ratio for Overnight Trips</b>
Elementary (Grade K-5)	2 adults per class	<16 students, 2 adults required >16 students, ratio is 1 adult per 8 students
Middle (Grade 6-8)	1 adult per class	<20 students, 2 adults required >20 students, ratio is 1 adult per 8 students
Secondary (Grade 9-12)	1 adult per class	1 adult per 15 students
Outdoor Education and Wilderness Education (any grade)	Refer to Outdoor Education Guide and complete Form 3040-F	Refer to Outdoor Education Guide and refer to Form 3040-F

- ii. A “Consent for Criminal Record Search for Volunteers” form must be completed for all volunteers accompanying students on any field trip during which they may be alone with a student. The search results must indicate “fitness for work” in a School District setting.

**6. Identification**

- i. Supervising teacher(s) on the field trip must be in possession of a list of all participants with a copy filed at the office.
- ii. List must include pertinent medical information (Care Card, etc.)
- iii. Secondary students will carry some form of personal identification;

**7. Cost of Field Trips**

- a) The cost of field trips should be kept to a minimum. It is anticipated that field trip costs will be covered by:
  - Board funds;
  - School operating budget;
  - Contributions from PAC; or,
  - Fundraising.

If all of these sources of funds are unavailable, school administrators may request a cost-recovery contribution from students/parents for optional field trips that are curricular but not assessed.

- b) No student shall be denied the opportunity to participate in a curricular trip due to financial hardship.

**Policy Name:** Field Trips

**No:** 3040

**Administrative Procedures**

- 5 -

- c) Prior to the occurrence of a field trip, agreement must be reached between the Principal and the supervisor(s) regarding the degree of reimbursement for expenses incurred during the field trip. In most cases the per diem allowances will be followed.
- d) Schools may utilize coverage (TOC/TA) to either supervise on a field trip or to permit a teacher to be included on a field trip. In either case, the cost of one or more TOCs attributed to a field trip may be included in the overall expense of the field trip.
- e) Parents/guardians must understand that the cost per student for the field trip may include the reimbursement costs and/or TOC costs for the supervisor(s).

**8. Fundraising**

Efforts to minimize costs to students/parents should be evident in all field trip planning. All details of fund raising activities and requirements for the proposed field trip must be communicated clearly to students and parents and agreed upon at the outset of the field trip planning process.

- a) Fundraising planning and activities should not affect the regular learning activities in the classroom.
- b) The school/supervising teacher shall make every effort to give parents/students adequate time for fundraising activities during one or more school years.
- c) Parents wishing to have their son/daughter excluded from the planned school fundraising activity may contribute an equivalent amount of money.
- d) Those individuals given responsibilities for fundraising should refer to Policy 2220 (Fundraising in Schools) for procedures.

**9. Transportation**

- a) District and Chartered Buses/Rental Vans:  
All charter buses and/or rental vans must be booked through the Transportation Manager who will ensure that the company and vehicles meet all necessary and required district, provincial and federal regulations. All individuals who drive a van or bus must have the appropriate valid license and must comply with all related Provincial or Federal regulations. i.e., length of work day, number of rest stops, completing a driver's log book, etc.
- b) Private Vehicles:  
Supervising adults(s) of the event must ensure that a master list of all student participants and drivers is provided for the school office prior to the trip. Supervisors will retain a copy of the master list during the trip.

**Policy Name:** Field Trips

**No:** 3040

**Administrative Procedures**

- 6 -

District buses and public transportation are the preferred modes of transportation. However, when private vehicles are used to transport students participating in a school activity, the supervising adult must ensure that the driver of each vehicle has completed Form 3040-C and filed it at the school office which states that:

- i. he/she carries a valid driver's license and a minimum of \$2,000,000 liability insurance;
  - ii. drivers must have a valid Criminal Record Check on file with the District; elementary students or other students of small stature may not ride in the front passenger seat;
  - iii. he/she will act in accordance with the BC Motor Vehicle Act with regard to the use of seat belts and the use of approved booster seats;
  - iv. the vehicle is in good mechanical shape and road worthiness; and, drivers will comply with the BC Motor Vehicle Act driving laws and observe safe driving practices.
- c) Student Drivers:  
Student-driven vehicles may only be used for trips within the CRD;  
In all cases where a private vehicle is driven by a student, parents of the passengers and the driver must be notified and give consent in writing (Field Trip Consent Form 3040-B) prior to the occurrence of the field trip;  
Prior to a field trip (or series of field trips), all student drivers must submit twice a year in August/September and January/February, or more frequently as required by the school, Form 3040-D duly signed by the student and parent/guardian notifying the student's availability as a driver and fulfilling the following conditions as found on Form 3040-D.

**10. Insurance**

The District does not insure expenses for student injuries that happen on school grounds or during school activities. The school district suggests families voluntarily purchase private accident insurance.

For all out-of-province trips, supplementary medical insurance is strongly recommended for all participants. The District and trip sponsors cannot be held liable for any medical costs incurred by any trip participants that are not covered by the BC medical plan.

Trip cancellation insurance is also strongly recommended. The District and trip sponsors cannot be held liable for any costs associated with itinerary changes or cancellations.

**Policy Name:** Field Trips

**No:** 3040

**Administrative Procedures**

- 7 -

**11. Field Trip Application Forms**

All field trip forms and sample letters are maintained in the Zimbra briefcase.

**Date of Initial Board Approval:** February 1983

**Amendments:** June 2014  
July 1992  
March 1995  
January 1996  
March 1997  
August 2000

# Field Trip Application Form

To be completed for any school-sponsored activity which occurs off school grounds for any period of time beyond the usual activities of a curricular class.

**Date:** \_\_\_\_\_ **Submitted by:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Destination:** \_\_\_\_\_

**Description of Activity including curricular relevance (if applicable):**  
 \_\_\_\_\_

**Trip Departure Date and Time:** \_\_\_\_\_

**Trip Return Date and Time:** \_\_\_\_\_

**Group or class of students:** \_\_\_\_\_

**Grade(s):** \_\_\_\_\_

**Transportation Arrangements:** \_\_\_\_\_

**Number of participating students:** \_\_\_\_\_

**Cost per student:** \_\_\_\_\_

**Number of Supervisors:** \_\_\_\_\_

**Supervisor Names:** \_\_\_\_\_

**TOC Required:** \_\_\_\_\_ **GL:** \_\_\_\_\_

TYPE	FREQUENCY	DURATION	DESTINATION
<input type="checkbox"/> Curricular	<input type="checkbox"/> Single Trips	<input type="checkbox"/> Day	<input type="checkbox"/> Within CRD
<input type="checkbox"/> Athletic, Extra Curricular	<input type="checkbox"/> Multiple Trips	<input type="checkbox"/> Overnight	<input type="checkbox"/> Beyond CRD
<input type="checkbox"/> Outdoor Education			
<input type="checkbox"/> Wilderness			

**Please Ensure:**

- Form 3040-A Field Trip Checklist completed (reverse)
- Form 3040-B Field Trip Consent Form attached
- Letter to parents attached
- Form 3040-C School Use of Private Vehicle and/or Form 3040-D Student Application to Drive on file with school
- Form 3040-E Ski Trip and Snowboard Waiver and Consent form attached (if applicable)
- Form 3040-F Outdoor Education and Wilderness Field Trip Checklist attached (if applicable)
- Student List prepared: copy to accompany supervisors on trip and copy on file with school
- Transportation arrangements confirmed

**APPROVAL OF ADMINISTRATOR**

\_\_\_\_\_  
*Signature of Administrator*

\_\_\_\_\_  
*please PRINT name*

\_\_\_\_\_  
*Date*

**Curricular trips involving potential safety concerns or overnight travel beyond the CRD, Outdoor Education and Wilderness Trips must also be approved by the Assistant Superintendent. Please keep the original on file at the school and forward a copy to SBO.**

**APPROVAL OF ASSISTANT SUPERINTENDENT**

\_\_\_\_\_  
*Signature of Assistant Superintendent*

\_\_\_\_\_  
*Date*

**Checked:** \_\_\_\_\_

**Confirmed:** \_\_\_\_\_

## Form 3040-A Field Trip Checklist

### A. Field trip minimum supervision ratios:

Level	Ratio for Day Trips	Ratio for Overnight Trips
Elementary (Grade K-5)	2 adults per class	<16 students, 2 adults >16 students, 1 adult per 8 students
Middle (Grade 6-8)	1 adult per class	<20 students, 2 adults >20 students, 1 adult per 8 students
Secondary (Grade 9-12)	1 adult per class	1 adult per 15 students
Outdoor Education trips Or Wilderness trips	Refer to Outdoor Education Guide and complete Form 3040-F	Refer to Outdoor Education Guide and complete Form 3040-F

\* In a co-education overnight trip there must be co-ed supervision.

### B. Timelines:

Application forms must be submitted for approval in advance of the trip according to the following schedule:

Within CRD for one day	School Administrator	Two weeks
Outside the CRD or including more than one overnight stay	Assistant Superintendent	Four weeks
Outside the province	Assistant Superintendent	Preliminary: Six months Final package: Six weeks

There may be exceptions made to the timelines in the case of late emerging, unique or earned opportunities.

**Curricular trips involving potential safety concerns or overnight travel beyond the CRD, Outdoor Education and Wilderness Trips must be approved by the Assistant Superintendent.**

### PLEASE COMPLETE THIS SECTION FOR ALL TRIPS

Describe any potential safety concerns: \_\_\_\_\_

#### ALL trips:

- An up-to-date list with all field trip participants has been created with the student's medical insurance number, doctor's name, home phone number, emergency contact number and relevant medical information;
- A copy of the above list has been filed with the school office;
- The level of supervision is appropriate to the nature of the field trip;
- First aid equipment, appropriate to the nature of the field trip, is available;
- A means of emergency communication is readily available;
- The trip is level appropriate taking into account age, maturity, health, fitness, skill;
- Supervisor qualifications are appropriate to the nature of the trip; e.g.: rock climbing, canoeing, etc.;
- Contingency plans are in place in the event that a change occurs; and
- In the case of Out-of-Province Field Trips organizers should create a special checklist outlining possible requirements such as VISAs, passports, insurance, medical requirements, etc.

Depending on the nature of the trip, one or more of the following may also apply:

**Water Safety:** If students will be on, in or under water or near water without close supervision, ensure the following:

- Certified lifeguards or supervisors with life guard certification are on site;
- Personal flotation devices are worn by all participants for rowing, kayaking, canoeing, etc.
- Safety precautions and expectations specific to activities including rowing, kayaking, sailing, scuba diving, etc. are described in a document for parents.

#### **Skiing and Snowboarding**

- 3040-E Ski Trip and Snowboard Permission Form signed by parent/guardian.

#### **Outdoor and Wilderness:**

- Form 3040-F Outdoor Education and Wilderness Field Trip Checklist and Consent form completed;
- Outdoor Education Guide and/or Wilderness Guide has been reviewed as a resource; and
- Emergency procedures are arranged and in place.

## 3040-B Field Trip Consent Form

Date:

Submitted by:

School:

Destination:

Description of Activity including curricular relevant (if applicable):

Trip Departure Date and Time:

Trip Return Date and Time:

Group or class of students:

Grade(s):

Transportation Arrangements:

Number of participating students:

Cost per student:

<b>PARENT/GUARDIAN AUTHORISATION - PLEASE COMPLETE</b>
--

**Please complete and return this form to your school as soon as possible along with payment (if applicable) in cash or cheque payable to School District 63.**

**STUDENT NAME:** \_\_\_\_\_  
Please print clearly

- YES, I have been provided with sufficient information about the above planned field trip and give consent for my child to attend.
- My child DOES require a booster seat.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please tick this box if you do NOT give your consent:

Please list any medical concerns: \_\_\_\_\_

OPTIONAL: Medical Service Plan # \_\_\_\_\_

It is recommended that students carry personal identification for all field trips. This is a mandatory requirement for trips outside of the province.



# 3040-C School Use of Private Vehicle

Student Name: \_\_\_\_\_ School Year: \_\_\_\_\_

This form is to be completed by drivers of all vehicles used to transport students to official school activities. Form is to be renewed each school year and the original filed in the school office.

**\*Student drivers must complete Form 3040-D available from the school office.**

\_\_\_\_\_  
**Driver's Name** (please PRINT clearly)

\_\_\_\_\_  
**Registered Owner's Name** (please PRINT clearly)

\_\_\_\_\_  
**Relationship to Student**

**Driver's Phone Number:** (home) \_\_\_\_\_ (cell) \_\_\_\_\_

**Address of Registered Owner:** \_\_\_\_\_

\_\_\_\_\_  
**Vehicle License Number**

\_\_\_\_\_  
**Model/Year of Vehicle**

The above vehicle has \_\_\_\_\_ seat belts in good working order.

**PLEASE BE AWARE OF THE FOLLOWING IMPORTANT INFORMATION:**

1. Board Policy requires that a minimum of \$2,000,000 liability insurance be carried on any vehicle used to transport students to or from a school function.
2. Drivers must have a valid driver's license and current Criminal Record Check on file with the School District.
3. An elementary child or any other child of small stature **MAY NOT RIDE** in a front passenger seat.
4. All drivers are responsible for complying with BC's child passenger laws requiring the use of approved booster seats for all children weighing at least 18 kg (40 lbs) who are under 9 years of age, and less than 145cm (4'9") tall. Booster seats *must* be fitted in a rear passenger seat equipped with a shoulder belt, a lap belt and a headrest.
5. Drivers must ensure that all passengers wear a seat belt.
6. Vehicles must be in good mechanical condition and roadworthy.

Please sign to confirm you have read the above and agree to comply with all requirements.

Driver's signature: \_\_\_\_\_ Date: \_\_\_\_\_



Driver's Abstract Attached

Saanich Schools



## 3040-D Student Application to Drive

Student Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Driver's License #: \_\_\_\_\_ Age: \_\_\_\_\_

**Instructions to Driver:** Call ICBC at 250-978-8300 and request that a copy of your Driver's Abstract be faxed to the school (Claremont 250-658-5387, Parkland 250-655-2701, Stelly's 250-652-4404).

### The Administrative Procedures of Policy 3040 (Field Trips) state:

- Student drivers must submit Form 3040-D, duly signed by the student and parent/guardian, in August/September and January/February of each school year, or more frequently as required by the school.
- Student-driven vehicles may only be used for trips within the Capital Regional District (CRD)
- In all cases where a private vehicle is driven by a student, parents of the passengers and the driver must be notified and give consent in writing, using Form 3040-B (Field Trip Consent Form), prior to the occurrence of the field trip.

**Parent/Guardian to complete this section and sign along with the student, who by signing attests to its accuracy:**

- I am aware that my son/daughter will use the vehicle described below to go to official school programs/functions/field trips and do hereby give my consent.
- My son/daughter has had no driving infractions in the previous 6 month period, AND will inform the school immediately if he/she receives a fine and/or points for any Motor Vehicle Act offense.
- My son/daughter will act in accordance with the B.C. Motor Vehicle Act in every way, including use of seat belts, safe operation of a vehicle, and adherence to posted speed limits.
- The vehicle described below carries a minimum of \$2,000,000 liability insurance, is in good mechanical shape and road worthiness, and has \_\_\_\_\_ (*indicate number*) seat belts in good working order. Passengers under the age of 9 who weigh at least 18 kg (40 lbs) and who have not yet reached the height of 145cm (4'9") tall require a booster seat to be placed in a backseat that is equipped with a lap and shoulder belt as well as a headrest in compliance with safe installation guidelines.
- My son/daughter is properly insured for this vehicle, including "To and From School" if driving to and from school more than 6 times per month and "Principal Driver" if driving the vehicle the majority of the time.
- Yes  
 No I give my permission to allow my son/daughter to use the vehicle described below to **transport other students** to official school programs/functions/field trips.

\_\_\_\_\_  
Name of Parent/Guardian and relationship to student (please PRINT)

\_\_\_\_\_  
Signature of Parent/Guardian

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

Date: \_\_\_\_\_

### VEHICLE INFORMATION

\_\_\_\_\_  
Vehicle License Number

\_\_\_\_\_  
Make and Model

\_\_\_\_\_  
Year

\_\_\_\_\_  
Colour

Owner's name: \_\_\_\_\_ Owner's address: \_\_\_\_\_



## 3040-E Ski Trip & Snowboard Permission Form CONSENT & WAIVER

**Completion of this form is required for student participation in a skiing/snowboarding field trip. Parents will have also read and signed Form 3040-B Field Trip Consent Form. It is understood that the following rules will be strictly enforced as part of the field trip:**

1. All students and supervisors on ski/board trips are required to wear helmets at all times while boarding or skiing.
2. All students who will be skiing or boarding and are “Beginners” (having fewer than three full days of experience) are required to take lessons at the beginning of the day before accessing the hill. As part of the lessons the instructors will determine which areas of the mountain students will be allowed to access. Some students may be limited to lower-mountain lifts and easier runs. Skiers who are “Intermediate” (having at least three full days of experience) or “Advanced” (very experienced) are not required to take lessons but will be allowed access to areas of the mountain according to their level of ability.
3. All students are strictly forbidden from entering terrain parks or other areas of jumps, rails, chutes, etc., and from skiing out of bounds
4. Any student found to be in contravention of rules, particularly in regard to helmets, lessons, terrain parks, dangerous or risky behaviour, or being out of bounds, will have his or her privileges immediately revoked for the remainder of the day. Further measures will be taken as necessary in terms of disciplinary action at the school, and parents will be informed.
5. Students will abide at all times by the direction of trip supervisors and patrol staff that work for the resort. This includes students who are not skiing or boarding, but are involved in other activities such as luge, tubing, cross-country skiing or outdoor survival skills training.

PARENT/GUARDIAN AUTHORISATION - PLEASE COMPLETE		
<b>Name Of Student:</b> _____	<b>School:</b> _____	<b>Date of Trip:</b> _____
I have read the above information and confirm that my son or daughter will be participating as follows:		
<input type="checkbox"/> Skiing:    Level: <b>BEGINNER</b> or <b>INTERMEDIATE</b> or <b>ADVANCED</b> per Item 2 above (Circle One)		
<input type="checkbox"/> Boarding:    Level: <b>BEGINNER</b> or <b>INTERMEDIATE</b> or <b>ADVANCED</b> per Item 2 above (Circle One)		
In signing this consent and waiver, I waive any and all claims I may have against, and release from all liability and agree not to sue The Board of School Trustees of School District 63 (Saanich) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child’s participation in the field trip, arising out of any cause whatsoever, including negligence.		
Parent/Guardian Signature: _____		Date: _____
Name (please print): _____		

**Policy Name:** Physical Education Adaptation/Exemption

**No.** 3050

**Preamble:**

The Board recognizes and values the importance of physical education as part of a student's educational program. The Board understands that in some cases, especially involving medical issues, students may require an adaptation or exemptions from certain parts of the physical education curriculum in order to meet their needs as learners.

**Policy Statement**

The Board and Ministry Policy requires that all students in Kindergarten to Grade 10 participate in a physical education program. The Board further believes that, consistent with the Principles of Learning, a physical education program can be adapted to meet student needs and to attend to considerations regarding medical conditions and student safety.

**Statutory Reference:** School Act: section 162 (a)  
Ministerial Order M295/95: Required Areas of Study in an Educational Program

**Contractual Reference:**

**Policy Reference:** Policy 1110: Parent/Student Appeals Bylaw  
Policy 3000: Education for Students with Special Needs

**Date of Initial Board Approval:** July 1998

**Amendments:** January 2016

**Policy Name:** Physical Education Adaptation/Exemption

**No.** 3050

**Guiding Principles**

1. Physical activity is part of a healthy lifestyle and all students can benefit from participation and from learning about health and fitness in a positive Physical Education teaching and learning environment.
2. Students who are enrolled in physical education classes will participate in the full program except when specific medical conditions prohibit or restrict activity.
3. Students and families must be advised of the procedures regarding adaptations and exemptions to the physical education program for medical conditions at the beginning of the term/year, and/or upon identification of a medical issue.
4. Confidentiality in the Medical Practitioner-Patient relationship will be respected at all times.
5. In all cases, adaptations or exemptions for medical needs should be based upon consultation with parents to best meet the needs of the student within the scope of the course.
6. At all times, staff must ensure that dignity and respect for the student are maintained.

**Date of Initial Board Approval:** July 1998

**Amendments:** January 2016

**Administrative Procedures**

1. Requests for adaptations to the physical education program or exemption from part of the program must be accompanied by current medical direction/advice or by a written parental request supported by relevant documentation from a health care provider.
  2. The physical education teacher\* shall provide the student with appropriate adaptations or alternative activities, taking into account any short-term medical issues that have been outlined in writing by the student's health care provider.
  3. Medical conditions that result in long-term adaptations or exemptions to the physical education program will be dealt with through the following steps:
    - Consultation involving the physical education teacher\*, student and parent.
    - Communication, from the family health care provider and/or specialist to provide direction regarding appropriate levels of activity (see attached form).
    - Implementation of adaptations which will allow the student to meet the curricular requirements for the course/subject.
    - Sharing of the adapted program outline with the student and parent(s)-(as necessary, depending upon the age and maturity of the student)
    - Involvement of-the School-Based Team as necessary.
  4. Each school will make these steps available to parents at the beginning of the school year/course or term.
  5. Requests for a temporary exemption from physical education activities (supported by medical documentation) will result in the student being provided with alternative activities as appropriate to the nature and extent of the medical issue.
  6. Appeals regarding this process and/or the decision of the physical education teacher and school-based team will be considered in accordance with Policy 1110: Parent/Student Appeals Bylaw.
- \* As necessary, the physical education teacher may consult with a physical education specialist within the district and/or with the school principal/vice-principal.

**PHYSICAL EDUCATION PROGRAM ADAPTATION/EXEMPTION FORM**

Date: \_\_\_\_\_

Student: \_\_\_\_\_

School: \_\_\_\_\_

The above named student has indicated that he/she requires adaptations to his/her physical education program as a result of a medical issue. In order to help plan appropriate adaptations to the student's program, additional information regarding the extent of his/her limitations would greatly assist this process.

\_\_\_\_\_  
Physical Education Teacher

**MEDICAL INFORMATION**

1. Nature of the Injury or medical condition:

circulation: \_\_\_\_ respiration: \_\_\_\_ mobility: \_\_\_\_ other: \_\_\_\_

2. An adapted program should consider the following:

- Team Sports (e.g. soccer, basketball, etc.)
- Running Activities (e.g. jogging, sprinting, etc.)
- Outdoor Education (e.g. camping, canoeing, etc.)
- Racquet Sports (e.g. tennis, badminton, etc.)
- Gymnastics
- Fitness Training:
  - Strength
  - Core Training
  - Dance

3. Specific exercises recommended:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Exercises/activities encouraged for rehabilitation:

\_\_\_\_\_  
\_\_\_\_\_

5. Specific exercises to avoid:

\_\_\_\_\_  
\_\_\_\_\_

6. Approximate date to resume normal activity: \_\_\_\_\_

Provider's Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Provider's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School District 63 (Saanich)

**Policy Name:** Programs of Choice and Specialty Academies

**No:** 3060

**Policy Statement**

The Saanich School District recognizes its obligation, consistent with the School Act and relevant provincial legislation, to provide an educational program for all students of school age resident in the School District. It is the goal of the Board to offer programs promoting excellence in instruction and optimal achievement for all students.

The Board may support school, District or community initiated educational programs, including specialty academies, that bring a particular educational emphasis to student talents or to particular student needs, within the parameters of provincially prescribed and/or Board authorized curriculum.

**Statutory Reference**

School Act Section 2 – Access to Educational Programs  
School Act Section 82.1 – Specialty Academies  
Specialty Academy Criteria Regulations (eff. July 1, 2009)

**Contractual Reference**

**Policy Reference**

Policy 4000 – Student Enrolment and Choice

**Date of Initial Board Approval:** January 2005

**Amendments:** January 2008  
November 2008

**Policy Name:** Programs of Choice and Specialty Academies

**No:** 3060

**Guiding Principles**

1. A program of choice is defined as a program that provides a substantial, specialized set of experiences for students in a curricular area.
2. A specialty academy is a program of choice, and is defined in accordance with the School Act as an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations. In School District 63, a specialty academy will only exist for provision of extraordinary opportunities not otherwise available in a school.
3. Prior to any consideration by the Board, a proposal for a program of choice must:
  - a) Have a clearly articulated philosophy and mission statement;
  - b) Acknowledge community desire for programs with a particular educational emphasis;
  - c) Fulfill a recognized educational need separate from existing programs and services;
  - d) Conform with collective agreements;
  - e) Be free from any religious or political affiliation;
  - f) Be consistent with Board policy;
  - g) Be available to all students in the Saanich School District;
  - h) Incur no extraordinary cost pressure to District budgets;
  - i) Be housed in facilities where space permits and which are suitable to the program;
  - j) Be maintained without transportation assistance from the Board;
  - k) Be subject to normal planning schedule established for the District;
  - l) Be subject to periodic evaluations by the Board and/or Ministry of Education assessments;
  - m) Be sustainable beyond any staff changes which may occur in the school;
  - n) Be aligned with the school's priorities as described in the school plan.
4. In addition to the considerations listed in guiding principle 3, a specialty academy must:
  - a) Be designed to invite participation from all students with interest and commitment in the area of study, regardless of ability level;
  - b) Be considered in terms of its impact on other schools;
  - c) Have a fee structure that is based solely on recovery of extraordinary essential costs related to the program;
  - d) Provide fee waiver and bursary opportunities for students.

**Date of Initial Board Approval:** January 2005

**Amendments:** January 2008



**Policy Name:** Programs of Choice and Specialty Academies

**No:** 3060

### **Administrative Procedures**

Any school seeking to have the Board establish a program of choice in a given school year will submit a written proposal to the Board by the end of November in the preceding school year. The proposal will contain:

- a) A clear rationale for the program;
- b) A mission statement accompanied by the goals and objectives for the program;
- c) A statement which sets out the educational soundness of the program for Saanich, including how the proposal is distinct from existing educational programs or fills a particular educational need not currently offered in the District;
- d) A clear indication of the intended school population to be served including age, grade levels, learner characteristics, and the number of students to be served;
- e) A clear indication of the qualifications and nature of professional staff and support staff required to offer the program;
- f) A clear indication of the facilities required to offer the program both in the immediate and long term;
- g) Evidence of community support for the program which indicates that parents have an understanding of the proposal and have or will have children who will enroll in the program;
- h) A description of how students register for the program;
- i) Evidence of such programs' success if they are operating in other school districts;
- j) Criteria for regular program review and evaluation;
- k) For a specialty academy, evidence that the School Planning Council supports the creation of the academy; and
- l) For a specialty academy, evidence that the School Planning Council supports the proposed fee structure.

**Date of Initial Board Approval:** January 2005

**Amendments:** January 2008

School District No. 63 (Saanich)

**Policy Name:** Saanich International Student Program

**No:** 3070

**Policy**

The Board supports the integration of international students into district schools as a means of increasing intercultural and international understanding. Specific programs under which international students may be admitted to district schools include:

- (a) International Student Exchanges
- (b) Saanich International Student Program (SISP)

The Board recognizes that additional resources will be required in order to develop its program and to ensure that other program service levels are maintained. In particular, the Saanich International Student Program will be required to generate sufficient revenue as to support the necessary program infrastructure, provide sufficient staffing and resources to schools so that they are able to offer appropriate educational support to international students, as well as enhance programs and services for all students and generate positive revenue for the district.

**Statutory Reference**

**Contractual Reference**

**Policy Reference**

**Date of Initial Board Approval:** April 2006

**Amendments:**

**Policy Name:** Saanich International Student Program

**No:** 3070

### **Guiding Principles**

1. The School Act, Section 2(2) requires that the Board enroll a student in an educational program in a school if he/she is of school age and resident in British Columbia. For a student who does not reside in the catchment area, the Board must determine that space is available in that school. International students are not “ordinarily resident” in the district. Tuition fees will be charged to international students, except those in Guiding Principle No. 2.
2. International student exchanges are sponsored by the district or private organizations sanctioned by the district whereby international students are admitted to the district in exchange for similar services being provided to local students abroad. An “exchange” student is one involved in a reciprocal exchange i.e., there are equal numbers incoming and outgoing on a district basis. As the Board receives Ministry funding for exchange students, tuition fees would not be charged.
3. International students may enroll for a one-year or one semester academic program (incorporating English as a Second Language as necessary) leading to British Columbia graduation.
4. The Saanich International Student Program is for secondary-aged students, with placements normally in the district’s three grade 9-12 neighbourhood secondary schools. Grade 8 students may be accepted in limited numbers based on their maturity and family support.

The Saanich International Program will be designed in a way that supports sustainability and long-term viability of the program. As such, the program and each secondary school should have representation from multiple countries and regions of the world.

5. The total number of international students accepted to the district in each of the following years will not exceed:
  - 350 FTE students in 2012-2013
  - 400 FTE students in 2013-2014
  - 450 FTE students in 2014-2015

In February of each year, the SISP Principal will provide evidence of consultation with school staffs and community about international enrolment in each school. In February of 2015, the SISP Principal will provide a review of overall school enrolment (Canadian and International) and a status report on the SISP program and services in order for the Board to consider changes to limits in subsequent years.

**Policy Name:** Saanich International Student Program

**No:** 3070

**Guiding Principles** (cont'd)

6. In-catchment students, and any local out-of-catchment students who apply before March 31, will be given priority over international students for placement in a school.

**Date of Initial Board Approval:** April 2006

**Amendments:** June 2012

**Policy Name:** Saanich International Student Program

**No:** 3070

## **Administrative Procedures**

### **Submission of Applications**

1. All international and exchange student applications will be submitted to the Saanich International Student Program office for approval in accordance with these procedures;
2. Where, because of extraordinary circumstances, an international student is unable to comply with these procedures, application for admission may be dealt with by the Superintendent of Schools.

### **Admission Requirements**

1. Students shall provide proof of satisfactory academic standing in country of origin;
2. Students who wish to register in the academic program leading to B.C. graduation must demonstrate a proficiency in English that will enable them to successfully handle grade equivalent course work;
3. Students who wish to register in the Program must provide a letter regarding behaviour and academic ability in support of the student's application to register in a particular program option;
4. Students with a prior history of learning disabilities, behavioural challenges, medical needs or documented special needs shall provide all relevant details with their applications;
5. Students shall comply with the requirements of Citizenship and Immigration Canada;
6. Students shall accept in writing, prior to departing for Canada, the terms and conditions of the District program, including homestay fee, medical insurance, travel requirements and program rules. A participation agreement signed by both the parent and the student is required;

**Policy Name:** Saanich International Student Program

**No:** 3070

**Administrative Procedures** (cont'd)

7. Students planning to attend for less than three years will be advised that mastery of the English language to the level required to achieve graduation usually takes a minimum of three years;
8. Students wishing to attend for more than one year must apply and be re-admitted annually.

**Fees**

1. The District will charge tuition fees to those international students involved in the Saanich International Student Program;
2. The Board establishes tuition fees and homestay fees for Saanich international students annually in November for the next school year. Tuition fees are payable directly to School District No. 63 (Saanich) when the student is accepted into the program;
3. Homestay fees are paid to the district. The District then issues payment directly to the host families, on a monthly basis;
4. Returning students will be required to pay the annual fees before June 30<sup>th</sup>. Students who have not paid will not be guaranteed a place in the program the following September;
5. A schedule of fees will be submitted to the Board by November 30;

**Refunds**

1. All requests for refunds must be in writing.
2. All withdrawals from the Program must be in writing.
3. The application fee and home stay placement fee are non-refundable
4. A full refund of all fees (except the application processing fee and the home stay placement fee) will be paid only if a Study Permit is refused by Immigration Canada. The student must submit to the School District a letter of rejection from Immigration Canada authorities.
5. If the student withdraws his/her application prior to the start of his/her program, a refund of tuition will be paid minus a \$500 administration fee, application fee and home stay placement fee.
6. A 50% refund of tuition will be paid if the student withdraws prior to the end of the first calendar month of his/her program.

**Policy Name:** Saanich International Student Program

**No:** 3070

**Administrative Procedures** (cont'd)

7. No refund of tuition will be paid:
  - a) if the student completes the first calendar month.
  - b) If the student is dismissed from the Saanich International Student Program due to violation of the program rules.
  - c) If the student is unsuccessful in two homestays due to serious problematic behaviour on the part of the student.
8. In all cases when a student leaves the Saanich International Student Program the payment of outstanding claims, will be refunded. No refunds will be given for partial monthly homestay fees.

**Application and Admission Procedures**

To apply for and be accepted into the program, students and parents must:

- a) Apply from their country of residence;
- b) Complete an application form, with supporting academic transcripts and letter of support;
- c) Submit a non-refundable application fee (applications will not be processed without this fee);
- d) Be provisionally accepted by the Saanich International Student Program office in writing;
- e) Obtain a study permit from Citizenship and Immigration Canada. The school district will provide a Certificate of Admission (letter of acceptance) to the school;
- f) Agree to the homestay arrangements made on their behalf;
- g) Make their own travel arrangements to Victoria Airport, or to Victoria ferry terminals;
- h) Have medical insurance as described below:  
All residents of British Columbia are required by law to purchase medical insurance through the Medical Services Plan of BC. School District No. 63 has a group insurance policy for its international students, both for Medical Services Plan and for interim medical insurance, which is required during the three month waiting period for Medical Services Plan coverage.

**Policy Name:** Saanich International Student Program

**No:** 3070

**Administrative Procedures** (cont'd)

The School District provides this medical insurance coverage to all of its international students for an annual fee. Even if international students leave the country during summer vacation, they are required to maintain their medical coverage. Medical Services Plan coverage, therefore, covers students for twelve months a year. The annual payment is added to the tuition charges each year.

**Placement**

Placement of students in schools, academic programs and homestays shall be the prerogative of the district. The district will reserve the right to change school placement if necessary.

School and academic program placement shall be based upon district assessment of student aspiration, academic records, demonstrated academic competence, English proficiency and age.

Grade 8 students will only be accepted into the program when there are assurances of full support from family including the ability for ongoing communication.

**Expanded Services**

1. It is the prerogative of the district and individual schools to require students to avail themselves of expanded services for international students, such as orientation classes, ESL classes, etc.
2. If it is discovered that a student requires services beyond those listed the parents will be informed. If the services are available and can be provided for cost, parents will have the choice of withdrawing their student or paying the additional cost of the services.



**Policy Name:** Saanich International Student Program

**No:** 3070

**Administrative Procedures** (cont'd)

**Homestay Guidelines**

1. All students in the International Program are required to stay in a homestay which has been screened by district staff if they wish the care of a district custodian;
2. The homestay family will follow all of the provisions contained in the Homestay Guidelines;
3. The homestay family will provide the student with a clean, supervised environment during the student's stay in the home;
  - a) The student will be provided with the student's own room in the home including a bed, bedding, closet, chest of drawers, desk and study lamp;
  - b) The student will be given reasonable use of the home and utilities;
  - c) The student will be provided with three wholesome meals on each day of the student's stay with the homestay family;
  - d) The student will not be charged any fees in addition to those expressly provided in this Agreement during the student's stay with the homestay family;
  - e) All members of homestay families over the age of 16 are required to undergo criminal record checks and a home visit to ensure student safety.

**Landed Immigrant Students and Canadian Citizen Students Whose Parents Do Not Live in Canada**

1. All such students must apply to the Superintendent or designate to attend school in the District, and applications will be considered on a case-by-case basis;

**Policy Name:** Saanich International Student Program

**No:** 3070

**Administrative Procedures** (cont'd)

2. Landed Immigrants not ordinarily resident in the district and Canadian citizen students whose parents do not live in Canada may be admitted to district schools on a fee-for-service basis. The expression "ordinarily resident" carries a restricted signification which is held to mean residence in the course of the customary mode of life of the student as opposed to special or occasional or casual residence. For example, a student who is ordinarily resident in the district is one who makes or intends to make his/her permanent home in the district; that is, the home where his/her mother and/or father and/or guardian permanently reside. Students who require homestay services are not "ordinarily resident" in the district;
  - a) Out-of-district landed immigrant students and Canadian citizen students whose parents do not live in Canada may be admitted to district schools as full fee-paying students in the same way, and with the same services, as international students;
  - b) Students who become landed after October 1st will receive no refund of tuition fees;
  - c) Out-of-district immigrant students and Canadian citizen students are required to live with a homestay family which has been screened by the district;
  - d) Homestay families of out-of-district immigrant students are subject to the same regulations as other international student homestay families;
  - e) The Board retains the right to limit the total number of out-of-district immigrant students accepted annually as regular students.

**Dismissal Process**

1. Participation in the International Student Program is a privilege, and,
  - a) students are required to accept and follow the rules of the program, including specific program rules, school rules and reasonable homestay rules;
  - b) students are required to make a reasonable effort to achieve academic success while in the program;
  - c) students are required to obey the terms and conditions described on the study permit as issued by Citizenship and Immigration Canada;
  - d) students are required to abide by the laws of Canada and British Columbia.

**Policy Name:** Saanich International Student Program

**No:** 3070

**Administrative Procedures** (cont'd)

- e) If a student violates any of the above, he/she may be dismissed from the program in accordance with this Administrative Procedure, with costs of travel home borne by the family;
- f) Students and their parents who are new to the program will be given a copy of the district regulations regarding international students, including the dismissal process, the refund policy and the International Program rules. These will be provided in the student's first language, if necessary;
- g) In April of each year students may be invited in writing to return the following year. Invitations may be withheld if:
  - i. academic performance has been less than satisfactory due to lack of effort or attendance;
  - ii. the student is unable or unwilling to comply with district or program rules, and has been involved in a number of minor rule infractions;
  - iii. the student has had several homestay families and, in the opinion of program staff, is unable to succeed in a homestay situation.

Students who are not invited back will be informed in writing of the reasons, and given suggestions for alternative programs of study.

- h) In the event of a student breaking the law or committing a grave violation of a school rule affecting the safety of others, he/she may be immediately dismissed from the program. The parents of the student and the homestay parents will be advised in writing of the violation and the consequence;
- i) Usually, where a student violates the rules, the student will be advised in person of the violation and the expected behaviour (oral warning). The student will be given assistance to ensure that he/she understands the violation and the expected behaviour;
- j) Should rule violations persist after an oral warning, the student will be advised in writing of the violation, the expectations for correction, and appropriate timelines for correction. The parents of the student and the homestay parents will also be informed;

**Policy Name:** Saanich International Student Program

**No:** 3070

**Administrative Procedures** (cont'd)

- k) Parents/guardians and the student shall be given the opportunity to respond to the concerns and to propose remedies or to provide information should they believe an error, in fact, has occurred.
- l) Should violations be repeated and be sufficiently serious to warrant dismissal in the opinion of the Program Principal or the Superintendent of Schools, the student and his/her parents will be advised, in writing, that the student is dismissed for cause. Letters of Dismissal for Cause shall be forwarded to the parent or official guardian by registered mail or courier;
- m) At this time, arrangements shall be made with the parents or guardian of the student for removal from the school and homestay in a timely manner with return to the student's home country an expectation;
- n) Copies of Letters of Dismissal for Cause shall be made available to Citizenship and Immigration Canada;
- o) Students and their parents may appeal this decision to the Board of Trustees, according to Policy 1110 "Parent/Student Appeals."

**Date of Initial Board Approval:** May 2006

**Amendments:** June 2012

## School District 63 (Saanich)

**Policy Name:** Distance Learning

**No:** 3080

### **Preamble**

The Board is committed to providing quality Distance Learning opportunities to students in the Saanich school district.

The Board believes that a well-developed Distance Learning program is an essential part of a comprehensive 21st century educational system and is critical in meeting the learning needs of a wide variety of students.

A quality Distance Learning program requires a commitment on the part of teachers and administrators to remain current in their knowledge of policy and procedural rules unique to Distance Learning in British Columbia. Additionally, teachers and administrators responsible for a Distributed Learning program must commit to expanding their curricular and pedagogical knowledge base to include unique ways of engaging and supporting students in learning at a distance.

### **Policy Statement**

The Board of Education commits to offering a Distance Learning program that supports both fully-registered students and students registered in neighbourhood schools who choose individual courses to augment their learning through Distance Education. This program will serve school-aged and adult students both within district and beyond district borders, contingent on continued Ministry of Education support for students who are over the age of 19 and/or are cross-enrolled in multiple school districts. Further, the Board of Education commits to support continued course and program development within the Distance Learning program so that students have the best possible Distance Learning experience.

### **Statutory Reference**

School Act, Section 1, 3.1, 6  
School Act, Section 17 and School Regulation  
School Act, Section 75 (4.1, 8)  
School Act, Section 82, 106.3  
School Act, Section 168 (2 [a], 2 [b], 3, 5)  
Ministerial Order 302/02 - Graduation Program  
Ministerial Order 320/04 - British Columbia Adult  
Graduation Requirements  
Ministerial Order 295/95 - Required Areas of Study  
in an Educational Program  
Ministerial Order 638/95 - Individual Education Plan

### **Contractual Reference**

### **Policy Reference**

**Date of Initial Board Approval:** September 2014

**Amendments:**

**Policy Name:** Distance Learning

**No:** 3080

### **Guiding Principles**

1. The Board recognizes that all or part of an educational program may be provided by means of Distance Learning.
2. The Board believes that Distance Learning provides an opportunity for students and families to exercise choice with respect to the environment, methods and structures through which students are able to achieve their educational goals. Such choice is important for a variety of reasons, including, but not limited to, the following:
  - a. the Board believes that Distance Learning improves the equity of access to education, providing an option to students who may be unable to work entirely within a conventional classroom setting;
  - b. the Board believes that Distance Learning provides flexibility for students who, while attending neighbourhood schools, wish to pursue a course or multiple courses through Distance Learning in order to overcome timetable challenges, to access unique course opportunities, or to gain valuable learning skills through working in an online environment.
3. The Board believes that students who study through Distance Learning are afforded an enhanced opportunity to develop as 21st Century learners, acquiring technical skills, research and study skills, and learning strategies that will increase their opportunities for success in their future educational and work-related endeavours.
4. The Board recognizes that courses and programs offered through Distance Learning must comply with best practice and current pedagogical methods in order to ensure that students who study through Distance Learning are given the best possible educational experience.
5. The Board, in accordance with the commitment made by the British Columbia Ministry of Education, believes that it is important to provide options to adult learners who are in pursuit of their adult graduation requirements and acknowledges the importance of Distance Learning as one such option.

**Date of Initial Board Approval:** September 2014

**Amendments:**

**Policy Name:** Distance Learning

**No:** 3080

### **Administrative Procedures**

1. Distributed Learning Agreement
  - a. All policy and procedures pertaining to the Distance Learning program in Saanich will be in accordance with the British Columbia Ministry of Education Distributed Learning Agreement.
  
2. Program Structure
  - a. The Distance Learning program will be offered primarily through the South Island Distance Education School (SIDES).
  - b. Some Distance Learning courses offered by the Saanich School District may be taught from within neighbourhood schools, either as stand alone courses or in partnership with SIDES.
  - c. SIDES will offer curriculum via Distance Learning methods (online/web-based courses or, where online options are unavailable, print-based courses) and will adhere to requirements for content and delivery outlined by Ministry of Education policy.
  - d. Distance Learning courses and programs will be created and taught based upon current best practice standards in Distance Learning (at time of writing, the Standards for K-12 Distributed Learning in British Columbia). In order to ensure compliance with best practice standards, course and programs will be revised within the guidelines of the Course Development policy at SIDES.
  
3. Access to Distance Learning
  - a. Saanich students and their families will be informed of opportunities to access Distance Learning options within Saanich through the annual course selection process.
  - b. School-aged students who are ordinarily resident in British Columbia may register for Distance Learning courses/programs at SIDES at no charge.
  - c. Adult non-graduate students who are ordinarily resident in British Columbia may register for Distance Learning courses that lead to graduation at SIDES at no charge.
  - d. Adult students who have already graduated from secondary school may register for Distance Learning courses at SIDES. Courses which are authorized by the British Columbia Education Guarantee will be offered to such students at no charge to the student; courses which are not authorized by the British Columbia Education Guarantee may be offered to such students for a tuition fee to be established by the school.
  - e. Students who register for SIDES courses will be required to pay a deposit for materials where applicable.

School District 63 (Saanich)

**Policy Name:** Distance Learning

**No:** 3080

**Administrative Procedures**

4. Registration and Enrolment
  - a. Registration and enrolment at in the Saanich Distance Learning program (at SIDES) will occur at the school level.
  - b. Students will be informed of the attributes that are suited to success in the Distance Learning model of instruction.
  - c. Students will be accepted on the basis of capacity in Distance Learning (as defined by the Ministry of Education).
  - d. Where capacity is limited, students from within Saanich catchment will be given priority over students who reside outside of the Saanich catchment area.
  - e. Students may register for individual Distance Learning courses or for complete Distance Learning programs, as allowed by Ministry of Education.
  
5. Cross-enrollment and Partnerships with Neighbourhood Schools
  - a. Students who are enrolled at a neighbourhood school (either within Saanich or outside of the district) may enroll in the Saanich Distance Learning program (at SIDES) for courses (as per rules set by the Ministry of Education).
  - b. Where a student whose School of Record is a neighbourhood school, SIDES will communicate course progress and results with the School of Record in addition to reporting to parents as per the School Act.
  - c. SIDES and Saanich neighbourhood schools will work together to formalize partnership structures, where resources (i.e., staffing, timetable availability, physical space) are available, to support students in their pursuit of Distance Learning opportunities.

**Date of Initial Board Approval:** September 2014

**Amendments:**



School District 63 (Saanich)

**Policy Name:** Selection of Learning Resources

**No.** 3100

**Preamble**

The selection and use of Learning Resources must be consistent with the Principles of Learning, and with provincial curriculum documents (Integrated Resource Packages). In addition to the wide range of materials in the provincial lists of recommended resources and the grade collections, there are other appropriate resources which staff may select to meet the needs and interests of our student population.

**Policy Statement**

The Board of School Trustees of School District #63 (Saanich) supports the provision of a wide range of learning resources at varying levels of difficulty and with diversity of appeal to meet the needs of students and teachers.

**Statutory Reference**

**Contractual Reference**

**Policy Reference:** #3120 "Challenge of Learning Resources"  
#3130 "Computer Network and Internet Acceptable Use Policy"

**Date of Initial Board Approval:** June 1979

**Amendments:** January 1999  
July 1999  
February 2002  
September 2007

School District 63 (Saanich)

**Policy Name:** Selection of Learning Resources

**No.** 3100

**Guiding Principles**

**Definition:**

For the purpose of this statement of policy, the term "learning resources" will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes during instructional time. Learning Resources include print and other audio and visual materials, computer software, computer accessible data, community agencies, organizations and people.

1. The primary objective of learning resources is to support, enrich and help the implementations of the educational program of the school.
2. To this end, the Board affirms that it is the responsibility of its professional staff:
  - to utilize only resource materials that support and enrich the curriculum
  - to utilize materials which will permit young citizens to practice critical analysis and to make informed judgements
  - to provide materials representative of our multi-cultural and pluralistic community
  - to ensure learning resources are rated for and appropriate to the age of the students involved
3. The primary selection guides for learning resources include the lists of recommended resources found in the provincial curriculum documents (Integrated Resource Packages), the grade collections and other professionally recognized sources.
4. Resources providing only entertainment value and not directly related to the learning outcomes of a curriculum should not be used during instructional time.

**Date of Initial Board Approval:** June 1979

**Amendments:** January 1999  
July 1999  
February 2002  
September 2007

## **Administrative Procedures**

### **1. Responsibility for Selection of Learning Resources**

- a) The Board of School Trustees delegates the responsibility for the selection of learning resources to the professional staff employed by the school system.
- b) While selection of learning resources may involve many people (administrators, teachers, students, parents, community persons, resource centre personnel), the responsibility for coordinating the selection of school learning resources and making the recommendation for purchase or use rests with the principal and professional personnel.

### **2. Criteria for Selection of Learning Resources**

- a) The following criteria will be used as they apply:
  - i) Learning resources shall support and be consistent with the general educational goals and curriculum of the province and district and the aims and objectives of individual schools and specific courses.
  - ii) Learning resources shall meet high standards of quality in factual content and presentation.
  - iii) Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
  - iv) Learning resources should help students gain an awareness of our pluralistic society.
  - v) Learning resources should motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.
  - vi) Biased or slanted learning resources may be provided to meet specific curriculum objectives; for example, to recognize propaganda and its purpose in a given context or to balance an argument.
  - vii) Attention to gender equity and multiculturalism shall be maintained in the selection and use of learning resources.
  - viii) Where a rating on a resource suggests parental guidance, individual parental permission should be sought before the resource is used.
- b) The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.
- c) Emphasis will be placed on the selection of Canadian learning resources where appropriate.

**Policy Name:** Selection of Learning Resources

**No.** 3100

**Administrative Procedures** (cont'd)

**3. Procedures for Selection of Learning Resources**

- a) In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared aids to selection and other appropriate sources. The actual resource will be examined whenever possible.
- b) Recommendations for purchase or other acquisition may involve administrators, teachers, students, district personnel, community persons and parents as appropriate.
- c) Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
- d) Selection is an ongoing process which should include the removal of materials which are no longer appropriate according to the criteria for the selection of learning resources.

**4. Entertainment Resources**

- a) Resources providing only entertainment value may be used as part of an extra-curricular activity and shall be rated for, and appropriate to, the age of the students involved.

**Date of Initial Board Approval:** June 1979

**Amendments:** January 1999  
July 1999  
February 2002  
September 2007

School District No. 63 (Saanich)

**Policy Name:** Board/Authority Authorized Courses

**No:** 3110

**Policy Statement**

Board\*/Authority\*\* Authorized Courses are part of local programs and must be authorized by the Board of School Trustees. The Board's review of Board/Authority Authorized Course proposals, through the Education Directions Committee, ensures that high quality local course offerings are made available to students.

(\*Board refers to the local School Board)

(\*\*Authority refers to the Francophone Education Authority)

**Date of Initial Board Approval:** June 1979

**Amendments:** September 2001  
May 2004

**Policy Name:** Board/Authority Authorized Courses

**No:** 3110

**Guiding Principles for Administrative Procedures**

Board/Authority Authorized courses:

- a) are intended to provide students with specific information that reflects local community interests or needs;
- b) are offered to students in Grades 10-12 to supplement the provincially authorized courses available to students;
- c) will be considered for adoption by the Board based on the detailed program plan or course overview developed using the guidelines in the Ministry document Board/Authority Authorized Courses: Requirements and Procedures;
- d) can be used by students to fulfill any or all of the 28 elective credits needed to complete the 80-credit graduation program;
- e) should be reviewed from time to time in order to ensure that they remain relevant.

**Date of Initial Board Approval:** June 1979

**Amendments:** September 2001  
May 2004

**Policy Name:** Board/Authority Authorized Courses

**No:** 3110

**Administrative Procedures**

- a) Prior to the annual development of each school's course selection materials, staff who are interested in proposing a new Board/Authority Authorized Course are asked to submit the documentation (program overview and course outline) to the principal for consideration. The documentation will be based on the Ministry's Board/Authority Authorized Framework template and will include:
  - a statement of how the course will meet the perceived educational needs in our community in the career, recreational, cultural, and/or academic areas;
  - a detailed account of the Learning Outcomes, intended instructional methods, assessment strategies, and resource needs;
  - anticipated links to Career Programs or to other Provincially Authorized courses;
  - a statement regarding any budget implications for the school or for the District in offering the Board/Authority Authorized Course;
  - a projection regarding enrolment targets and sustainability, particularly if the originating staff member is no longer available to teach the course.
- b) If the principal determines that the program proposal is thorough, and is consistent with the philosophy of the school and can be supported within the school's resources, the principal will present the Board/Authority Authorized Course request to the Education Directions Committee of the Board.
- c) If the Locally Developed Course proposal is accepted by the Board of School Trustees, the District Office will advise the Ministry of the Board/Authority Authorized Course in order to have a Ministry code assigned.
- d) Decisions to offer or not offer a Board/Authority Authorized Course based on enrolment, staff resources and other factors will be made at the school level on a year-to-year basis.
- e) From time to time, the Board may request a review of any or all Board/Authority Authorized Courses to ensure that they remain relevant and sustainable.

**Date of Initial Board Approval:** June 1979

**Amendments:** September 2001  
May 2004

School District 63 (Saanich)

**Policy Name:** Challenge of Learning Resources

**No.** 3120

**Preamble**

The Board recognizes that while every effort will be made to ensure the high quality of Learning Resources chosen in accordance with Policy 3100, there may be times when the value of a specific resource may be questioned. This policy allows for the inclusion of the opinions of those persons in the schools and the community who are not directly involved in the selection process.

**Policy Statement**

Any resident or employee of the School District may formally challenge learning resources used in the district's educational program on the basis of appropriateness.

**Statutory Reference**

**Contractual Reference**

**School District 63 Policy Reference:** #3100 Selection of Learning Resources  
#3130 Internet/WAN Acceptable Use

**Date of Initial Board Approval:** July 1992

**Amendments:** July 1999



School District 63 (Saanich)

**Policy Name:** Challenge of Learning Resources

**No.** 3120

**Guiding Principles**

1. Any resident or employee of the school district may raise objection to learning resources used in a school's educational program despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the proper procedure, and observed the criteria for selecting learning resources.
2. The school administrator should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by policies enacted by the Board of School Trustees.
3. No parent has the right to determine reading, viewing or listening matter for students other than her/his own children.
4. Although it is the learning resources which are challenged, the principles of the freedom to read/listen/view must be defended as well.
5. Access to challenged material shall not be restricted during the reconsideration process.
6. The major criterion for the final decision is the appropriateness of the material for its intended educational use.
7. A decision to sustain a challenge shall not necessarily be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

**Date of Initial Board Approval:** July 1992

**Amendments:** July 1999  
February 2007

**Policy Name:** Challenge of Learning Resources

**No.** 3120

## **Administrative Procedures**

### **1. Request for Informal Reconsideration**

- a) The school receiving a complaint regarding a learning resource shall try to resolve the issue at the school level.
- b) The school administrator or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
- c) The school administrator or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
- d) If the questioner wishes to file a formal challenge, a copy of the District Selection of Learning Resources policy, a copy of the District Challenge of Learning Resources policy and a Request for Reconsideration of Learning Resources form shall be provided by the school administrator to the party concerned.

### **2. Request for Formal Reconsideration of School-Based Resources**

- a) Preliminary Procedures
  - i) Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.
  - ii) The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the school administrator if the resource is in a school, or with the Superintendent if the resource is in a district-based collection.
  - iii) The Superintendent shall be informed by the school administrator of the formal complaint received.
  - iv) The request for reconsideration of materials in school-based collections shall be referred to a reconsideration committee at the school level for re-evaluation of the resource.
  - v) Requests for reconsideration of materials in district-based collections shall be referred to the District Reconsideration Committee.

**Policy Name:** Challenge of Learning Resources

**No.** 3120

**Administrative Procedures** (cont'd)

- b) The Reconsideration Committee
  - i) Upon receipt of a request for formal reconsideration of a learning resource:
    - (1) For learning resources in school-based collections, the school administrator is responsible for:
      - (a) Forming the reconsideration committee. When appropriate, membership should include:
        - (i) one member of the district staff chosen by the Superintendent;
        - (ii) one member of the school teaching staff chosen by the school staff;
        - (iii) one member of the school Parent Advisory Committee chosen by the Committee;
        - (iv) one student chosen by the student body (when appropriate).
      - (b) Naming the convener of the reconsideration committee;
      - (c) Establishing a meeting date as soon as possible after the complaint is received.
    - ii) For learning resources in district-based collections, the Superintendent or designate is responsible for establishing a meeting date as soon as possible after the complaint is received.
- c) The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
- d) The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection of Learning Resources policy.

**3. Request for Formal Reconsideration of Materials in District Collections**

- a) Preliminary Procedures
  - i) The staff of the District Resource Centre will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.
  - ii) The Request for Reconsideration of Learning Resources form shall be signed by the questioner and filed with the Superintendent.
- b) The District Reconsideration Committee
  - i) The Superintendent or designates shall establish the reconsideration committee.
  - ii) The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
  - iii) The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the district's Selection of Learning Resources policy.

**Policy Name:** Challenge of Learning Resources

**No.** 3120

**Administrative Procedures** (cont'd)

**4. Resolution**

- a) The reconsideration committee shall proceed within these guidelines:
  - i) Examine the challenged resource.
  - ii) Consider written submissions by community members in a session which includes an opportunity for committee members to question presenters.
  - iii) Determine professional acceptance by reading critical reviews of the resources.
  - iv) Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context.
  - v) Discuss the challenged resource in the context of the educational program.
  - vi) Discuss the challenged item with the individual questioner when appropriate.
  - vii) Determine a final recommendation in camera.
  - viii) Prepare a written report which will include the procedures followed, the minutes of meetings, and the rationale for the decision made by the committee.
- b) The decision and rationale shall be discussed with the individual questioner and appropriate staff if requested.
- c) For school-based collections, the written report shall be retained by the school administrator, with copies forwarded to the Superintendent. A minority report may also be filed.
- d) For district-based collections, the written report shall be retained by the Superintendent. A minority report may also be filed.
- e) Written reports, once filed, are confidential and available for examination by trustees and appropriate officials only.
- f) The decision of the respective reconsideration committee is binding on the individual school, or for the district-based collection.
- g) Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the Board of School Trustees as the final review panel.

**5. Forms**

- a) 3120A Request for Reconsideration of Learning Resources

**Date of Initial Board Approval:** July 1992

**Amendments:** July 1999  
February 2007

**Policy Name:** Challenge of Learning Resources

**No.** 3120

**REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES**  
**Form 3120A**

This form is to be used by an individual who wishes to enquire into the suitability of a learning resource in School District #63 (Saanich). It is expected that the complainant has spoken to the school administrator concerned, and wishes to pursue the matter further.

Please complete the form and return it to the school administrator if the resource is in a school, or with the Superintendent if the resource is in a district based collection.

DATE: \_\_\_\_\_

Title of Resource: \_\_\_\_\_

Context of Usage:

- Classroom Resource \_\_\_\_\_
- Distance Education Material \_\_\_\_\_
- District Resource \_\_\_\_\_
- Other \_\_\_\_\_

Author(s): \_\_\_\_\_

Publisher/Year: \_\_\_\_\_

Request initiated by: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

\_\_\_\_\_

Representing: Himself/Herself \_\_\_\_\_  
or Organization \_\_\_\_\_  
(Please specify) \_\_\_\_\_

\_\_\_\_\_

**Policy Name:** Challenge of Learning Resources

**No.** 3120

**REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES**  
**Form 3120A**

1. To what in the resource(s) do you object?

---

---

---

a) pages \_\_\_\_\_ specific objection:

---

---

b) pages \_\_\_\_\_ specific objection:

---

---

c) pages \_\_\_\_\_ specific objection:

---

---

2. Have you read, viewed or heard the entire resource?

---

3. What do you think is the theme or purpose of the resource?

---

---

---

**Policy Name:** Challenge of Learning Resources

**No.** 3120

**REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES**  
**Form 3120A**

4. What might be the effect that this resource will have on students?

---

---

---

5. In many cases, the impact of a resource will vary according to how it is presented and interpreted. We urge you to discuss this material with the appropriate people. Have you discussed the resource with the:

teacher? \_\_\_\_\_

---

school district staff? \_\_\_\_\_

---

6. What should the school/district do about this resource?

Do not recommend or assign to my child \_\_\_\_\_

---

Other \_\_\_\_\_

---

---

**Policy Name:** Challenge of Learning Resources

**No.** 3120

**REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES**  
**Form 3120A**

7. Additional Comments: eg., suggestions as to the replacement for the resource.

---

---

---

---

---

---

---

\_\_\_\_\_  
Signature

---

---

---

---

---

---

---

---

---

---

District Use Only:

---

---

---

---

---

---

---

---

---

---



School District No. 63 (Saanich)

**Policy Name:** Use of Technology and Information Systems

**No:** 3130

**Preamble**

The intent of this policy is to set expectations for ethical and appropriate use of the Internet and the district's network. This policy also indicates consequences for improper use.

The district maintains a network with an internet connection to support learning, educational and administrative communications of staff and students within and outside of the district. This network provides access to a variety of educational resources.

The district technology plan states that every student, administrator and staff member has appropriate and reasonable access to the online system within the school district and through the district system to external resources. This policy governs and guides that access.

**Policy Statement**

All users of school district networked systems will use those systems and will access resources in ways that are efficient, ethical and legal and consistent with the provisions of this policy, the District Technology Plan, the Provincial Learning Network (PLNet) agreement, and the Freedom of Information and Protection of Privacy Act (FOIPPA).

**Statutory Reference:** British Columbia's Freedom of Information and Protection of Privacy Act (FOIPPA)

**Contractual Reference:** Provincial Learning Network (PLNet) Agreement

**Policy Reference:** 3100 – Selection of Learning Resources  
3120 – Challenge of Learning Resources  
District Technology Plan

**Date of Initial Board Approval:** July 1982

**Amendments:** June 2014  
November 1989  
May 1990  
June 2008  
April 2011

**Guiding Principles**

1. All access by students, staff and volunteers, including parents, to district-mediated online communications is governed by this policy.
2. Electronic information will only be stored and retrieved as necessary and in ways that are consistent with the FOIPPA and the provisions of this policy.
3. Staff and student access to online information and communication is a critical part of education. Electronic communications extend learning opportunities and increase awareness of and access to global resources and perspectives.
4. An inclusive learning environment requires equitable access to the internet.
5. Student access to online resources should be developed in a collaborative learning environment in supervised contexts and be accompanied by instruction and high expectations about safety, ethics, etiquette and appropriateness of material.
6. The choosing and recommending of online sites and resources by teachers is governed by the criteria for selection listed in Policy 3100 - Selection of Learning Resources and is subject to the challenge process outline in Policy 3120 - Challenge of Learning Resources.
7. Parents and students (age 12 and over) are required to give consent before students are permitted to participate in teacher driven use of web-based tools where personal information may be used. Where consent is not given an alternative must be provided. For students under the age of 12, only parent/guardian consent is required.
8. Students are expected to abide by school Code of Conduct when using district communication networks.
9. Students and parents are responsible for online behaviour outside the school setting. However, sometimes the actions of students have impacts on the school community and may need to be addressed by administration, the school district, and/or law enforcement as outlined in Policy 6110.
10. Consequences for inappropriate uses are outlined in the administrative procedures and will be consistent with other disciplinary procedures within the district.

**Guiding Principles (cont'd)**

11. The Board supports and endorses the use of technologies which are environmentally friendly that minimize waste in creation and disposal and that minimize potential health concern.
12. The Board supports the purchase of energy efficient and long-life equipment and technologies as a means of reducing overall energy costs.
13. Although the district technology plan is predicated on hard-wired access to the internet through thin client technologies, the Board recognizes that there are circumstances where wireless access to the internet is desirable. Wireless access will be made available in accordance with the provisions of Administrative Procedure 19 as needed and in compliance with the safety standards established by Health Canada and the World Health Organization. Those safety standards will be reviewed from time to time by the Superintendent of Schools. Commercial-grade managed wireless access points will be provided in adult work spaces including the school board office, physical plant, education centre, school staff rooms and staff work areas, and in student environments in accordance with Administrative Procedure 19. It is understood that where WiFi access is intentionally limited to certain areas of schools there will be some degree of radio-frequency signal evident throughout the school diminishing in intensity as a function of (the square of) the distance from the wireless access point.

**Date of Initial Board Approval:** July 1982

**Amendments:** January 2016  
June 2014  
November 1989

**Administrative Procedures**

1. Purposes  
The district network and internet connectivity will be managed in a way that supports and enhances educational opportunities for students and staff. The district network will be maintained in a way that facilitates communication among staff, students and the community, and provides access to appropriate online resources.
2. District Rights  
The district has the right to restrict or terminate access to and through its network at any time for any reason. The district further has the right to monitor any network activity in order to maintain both the operation and appropriate use of the information network.
3. Privacy  
The district will store electronic information only as necessary and in ways that are consistent with the FOIPPA and the provisions of this policy. The district will routinely monitor internet use.
4. Confidential Information  
Users are expected to exercise due diligence with content containing school-related and confidential information.
5. Appropriate use of Internet Access  
The District network is a shared resource and access to the internet is limited. Users of the district network are part of a community and are expected to use the resource in a way which does not negatively interfere with the needs of others. Streaming videos and other high-bandwidth usage of the district network for non-educational purposes is not appropriate.
6. Storage Capacity  
Users are expected to delete non-essential email or other material that take up excessive space. Disk space storage and email limits may be imposed on both staff and students.
7. District staff email
  - a) The district assigned email account shall be an official means of communication for all staff. District-owned email systems are no different from district-owned telephone systems, bulletin boards, copiers or other capital assets and are to be treated in the same manner. Users are responsible for all information exchanged via their district assigned email account.

**Administrative Procedures** (cont'd)

- i) The account and the contents of the account are governed by administrative procedures.
  - ii) The district offers this service on an as-is basis. The district information technology department does not offer any implicit or explicit guarantees of service.
  - b) It is the account holder's responsibility to create a secure alphanumeric password in accordance with District requirements.
  - c) The IT department will create new email accounts for new staff members upon notification from the Human Resources department and will retain those accounts until retirement, resignation or termination of the staff member.
  - e) When a staff member leaves the district by retirement, resignation or termination, the email account will be deleted. The account holder is expected to clear the account of personal correspondence before leaving. Human Resources is responsible for notifying the IT Department as to the deletion date.
  - f) The district will make reasonable efforts to maintain the integrity and effective operation of its electronic mail systems, but users are advised that those systems should not be regarded as a secure medium for the communication of sensitive or confidential information. The nature and technology of electronic communication does not allow the district to assure the privacy of an individual's use of the district's electronic mail resources or the confidentiality of particular messages that may be created, transmitted, received or stored thereby.
8. Use of Personal and Wireless Devices
- The district recognizes that staff and students may bring their own computers to school/work to help perform their duties. Personal devices may only attach to the internet (PLNET) via public wireless. Personal devices will not be given access to the wired network.
- a) Up-to-date virus protection software must be licensed and installed for the computer.
  - b) The computer must be running an operating system that allows for appropriate network security to be applied.
  - c) Use of personally owned computers will only be for appropriate work and learning purposes.

**Administrative Procedures** (cont'd)

- d) The district assumes no obligation for the support of the personal equipment; nor will it accept any liability for modifications made to the equipment as a result of establishing a connection.
- e) The owner of the equipment will disconnect the equipment at the request of any supervisor or Information Technology staff member.
- f) The Board accepts no responsibility for theft or damage that may occur to personal items brought to the school or the worksite.

9. Software Licensing

The district adheres to vendor software licensing agreements for the use of software in schools and district departments and acknowledges the licensing of software as copyright intellectual property.

- a) Open Source or software available under the General Public License (GPL) may be used freely as defined under the GPL. Open Source software is to be considered as the preferred alternative to commercial software wherever possible.
- b) Software placed on school computers must be done so in accordance with the vendor's licensing conditions. Schools and district departments must have a copy of the license for each corresponding software application.
- c) Software purchased under an educational license must be used only on school and district computers or as defined by the license agreement.
- d) Schools and district departments must keep a current record of all software licenses.
- e) Where software is purchased by the district for distribution to schools/departments, licensing information will be kept centrally in the district.
- f) Where software is upgraded on the original license and placed into use, the original software must not be sold, given away or continued in use unless specifically stated in the licensing agreement.
- g) Software no longer in use by schools or departments should be removed from all computers.
- h) Removal may include destruction, selling or giving away the original copy and documentation provided this does not contravene the original licensing agreement.
- i) Software licensing documentation must be held securely in the main office and made available to enforcement authorities upon request.

**Administrative Procedures** (cont'd)

10. Online Publishing and Communication

It is the expectation that schools, departments and programs will use district provided online communication tools hosted on district servers.

Departure from this procedure at school level must be sought in writing from the Superintendent or designate prior to posting any school web page on third party provider servers.

Departure from this procedure by a department or program must be sought in writing from the school administrator prior to posting any department or program web page on third party provider servers.

Schools, departments and programs interested in using third party online communication tools, used in conjunction with district provided tools, must contact the IT Director or designate to ensure that district-wide practices and procedures are followed. i.e., naming conventions/theming.

- a) Each principal or designate must identify the school's site manager(s), who will be responsible for managing the content of school web pages.
  - ii) Each principal or designate must identify the person(s) who will be responsible for managing/publishing content on third party online communication tools.

All graphic, photographic, video, audio and multimedia content appearing on a district or school webpage used for business purposes must be original source material. Materials owned through other sources or copyright materials must be accompanied by written authorization from the owner or copyright holder before publication or posting on district web servers or other internet sites.

All graphic, photographic, video, audio and multimedia content appearing on a district or school webpage used for educational purposes that are not original source material must be attributed and authorship identified in accordance with the fair dealing rules in Canadian copyright law.

Each school main website must contain prominent link pointing back to the district webpage.

- b) All published materials on district servers become the property of the district. The district retains full copyright on all posted web content. All original student work posted to the district or other websites is the property of that student.

**Administrative Procedures** (cont'd)

11. Student Personal Information

- a) Schools and Districts are authorized to collect, use, and share student personal information that is directly related to and necessary for their educational functions. For other school or education-related purposes, parental and student (for students 12 and over) consent is required.
- b) Saanich School District will seek consent to collect, keep, use and share photographs, videos, work, and names of students on the school or district website(s) and other publications for education related purposes, such as recognizing and encouraging student achievement, building the school community, and informing others about school and district programs and activities. This may include publications such as newsletters, brochures, and reports, social media sites, and online video (e.g., YouTube).

12. Web-Based Tools

- a) The district recommends teachers utilize district provided and hosted web-based applications such as Moodle and Elgg.
- b) Schools and teachers may also request that students use other web-based tools, not hosted by the school district, to create and share their learning. Using these tools, students may:
  - Create accounts using personal information (i.e., email address)
  - Publish/present student pictures/video/audio, with names and personal information
  - Create/communicate/collaborate/network in online communities
- c) When web-based tools are used parent and student (for students 12 and over) consent is required if any of the above (b) occur. Teachers will obtain parent consent through the use of the web-based tools consent form and a cover letter outlining (b), as well as, the educational purpose for using the web-based application.
- d) Terms of use should be followed when using online tools.
- e) Internet safety, digital citizenship and literacy will be taught explicitly and revisited regularly. Teachers and students will be learning alongside children in Saanich schools, our school district, and around the world. As a general safe practice, when interacting with any web-based service, students should take care and avoid posting personal information that could be used to identify themselves



**Administrative Procedures** (cont'd)

or other people. Student's personal information may be accessible by others with the creation of an account on a web-based tool, through the content created and published by students and the actions of others.

13. Outside Media

Media (including radio, television, newspapers, and other print and online media) are sometimes permitted or invited to come to the school or to school activities and allowed to take photos or video or conduct interviews with students, for the purposes of promoting public understanding of school programs, building public support for public education, and encouraging student achievement.

School and district staff cannot control news media access, photos/videos taken by the media or others in public locations (such as field trips or off school grounds) or at school events open to the public, such as, sports events, student performances, school board meetings, etc.

Parent and student (for students 12 and over) consent is required when student personal information is captured by outside media. If parents do not want their children to be involved in such activities, parents need to tell their children to avoid these situations and tell their children's teacher of their wishes.

14. Ethical Use

Any use of email or access to network or internet resources by students or staff which are contrary to the purposes of the network or which violate or endanger personal safety, legality, system security, or privacy are prohibited. These practices include but are not limited to:

- use for personal commercial gain
- use that is not consistent with the educational purposes of the network;
- use of profanity or inappropriate language;
- use that disrupts the educational goals of the district;
- use of a district account by unauthorized users;
- access of material that has been deemed inappropriate for school use including pornography;
- use that violates copyrights or license agreements;
- use that intentionally disrupts network traffic or degrades equipment or network performance;
- illegal activities including harassment;

**Administrative Procedures** (cont'd)

- possession of data in any form which might be considered a violation of these practices

15. Inappropriate Materials

Staff and students will be allowed to use this network to access the internet understanding that some material that is available through the internet is inaccurate or biased and must be used with caution. Some material is contrary to prevailing community standards and is inappropriate for classroom use. Access of inappropriate material is not permitted through this network. While the district will attempt to reduce the accessibility of objectionable material, the internet is designed to make all materials within it available through search and retrieval tools. While the district and PLNet include content filtering, the primary tool in preventing access of inappropriate materials is the development of an ethical user.

Students and parents need to know that it is possible for students to encounter inappropriate material during legitimate research. If a student inadvertently encounters inappropriate material the website should be left immediately. Students and staff need to constantly evaluate and filter information and resources in the internet environment.

16. Code of Conduct for district network

The following items must be included in Code of Conduct of each school:

- Students will engage in appropriate curricular behaviour when using the district network.
- Students will only publish their own personal information if related to curricular activities and parent/guardian consent is given.
- Students will not publish other people's personal information. For example, name, location, phone number, images, video, work, username, or other personal information.

17. Consequences of violations include but are not limited to:

- suspension or revocation of network privileges;
- suspension or revocation of computer access;
- school suspension;
- disciplinary action of an employee under the appropriate collective agreement or contract of employment;
- legal action and prosecution by the authorities.

**Administrative Procedures** (cont'd)

18. Forms

Consent forms relating to student's personal information and use of web-based tools are available for distribution and school administrators should ensure that the consent forms are completed by students and/or parents at the appropriate time during the school year. Forms are located in the Zimbra briefcase and The Hub: <http://hub.sd63.bc.ca>

19. Although the district technology plan is predicated on hard-wired access to the internet through thin client technologies, the Board recognizes that there are circumstances where wireless access to the internet is desirable. Wireless (WiFi) installations will be managed as follows:

- a. There will be no WiFi installations in elementary schools, and no increase to coverage in middle schools, except as authorized by the Superintendent of Schools in response to submissions from schools that are:
  - based on thorough consultation within the school community;
  - in keeping with Guiding Principles 13;
  - clear in the assertion that installation of WiFi is required for student learning and support;
  - designed to minimize locations and time of use of WiFi
- b. In middle and secondary schools, managed WiFi environments may be installed in adult workplaces including staff rooms and offices as necessary.
- c. Middle schools will have up to 25% coverage of student areas (with the understanding being that there will be spillover of the signal as described in Guiding Principles 12), with the locations to be determined in accordance with educational needs as described in IEPs and overall educational needs for the school as determined with staff and the Parent Advisory Council.
- d. Secondary schools will have school-wide WiFi coverage.
- e. The Information Technology Department will be responsible for all WiFi installations and will ensure that all wireless access points are managed, commercial grade and as localized as possible.

20. School administrators will review this policy with all staff at the beginning of each school year and will make paper copies available to parents upon request. District administrators and supervisors will ensure that employees not assigned to schools review this policy on a regular basis.

**Administrative Procedures** (cont'd)

21. The District is committed to moving to a common and consistent IT platform in order to more effectively use and manage resources. To ensure that devices are compatible with District infrastructure, that they can be effectively managed by IT staff, and that they are of a suitable commercial grade, schools must consult with the District Information Technology department to discuss any potential IT purchases. Examples of these devices include desktop and laptop computers, printers, photocopiers, tablets, document cameras, and LCD projectors. If the devices are not compatible with district systems, or cannot be effectively managed, the devices may not be purchased. To support the management of portable devices, the district will use a mobile management system. The initial licence per device will be purchased by the district and the school will be responsible for any additional monthly costs.

**Date of Initial Board Approval:** July 1982

**Amendments:** January 2016  
June 2014  
November 1989

School District 63 (Saanich)

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**Preamble**

Students, parents, teachers and administrators are all served by the processes of assessment, evaluation and reporting. At the school level, these processes are used to:

- **support students** by providing them with feedback regarding their performance and achievements, and the effect of their attitude, behaviour and work habits.
- **inform educational practice** by providing teachers with specific information regarding student learning and the effectiveness of particular strategies, resources and methodologies.
- **facilitate decision making** by providing information that teachers, administrators, young people and their parents need in order to make choices about a student's future learning.
- **document** the quality of a student's performance, achievement and participation.

**Policy Statement (K-12)**

Student learning is optimized through effective assessment, evaluation and reporting practices. The Board believes that these practices must be an integral part of teaching and learning.

**Date of Initial Board Approval:** March 9, 1981

**Amendments:** August 26, 1996  
May, 1997

School District 63 (Saanich)

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**Guiding Principles (K-12)**

1. In the Saanich School District, assessment, evaluation and reporting practices shall reflect the Principles of Learning formally adopted (1993) by the Board of School Trustees:
  - *Learning requires the active participation of the learner.*
  - *Learning is an individual and a social process.*
  - *Learning occurs in varying ways and at different rates.*
2. The processes of assessment, evaluation, and reporting shall support the student in his/her learning.
3. Assessment, evaluation, and reporting shall:
  - be criterion referenced;
  - provide multiple opportunities for students to demonstrate their learning;
  - provide a variety of ways for students to demonstrate their learning.
4. The processes of assessment, evaluation and reporting shall involve students as active participants. Their perspectives enrich and contribute to the evidence of their learning. Participation enables them to gain skills in self-evaluation and goal setting, thereby helping them to apply assessment and evaluation throughout their lives.
5. In the Saanich School District, reporting on student performance shall be documented in accordance with the accompanying Policy Administrative Procedures.

**Date of Initial Board Approval:** March 9, 1981

**Amendments:** August 26, 1996  
May, 1997

School District 63 (Saanich)

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**Administrative Procedures**

**INDEX**

Assessment K-12	1
Evaluation K-12	2
Reporting K-12	3
Reporting K-5 -- Elementary	4-6
Reporting 6, 7 & 8 -- Middle	7-10
Reporting 9-12 -- Secondary	11-14
Student-Centered Conferencing	15
Permanent Student Record	16
Appendix I (a): Elementary Student Progress Report	17
Appendix I (b): Middle Student Progress Report	18
Appendix I (c): Secondary Student Progress Report	19-20
Appendix II: Glossary of Terms	21
Appendix III: Guidelines for Reporting on Student Behaviour	22-23
Appendix IV: Letter Grade "I" and Plan of Assistance	24
References/Resources	25

**Assessment K-12**

**Assessment practices (K-12) shall:**

- be ongoing, regular and frequent
- reflect the expectations as stated by the prescribed learning outcomes
- be based upon criteria derived from prescribed learning outcomes. The criteria shall be discussed with the students, and where appropriate, developed with them. Examples of student work will be used to demonstrate different levels of achievement.
- recognize that students learn in varying ways and at different rates. Therefore, assessment practices (K-12) shall:
  - include a wide variety of strategies and resources (observation, conferences, interviews, inventories, teacher-made tests, reference sets, etc.) which will support teaching and learning
  - accommodate different learning needs by providing students a variety of strategies and multiple opportunities for assessment.
- ensure that teachers agree upon expectations for any common tasks/activities which they set for evaluation purposes
- distinguish between criteria which relate to prescribed learning outcomes and those which relate to student behaviour (i.e., Attitudes/Effort and Work Habits/Organization).
- distinguish between the criteria that relate to prescribed learning outcomes and those that relate to task requirements (“givens” such as length of assignments, formats, handwriting, etc.)
- include student self-assessment, as appropriate

**Assessment...**

is the gathering of evidence about students' attitudes, skills and knowledge in relation to the expectations prescribed in the provincial learning outcomes or modified outcomes as indicated in an IEP.



**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**Evaluation K-12**

**Evaluation practices (K-12) shall:**

- be based on performance in relation to criteria derived from prescribed learning outcomes or Individual Education Plans (IEP's)
- promote a common understanding among parents, students and teachers of levels of achievement relative to criteria
- be based on both formative and summative data. Formative evaluation is ongoing. Summative evaluation is concerned with past learning. At the end of a unit, course, or year, students and teachers reflect upon, and make judgments about, overall performance and achievement.
- be based on an appropriate balance of qualitative (descriptive) and quantitative (numerical) data. The practice of averaging to determine a final standing, where appropriate, should reflect achievement relative to criteria.
- where numerical data are used, take into account relative value as a result of "weighting" of assignments and specific criteria
- include student self-evaluation, as appropriate (to facilitate learning, goal-setting and reporting)
- ensure that students are given multiple opportunities and ways to demonstrate performance in relation to learning outcomes

***Evaluation...***  
is the process of interpreting evidence collected from assessment tasks and making professional judgments about students' attitudes, skills and knowledge in relation to the expectations prescribed in the provincial learning outcomes or modified outcomes as indicated in an IEP.

In criterion-referenced evaluation, student performance is compared to established criteria based on the prescribed learning outcomes listed in the IRP for each subject and grade or course.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

### Reporting K-12

#### Reporting (K-12) shall:

- be based on the following Principles of Reporting:
  - The prime purpose of the reporting process is to communicate to students, parent(s)/guardian(s) significant aspects of the student’s development and learning including information regarding student behaviour (e.g., Attitude/Effort and Work Habits/Organization).
  - Students learn at different rates and in a variety of ways. Therefore, informal and formal reporting is ongoing and may take a variety of forms.
  - The process of assessment, evaluation, and reporting and conferencing are meant to support the student in his/her learning. For this reason, the student should be an active participant in the processes.
  - Assessment, evaluation and reporting contribute to informed decision making by teachers, students and parents.
- occur five times during the school year, and at least three of the five reports shall be formal written reports (as stipulated in *The School Act*). Reports need not be issued at the same time for all students. Teachers may report on students’ development and learning more frequently than required. In Saanich School District, decisions regarding when to report will be made at the school level.
- include structured written comments by teachers (refer to page 14)
- only include letter grades and percentages as per Board motion (see sidebar)
- include information regarding student behaviour (including Attitude/Effort and Work Habits/Organization)

#### **Board Motion of July 2, 1996**

The following is deemed to be formal direction for School District 63 schools when preparing and distributing report cards, within the existing policy on Assessment, Evaluation and Reporting.

#### **Elementary Schools** **(Grades Kindergarten to 5)**

Neither letter grades nor percentages are to be used to indicate student performance in all elementary grades.

**Note:** For grades 4 and 5, letter grades in the areas of **Mathematics**, **Reading**, and **Writing** must be prepared by teachers for the purpose of including these on the Permanent Student Record.

These letter grades may also be verbally communicated to those parents who request this form of representation of student performance.

#### **Middle Schools** **(Grades 6, 7, and 8)**

Letter grades only are to be used to indicate student performance in all middle school grades.

#### **Secondary Schools** **(Grade 9)**

Letter grades only are to be used to indicate student performance in courses numbered 9.

#### **Secondary Schools** **(Grades 10, 11 and 12)**

Letter grades and percentages are to be used to indicate student

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

### **Reporting In Elementary (K-5) Schools**

#### **1. Reporting shall:**

- *The School Act* stipulates that reporting shall occur five times during the school year, and that three of five reports shall be formal, written reports. Reports need not be issued at the same time for all students. Teachers may report on a student's development and learning more frequently than required. In Saanich School District, decisions regarding when to report will be made at the school level.

*Reporting...*

is defined as the communication of student progress, including achievement and behaviour, to the student and parents (or guardians).

#### **2. Formal Reporting:**

- The report card utilized for the formal written reports shall be defined as:
  - the District-approved Elementary Progress Report form.
  - the District-approved Elementary Progress Report envelope.

Where other information such as curriculum overviews, teachers' newsletters, etc., are included in the report card envelope, they must include the following disclaimer:

This information does not constitute part of the formal Elementary Progress Report.

#### **3. Structured Written Comments:**

- Information on the report card related to student achievement will be conveyed through structured written comments only. These comments will describe, in relation to the expected learning outcomes set out in the curriculum,
  - what the student is able to do,
  - areas in which the student requires further attention or development, and
  - ways of supporting the student in his or her learning.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

- Information on the report card related to student achievement for students with special needs will be conveyed through structured written comments only. These comments will describe, in relation to the goals and learning outcomes documented in the student's Individual Educational Plan (IEP),
  - what the student is able to do,
  - the areas in which the student requires further information or development, and
  - ways of supporting the student in his or her learning.

Such comments must indicate that the progress of the student is in relation to the goals and learning outcomes outlined for that student in his or her IEP and is not in relation to the expected learning outcomes set out in the curriculum for the subject and grade.

#### **4. Student Behaviour**

A written description of the student's behaviour, including information on attitude/effort and work habits/organization will be included on the report card as part of the teacher's structured written comments.

#### **5. Student Progress with Reference to Expected Development for Age Range (K-3)**

In addition to the written report, teachers will report orally, upon request, to parents regarding "students progress with reference to the expected development for students in a similar age range." This information will be recorded on the Primary Student Progress Record form and filed in the student file.

#### **6. Letter Grades (Grades 4 and 5):**

Criterion-referenced letter grades indicating achievement in relation to curricular expectations will be prepared for Reading, Writing, and Mathematics for all students capable of achieving the expected learning outcomes in Grades 4 and 5.

- Letter grades will be communicated orally to parents upon request.
- For a student who is capable of achieving the expected learning outcomes for a given subject, or grade, the following symbols may be used:
  - A** The student demonstrates excellent or outstanding performance in relation to the expected learning outcomes for the subject, course or grade.
  - B** The student demonstrates very good performance in relation to the expected learning outcomes for the subject, course or grade.
  - C** The student demonstrates satisfactory performance in relation to the expected learning outcomes for the subject, course or grade.
  - I** In Progress. Refer to Section 7 (page 6).

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

- A letter grade may only be assigned for a student with special needs or for a student who is receiving English as a Secondary Language support if that student is able to achieve the expected learning outcomes set out in the curriculum for the course or subject.
- Letter grades for grades 4 and 5 students will be recorded on the Student Record of Letter Grades form filed in each student's file.

### 7. Using I (In Progress\*)

The symbol "I" indicates that the student is making progress but that additional time, additional educational support or greater effort on the part of the student is required to meet the expected learning outcomes. When "I" is assigned, parents must be contacted.

\* Refer to Appendix IV for district form. Schools may create their own forms which meet the requirements of #7

The symbol "I" is used as a supportive measure, and will be supplemented by a written plan which describes:

- a) the areas in which the student requires further attention or development,
- b) the requirements that need to be fulfilled in relation to the expected learning outcomes, and
- c) a time period for completion of the requirements and a review and evaluation of the student's performance.

When a student is not demonstrating minimally acceptable performance in relation to the expected learning outcomes for a subject(s), parents must be contacted. Where this is the case over more than one reporting period a School Based Team meeting should be convened to discuss appropriate ways to support the student in achieving success in his/her learning.

### 8. Student Placement:

The practices of age-appropriate placement and promotion with intervention are supported in Saanich elementary schools (K-5), while the practice of retention is not supported. For those students who have not demonstrated minimally acceptable performance, the School Based Team shall be involved in considering what additional support, adaptations or modifications a student may require to achieve success in his/her learning. As appropriate, an IEP will be developed.

When this is the case for a student in Grade 5, School Based Teams from both the elementary and middle schools shall meet to discuss the student's transition.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

### **Reporting In Middle (6-8) Schools**

#### **1. Reporting (6-8) shall:**

- be ongoing and may take a variety of forms.
- *The School Act* stipulates that reporting shall occur five times during the school year, and that three of five reports shall be formal, written reports. Reports need not be issued for all students at the same time; and teachers may report on students' development and learning more frequently than required. In Saanich School District, decisions regarding when to report will be made at the school level.

#### **2. Reporting:**

All middle schools in Saanich will use:

- the District-approved Report Envelope,
- the District-approved Report Folder, and
- the District-approved Report Inserts.

Attachments such as curriculum overviews, teachers' newsletters and checklists, etc., may be included with the formal report but are not considered an official part of it. These attachments are therefore excluded from the required record-keeping process.

#### ***Reporting...***

involves the communication of student progress, including achievement and behaviour by the teacher to the student and parents (or guardians).

#### **3. Letter Grades:**

The letter grades used on the middle school report card inserts are relative to students' programs, and prescribed learning outcomes only.

- For a student who is capable of achieving the expected learning outcomes for a given subject, course, or grade, the following letter grades may be used:
  - A** The student demonstrates excellent or outstanding performance in relation to the expected learning outcomes for the course or subject and grade.
  - B** The student demonstrates very good performance in relation to the expected learning outcomes for the course or subject and grade.
  - C+** The student demonstrates good performance in relation to the expected learning outcomes for the course or subject and grade.

#### ***Letter Grades...***

shall be used to report student performance. In Middle Schools, percentages are not to be recorded on any report cards.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

- C** The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade
  - C-** The student demonstrates minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade.
  - “I”** In Progress. Refer to section 4.
  - F** Failing or Failed. Refer to section 4 (page 9)
  - SG** Standing Granted. Refer to section 4 (page 9)
- 
- For those students with Ministry designations (e.g., students with special needs) who are unable to achieve the expected learning outcomes, and for whom an IEP has been developed for a given course, subject or grade, the following symbols may apply: A<sup>IEP</sup>, B<sup>IEP</sup>, C<sup>+IEP</sup>, C<sup>IEP</sup>, or C<sup>-IEP</sup>. The addition of IEP to the letter grade indicates that the prescribed expected learning outcomes are different or have been modified (simplified, reduced in number, or made more challenging). In this case, the letter grade relates to the goals recorded on the student’s Individualized Educational Plan.
  - For those students identified by the school as “low achievers” or as “students with outstanding capabilities” and for whom “course modification agreements” have been developed, achievement may be reported using letter grades accompanied by “IEP” where appropriate.
- 4.** The reporting symbol “I” will be used to alert parents that the student is not demonstrating minimally acceptable performance in relation to the expected learning outcomes.
- The symbol “I” may be used at any time during the school year, including on formal reports, to alert parents that the student is not meeting the expected outcomes. The underlying principle is that both parents and students should be alerted to a problem as soon as it is detected by teachers.
  - The letter grade “I” must be converted to another letter grade:
    - ✓ before a student’s records are transferred to another school unless there is agreement between the principals of the two schools to defer conversion of the “I” symbol;
    - ✓ when letter grades are recorded on the permanent student record card.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

- Where an “I” is assigned on the final report, the written plan is required although consultation is not. The “I” must be converted to another letter grade before the next formal report card is issued. Refer to Section 8 for procedures when an “I” is assigned on a grade 8 final report for a student enrolled in grade 8.
- The letter grades F (Failing) and F (Failed) may only be used after an “I” has been previously assigned.
- In rare circumstances the letter grade F (Failing) may be assigned on a formal term report. In such cases, the requirements for “I” apply (written plan), and a School Based Team meeting must be held.
- F (Failed) may only be assigned when the student has failed to demonstrate minimally acceptable performance, and intervention and support are no longer feasible. Appropriate follow-up and consultation will occur under the direction of the teacher and an Administrator.
- In rare circumstances the letter grade F (Failed) may be assigned at the end of a course, at the end of the school year, upon leaving the school or following a course-end “I” and before the next formal report is issued.
- Standing Granted (SG) will be assigned when it is in the best interests of the student to do so. SG will be given when completion of normal requirements may not be possible, and a sufficient level of performance has been attained to warrant standing. This symbol may be used in cases such as: serious illness, hospitalization, late entry or early leaving, but may only be granted as a result of an adjudication process authorized by the administrator in charge of the school.

##### **5. Structured Written Comments:**

In grades 6, 7 and 8, letter grades will be augmented with structured written comments by teachers, which describe:

- what the student is able to do,
- areas in which the student requires further attention or development,
- ways of supporting the student in his or her learning;

##### **6. Student Behaviour:**

During the middle years, students experience profound physical, emotional, and social changes. Although these aspects of a student’s growth and development may impact upon achievement, they are not included in the assignment of the letter grades. Separate evaluations of the students’ behaviour, shall be provided under the separate headings of “Attitude/Effort” and “Work Habits/Organization.”



**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**7. Active Participation by Students:**

Students should be active participants in the processes of assessment, evaluation, reporting, and conferencing. In the middle schools, this may be accomplished by engaging students in goal-setting and in the development of action plans; and by including students' goals, reflections, and self-evaluations on the report.

**8. Student Placement:**

The practices of age-appropriate placement and promotion with intervention are supported in Saanich Middle Schools, while the practice of retention is not supported. When a student has not demonstrated minimally acceptable performance, the School Based Team shall be involved to determine what additional support, adaptations, or modifications the student may require to achieve success in his/her learning. As appropriate, an IEP will be developed.

When this is the case for a student completing their third year in middle school, School Based Teams from middle and secondary schools shall meet to discuss the student's transition.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

Reporting In Secondary (9-12) Schools

**1. Reporting (9-12) shall:**

- be ongoing and may take a variety of forms.
- occur at least five times during the school year, and at least three of the five reports shall be formal, written reports. Reports need not be issued for all students at the same time; and teachers may report on students' development and learning more frequently than required. In Saanich School District, decisions regarding when to report, and how often, will be made at the school level.

*Reporting...*

is defined as the communication of student progress, including achievement and behaviour by the teacher to the student and parents (or guardians).

**2. Reporting:**

The formal written reports shall include:

- the District-approved Summary Report form,
- the District-approved Term Report form, for grades 9/10 or a similar form for grades 11/12
- the District-approved, School Based Student Reflection form, and
- the District-approved "I" form where necessary (principal authorized school form is an option)

Attachments such as curriculum overviews, teachers' newsletters and checklists, etc., may be included with the formal report but are not considered an official part of it. Attachments are therefore excluded from the required record-keeping process.

For courses numbered 9, letter grades must be used to report student performance. Percentages are not to be recorded on any report cards.

**3. Letter Grades and Symbols:**

The letter grades and symbols listed below are relative to students' programs, and are applied to curricular expectations only.

- For a student who is capable of achieving the expected learning outcomes for a given subject, course, or grade, the following symbols may be used for term reports:

**A** The student demonstrates excellent or outstanding performance in relation to the expected learning outcomes for the course or subject and grade.

**B** The student demonstrates very good performance in relation to the expected learning outcomes for the course or subject and grade.

For courses numbered 10, 11 or 12, both letter grades and percentages must be used to report student performance in all report cards.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

- C+** The student demonstrates good performance in relation to the expected learning outcomes for the course or subject and grade.
- C** The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.
- C-** The student demonstrates minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade.
- I** (Refer to Section 4)
- F** Failing (Refer to Section 6)

In addition, to those listed above, the following may be used for final reports:

- F** Failed (Refer to Section 6)
- SG** Standing Granted (Refer to Section 7)
- TS** Transfer Standing (Refer to Section 8)
- W** Withdrawal (Refer to Section 9)

- For those students with Ministry designations (e.g., students with special needs) who are unable to achieve the expected learning outcomes, and for whom an IEP has been developed for a given course, subject or grade, the following symbols may apply: A<sup>IEP</sup>, B<sup>IEP</sup>, C<sup>+IEP</sup>, C<sup>IEP</sup>, or C<sup>-IEP</sup>. The addition of IEP to the letter grade indicates that the expected learning outcomes are different or have been modified (simplified, reduced in number, or made more challenging). In this case, the letter grade relates to the goals recorded on the student's Individual Educational Plan.
  - For those students identified by the school as "low achievers" or as "students with outstanding capabilities" and for whom "course modification agreements" have been developed, achievement may be reported using letter grades accompanied by "IEP" where appropriate.
- 4.** The reporting symbol "**I**" will be used to alert parents that the student is not demonstrating minimally acceptable performance in relation to the expected learning outcomes.
- The symbol "**I**" may be used at any time during the school year, including on formal reports, to alert parents that the student is not meeting the expected outcomes. The underlying principle is that both parents and students should be alerted to a problem as soon as it is detected by teachers.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

When an **“I”** has been assigned:

- ✓ students and parents must be informed and must be provided with an opportunity to consult with the teacher about the problem the student is having and possible solutions; and
  - ✓ teachers must be prepared to identify what the problem is and specify a plan of action that is intended to help the student achieve the learning outcomes. This information may be communicated in a variety of ways, including through a written plan, by telephone or in a direct meeting involving the teacher, the parent(s) and the student.
- The letter grade **“I”** must be converted to another letter grade:
    - ✓ before a student’s records are transferred to another school unless there is agreement between the principals of the two schools to defer conversion of the **“I”** symbol;
    - ✓ when letter grades are recorded on the permanent student record card; and
    - ✓ before submission of grade 10, 11 and 12 marks to the Ministry for inclusion on the student’s transcripts of marks.
  - An F letter grade can only be assigned if an **“I”** was previously assigned or as a result of failing a provincially examinable course.
- 5.** In cases where consideration may be given to having a student repeat a course the School Based Team should work with the teacher to determine what additional support, adaptations or modifications the student may require to achieve success in his/her learning.
- 6.** The letter grades F (Failing) and F (Failed) may only be used after an **“I”** has been previously assigned.
- The letter grade F (Failing) may be assigned on a formal term report. It indicates that the student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course.
  - F (Failed) may only be assigned when the student has failed to achieve the minimally acceptable performance, and intervention and support are no longer feasible.
  - The letter grade F (Failed) may be assigned at the end of a course, at the end of the school year, upon leaving the school or following a course-end **“I”** and before the next formal report is issued.
- 7.** Standing Granted (SG) will be assigned when it is in the best interests of the student to do so. SG will be given when completion of normal requirements may not be possible, and a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course on subject and grade. This symbol may be used in cases such as: serious illness, hospitalization, late entry or early leaving, but may only be granted as a result of an adjudication process authorized by the administrator in charge of the school.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

8. Transfer Standing (TS) may be granted by the administrator in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the administrator in charge of a school may assign a letter grade on the basis of an examination of those records.
9. Withdrawal (W): Upon request of the parent or, when appropriate, the student, the administrator may grant permission to a student to withdraw from a course or subject.
10. Structured, written comments: In grades 9, 10, 11 and 12, the symbols indicating student performance may be augmented by structured comments written by teachers. Such comments should describe:
  - ♦ what the student is able to do,
  - ♦ areas in which the student requires further attention or development,
  - ♦ ways of supporting the student in his or her learning;
11. Student Behaviour: Although student behaviour may impact upon achievement, it is not included in the assignment of the letter grades. Separate evaluations of the student's behaviour shall be provided under the separate headings of "Attitude/Effort" and "Work Habits/Organization."
12. Students must be active participants in the process of assessment, evaluation and reporting. In secondary schools, this may be accomplished by engaging students in goal-setting and in the development of action plans; by including student self-evaluation information with the formal report and through student centered conferences.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

### **Student-Centered Conferencing**

School District 63 places great emphasis on the principles of learning including “Learning requires the active participation of the learner.”

Although teaching may involve many educators and many resources, the responsibility for learning must also be shared by the student. As students mature, there must occur an increasing level of ownership by students in their acquisition of knowledge, skills and attitudes, which by necessity includes skills of assessment, evaluation and reporting.

Student-centered conferencing is therefore not an isolated event but an integral part of learning which is relevant not only in school but later in life. Post conferencing activities shall include planning and goal setting for further learning.

All partners are actively involved during student-centered conferencing. Specific roles vary depending whether the conference is teacher-led or student-led. It is expected that student-led conferencing occurs most often as students increasingly acquire the skills of assessment, evaluation, planning and verbal literacy. Whichever type of student-centered conferencing is chosen, both focus on open communication, encourage supportive attitudes and honour the view points of the parents (guardians) student and teacher(s) as active participants.

#### **Student-centered conferencing...**

Is a process which implies the active involvement of students who work with their parent(s) and teacher(s) to examine and reflect on their learning.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**Permanent Student Record -- Elementary**

**Follow guidelines as outlined in PSB049 Permanent Student Record - Completion Instructions from the Ministry of Education with the following adjustments:**

**Primary (Grades K-3)**

The Progress Description should include the comment “has met expectations for age range” or “has not yet met expectations for age range” in relation to Reading, Writing, and Math.

**Intermediate (Grades 4 and 5)**

The letter grades recorded on the PSR will be those from the final term (consistent with what is recorded on the School District Student Progress Recording Form).

**Students on an Individual Education Plan**

Students on an Individual Educational Plan (I.E.P.) with a Modified Program will not receive letter grades. Record I.E.P. in the section for the letter grade (Grades 4 and 5), or, for Primary Students, indicate that the student is on an I.E.P. in the PROGRESS DESCRIPTION section.

**FRENCH IMMERSION**

Please indicate “French Immersion” on the PSR for all students (Kindergarten to Grade 5).

**Primary (Grade 3 only)**

In addition to the entries discussed above, the subject “English Language Arts” should be added to the “subject” column and the comment “has met expectations for the grade” or “has not yet met expectations for the grade” should be included.

**Intermediate (Grades 4 and 5)**

In addition to the entries discussed above, the subject “English Language Arts” should be added in the “Subject” column and a letter grade (as described above) given for Reading and Writing.

**Permanent Student Record -- Middle And Secondary**

Follow guidelines as outlined in PSB049 (Permanent Student Record - Completion Instructions)

**Date of Initial Board Approval:** March 9, 1981

**Amendments:** August 26, 1996  
May, 1997  
May, 2004

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**APPENDIX I(a):  
REQUIREMENTS FOR STUDENT PROGRESS REPORTS  
USED IN SAANICH ELEMENTARY SCHOOLS**

Reporting on students in the Elementary grades will occur on the Board-approved Elementary Progress Report form and Report envelope.

**The Elementary Progress Report:**

will include the following information:

- the District logo and a statement that the report form is approved by the Board
- the Principles of Reporting Practice in Saanich Elementary Schools
- space for the structured written comments by the teacher(s)
- a description of what the comments shall include
- placement for the following school year, including the signatures of the teacher and the principal

**The Report Envelope:**

will contain the report form. Information on the report envelope will include:

- the school label
- label space ---student's name and division number
- space for parent(s)/guardian(s) to sign, acknowledging receipt of the report and a space for their comments
- the Principles of Learning



**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**APPENDIX I(b):  
REQUIREMENTS FOR STUDENT PROGRESS REPORTS  
USED IN SAANICH MIDDLE SCHOOLS**

**The Report Envelope:**

will contain the report folder and the report inserts. Information on the report envelope will include:

- the school logo and name.
- label space—student’s name and division number.

**The Report Folder:**

will include the following information:

- the District logo, and a statement that the folder is a form approved by the Board.
- the names, addresses, and telephone numbers of all three middle schools.
- the “Principles of Learning” and the “Principles of Reporting Practice in Saanich Middle Schools.”
- letter grades, symbols, and definitions as per Ministerial Order M192/94; and related descriptions of practice in Saanich School District standardized in all middle schools.
- label space—student’s name, grade, division, and school name.
- space for students to record goals in the first and second terms, and to reflect upon their achievements in all three terms.
- space for parent(s)/guardian(s) to sign, acknowledging receipt of the report, a space for their comments, and a means to indicate (✓) they wish to schedule a conference.
- space to indicate the number of inserts included in the folder for each of the three terms.
- placement for the following school year, including the signatures of the teacher and the principal.

**Report Inserts:**

must conform to the District guidelines for reporting practice and must be approved by the Board for use in Saanich Middle Schools. Report card inserts will make provisions for:

- school logo and/or school name.
- the student’s name, grade, and division.
- label space—the number of days absent and the number of days the student was late during the reporting period.
- a description of the student’s progress using letter grades, as well as structured written comments.
- a description of the student’s behaviour, under the separate headings “Attitude/Effort” and “Work Habits/Organization,” with accompanying rating scale.
- the term, date, and name of the teacher(s) involved in preparing the insert(s).
- the name and signature of the principal, or other administrator.
- a place for comments by administrator(s).
- any other information that teacher(s) or administrator(s) consider relevant.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**APPENDIX I(c):  
REQUIREMENTS FOR STUDENT PROGRESS REPORTS  
USED IN SAANICH SECONDARY SCHOOLS**

**The Summary Report will include:**

- ♦ a current summary of achievement.
- ♦ completed courses and/or accumulated credits.
- ♦ an overview of grade 9-12 requirements.
- ♦ the District logo, and a statement that the form is approved by the Board.
- ♦ the name, address, and telephone number of the school.
- ♦ the “Principles of Learning” and the “Principles of Reporting Practice in Saanich Secondary Schools.”
- ♦ letter grades, symbols, and definitions as per Ministerial Order M192/94; and related descriptions of practice in Saanich School District.
- ♦ student’s name, grade, division, and school name.
- ♦ the name and signature of the principal, or other administrator.

**The Current Report will include:**

- ♦ as appropriate, structured written comments that describe (in relation to PLO’s):
  - what the student is able to do;
  - areas in which the students requires further attention or development;
  - ways of supporting the student in his or her learning.
- ♦ a completed copy of an “I” form for each course in which a student has not achieved a minimum of a C-
- ♦ letter grades for each grade 9 course; and letter grades plus percentages for each grade 10/11/12 course.
- ♦ letter grades for students whose curriculum has been modified will appear as, for example B (IEP).
- ♦ an explanation of letter grades and other symbols standardized by all secondary schools.
- ♦ District logo, school logo and/or school name.
- ♦ the student’s name, grade, and student identification number.
- ♦ the number of days absent and the number of days the student was late, out of the total number of classes during the reporting period.
- ♦ space to indicate the number of inserts included with the current report form.
- ♦ a description of the student’s behaviour, under the separate headings of “Attitude/Effort” and “Work Habits/Organization.”
- ♦ the term, date, and name of the teacher(s) involved in preparing the report.
- ♦ space for comments by administrator(s).
- ♦ space for any other information that teacher(s) or administrator(s) consider relevant.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**The Student Reflection form will include:**

- ♦ space for students to record their reflections about their achievements in the last term;
- ♦ space for students to indicate their goals for the new term or for the following year, as appropriate.

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**APPENDIX II:  
GLOSSARY OF TERMS**

**ADAPTATION:**

is a planned approach whereby the adapted program retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the program. These adaptations can include alternate formats (e.g., Braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time). Students on adapted programs are assessed using the standards for the course/program and can receive full credit for their work. School personnel should document the adaptations provided for the students.

**MODIFICATION:**

is a strategy whereby the modified program has learning outcomes which are substantially different from the prescribed curriculum, and specifically selected to meet the student's special needs. The student's transcript should indicate those courses that are modified.

**ASSESSMENT:**

is the gathering of evidence about students' attitudes, skills and knowledge in relation to the expectations prescribed in the provincial learning outcomes or modified outcomes as indicated in an IEP.

**EVALUATION:**

is the process of interpreting evidence collected from assessment tasks and making professional judgments about students' attitudes, skills and knowledge in relation to the expectations prescribed in the provincial learning outcomes or modified outcomes as indicated in an IEP.

**CRITERION-REFERENCED EVALUATION:**

is an approach whereby student performances are compared to established criteria based on the prescribed learning outcomes listed in the IRP for each subject and grade or course.

**REPORTING:**

is defined as the communication of student progress, achievement and behaviour by the teacher to the student and parents (or guardians).

**COURSE EQUIVALENCY:**

is the process of receiving credit, based on documentation which indicates the student achieved the learning outcomes for an approved Grade 11 or Grade 12 course at an outside institution (Handbook of Procedures, pages 41 to 50).

**COURSE CHALLENGE:**

is the process of receiving credit for a Ministry-authorized or Locally Developed Grade 11 or 12 Course taught within the school district through an assessment of a student's undocumented prior learning (Handbook of Procedures, pages 51 to 53).

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**APPENDIX III  
GUIDELINES FOR REPORTING ON STUDENT BEHAVIOUR**

All schools must report on Student Behaviour as a separate evaluation from Student Achievement. In the assessment, evaluation and reporting process, teachers must distinguish between criteria which relate to prescribed learning outcomes and those criteria which relate to student behaviour. In S.D. #63, student behaviour has been defined through two separate headings: "Attitude/Effort" and "Work Habits/Organization."

It is expected that all elementary schools shall include comments on behaviour as part of the teacher's structured written comments. It is expected that both middle and secondary schools will include a description on their report cards explaining the reporting of Student Behaviour under two separate headings of "Attitude/Effort" and "Work Habits/Organization." The description will also include examples of criteria for consideration.

The wording and number of examples should be identical among schools of the same level. For the purpose of evaluation, both middle and secondary school must also decide on a uniform rating scale at each level.

**Attitude/Effort**

Criteria for consideration include:

- is punctual and attends classes regularly
- shows an active interest in learning
- willing to accept leadership roles
- assumes responsibility for his/her learning
- assumes responsibility for his/her behaviour
- respects property of others
- is respectful of students, staff and visitors in the diverse school community
- shows consideration for the safety and well-being of others
- is aware of his/her responsibilities and attempts to meet them
- respects people's diversity and individual differences
- strives to improve

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**Work Habits/Organization**

Criteria for consideration include:

- brings necessary materials to class
- takes care of personal property
- demonstrates an ability to set and achieve goals
- works well independently
- works well in a group
- carries suggestions through to completion
- takes and uses notes
- completes tasks on time
- organizes time, materials and information
- skillful at researching and utilizing information

Note 1: Examples of criteria may be rewritten as appropriate to each level.

Note 2: Additional criteria other than those examples listed may be considered by individual teachers.

Note 3: A lesser number of examples may be considered by teachers.

Note 4: Teachers will report on each "Attitude/Effort" and "Work Habits/Organization" using a rating scale and symbols agreed upon by A.O.s and teachers within each level (Middle Schools and Secondary Schools).

**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

**APPENDIX IV -- Optional Form**

[NAME OF SCHOOL]

**LETTER GRADE "I" DESIGNATION AND PLAN OF ASSISTANCE**

The Grade of "I" indicates the student's work is not meeting expectations. This plan of assistance indicates what the problem is, identifies clearly what needs to be done, and gives the deadline for the student to meet the expectations. When this deadline is reached, the student's grade will be changed to the appropriate passing grade or to a fail.

Student: \_\_\_\_\_ Division/TA: \_\_\_\_\_

Teacher: \_\_\_\_\_ Course/Subject: \_\_\_\_\_

**METHOD OF COMMUNICATION (CHECK BOX)**

- Telephone #: \_\_\_\_\_ Spoke with: \_\_\_\_\_ Date: \_\_\_\_\_
- Conference/meeting with: \_\_\_\_\_ Date: \_\_\_\_\_
- Interim report (circle) Term 1 2 3 4 Date: \_\_\_\_\_
- Formal report (circle) Term 1 2 3 4 Date: \_\_\_\_\_

**INFORMATION FOR STUDENT/PARENT**

1. Learning outcomes and/or expectations that have not been met:

\_\_\_\_\_  
\_\_\_\_\_

Insufficient space.  
Refer to attached

2. Outline of work to be complete to meet learning outcomes and/or expectations:

\_\_\_\_\_  
\_\_\_\_\_

Insufficient space.  
Refer to attached

3. Deadline for completion of work: \_\_\_\_\_ Completed: \_\_\_\_\_  
(date) (date) (Teacher initial)

4. Ways in which teacher is able to assist:	5. Ways in which parents/guardians may be able to assist:	6. Ways student needs to improve for course success:
a) provide extra instruction <input type="checkbox"/>	a) provide study area <input type="checkbox"/>	a) attend regularly <input type="checkbox"/>
b) provide study materials <input type="checkbox"/>	b) arrange regular study time <input type="checkbox"/>	b) behave and pay attention in class <input type="checkbox"/>
c) request learning assistance support <input type="checkbox"/>	c) ensure student completes assignments <input type="checkbox"/>	c) follow instructions <input type="checkbox"/>
d) provide alternate assignments <input type="checkbox"/>	d) provide a tutor <input type="checkbox"/>	d) complete missing assignments <input type="checkbox"/>
e) provide retests <input type="checkbox"/>	e) keep in contact with teacher <input type="checkbox"/>	e) seek extra help <input type="checkbox"/>
Other: _____	Other: _____	f) bring materials to class <input type="checkbox"/>
		g) write retests: <input type="checkbox"/>
		Other: _____

**CONVERSION**

- Required work was satisfactorily completed
  - Required work was not satisfactorily completed
- The letter grade "I" has been changed to: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_



**Policy Name:** Assessment/Evaluation and Reporting Policy

**No.** 3200

### **References/Resources**

The following documents are available from School District 63's Resource Centre:

Assessment Handbook Series (Ministry of Education)

- Student Self-Assessment
- Student-Centered Conferences
- Performance Assessment
- Portfolio Assessment

British Columbia Primary Teachers' Association. *Evaluation Techniques and Resources: Book II*. Vancouver, B.C.: British Columbia Primary Teachers' Association of the British Columbia Teachers' Federation, 1992.

Davies, A., and others. *Together is Better: Collaborative Assessment, Evaluation, & Reporting*. Winnipeg: Peguis Publishers, 1992.

Little, N. and Allan, J. *Student-Led Teacher Parent Conferences*. Toronto: Lugus Productions Ltd., 1988.

Stenmark, J. K. (ed.). *Mathematics Assessment: Myths, Models, Good Questions, and Practical suggestions*. Reston, VA: National Council of Teachers of Mathematics, 1991.

School District 63 (Saanich)

**Policy Name:** Earning Credits through Challenge, Equivalency,  
External Credentials and Post-Secondary Credits

**No.** 3210

**Preamble**

The purpose of students earning credits through challenge, equivalency, external credentials and post-secondary credits is to grant credit toward graduation for learning that has occurred beyond the scope of regular schooling and which meets or exceeds the provincial standards for course completion. Students may earn these credits as part of the 2004 Graduation Program in grades 10, 11 and 12 (or, for students graduating on the 1995 program, grades 11 and 12).

Within the 2004 Graduation Program, there are 52 required credits and 28 elective credits within the minimum 80 grade 10, 11 and 12 credits for graduation. Within (or beyond) the 28 elective credits there are no limits to the number of credits earned through equivalency, challenge, external credentials, post-secondary credits, independent directed studies or board/authority authorized courses.

For the purposes of this policy, the following definitions shall apply:

Challenge: A formal process in which a student completes for credit, without taking the course, specific tasks to demonstrate achievement of learning outcomes as prescribed in a Ministry-developed or board/authority authorized course. Procedures are as outlined in this document.

Equivalency: (Documented Prior Learning): Equivalent grade 10, 11 or 12 Ministry-developed board/authority course from an educational jurisdiction or institution outside the BC school system. School administrators will ensure that there are processes for students to provide appropriate documentation and for comparison of factors such as learning outcomes, general subject matter, depth or breadth of coverage of subject matter, and assessment methods, instruments and standards. For equivalency to be granted there should be a match of approximately 80% or more of the learning outcomes.

Procedures across the district related to equivalency, external credentials and post-secondary credits will be as described in the Ministry Policy Document: Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies.

School District 63 (Saanich)

- 2 -

**Policy Name:** Earning Credits through Challenge, Equivalency,  
External Credentials and Post-Secondary Credits

**No.** 3210

**Preamble** (cont'd)

For equivalency, external credentials and post-secondary credit, school administrators will ensure that there are processes for students to provide appropriate documentation. There will no fee charged for review or granting of these credits; for reporting and transcript purposes schools will assign letter grades and percentages.

External Credentials: (Ministry-Approved Documented Prior Learning): External credentials approved by the Ministry, based on an official list of the approved credentials and assessments provided annually to schools in the Ministry's Course Information Book. Some external credentials are classified as required course, and others as elective courses. School administrators will ensure that there are processes for students to provide appropriate documentation.

Post-Secondary Credit: Graduation program credits earned by students through completion of 'dual credit' course that leads to a post-secondary credential from a post-secondary institution which is a member of the BC Transfer System or offered in French through the auspices of Educadentre.

**Policy Statement**

The Board recognizes the validity of Graduation Program course credit being earned through challenge, equivalency, external credentials and post-secondary credit. Secondary schools will have processes in place to support students in attaining these credits where they are warranted.

**Date of Initial Board Approval:** June 2004

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Earning Credits through Challenge, Equivalency,  
External Credentials and Post-Secondary Credits

**No.** 3210

**Guiding Principles**

Student access to challenge, equivalency, external credentials and post-secondary credits will be guided by the following principles:

- Students learn in a variety of ways and at different rates;
- The diverse needs and abilities of students should be acknowledged;
- Relevant learning acquired by students outside school should be acknowledged;
- Consistent and equitable challenge procedures will be applied across the district;
- Students should be able to demonstrate readiness before they are allowed to challenge for credit;
- Students will demonstrate that they have met the prescribed learning outcomes for the course being challenged to receive course credit;
- The challenge process should maintain the high standards of a quality education;
- Consistent and equitable opportunities for equivalency, external credentials and post-secondary credit will be provided to students across the district;
- Schools will support students' access to these alternate ways of gaining Graduation Program credits.

**Date of Initial Board Approval:** June 2004

**Amendments:**

School District 63 (Saanich)

**Policy Name:** Earning Credits through Challenge, Equivalency,  
External Credentials and Post-Secondary Credits

**No.** 3210

**Administrative Procedures**

Courses Eligible to be Challenged:

1. All Grade 10, 11 and 12 courses may be challenged (after one year of IRP or Board Authorized implementation of courses) at no charge to the student.
2. Any fees associated with the challenge process will be borne by the District. The Ministry of Education will fund the District the equivalent per pupil funding of a credit course for each successfully completed course challenge.
3. Successful challenge of a course does not result in credit being granted for previous level courses. To obtain credit for the previous level course, students must either enroll in the course or challenge it separately.
4. There is no limit to the number of courses that a student may challenge.

Student Eligibility for Challenge:

1. A student may challenge for credit where equivalency is not appropriate.
2. A student who qualifies for challenge will have demonstrated ability or expertise in the subject.
3. An adult student may apply to challenge for credit.
4. A student who has been enrolled previously in the course may, under certain circumstances, be eligible to challenge it for credit.
5. The final decision regarding eligibility rests with the principal of the school in which the student is registered.

Application to Challenge:

1. The student will demonstrate his/her readiness to challenge the specific course. This will be accomplished by having the student complete the Course Challenge Checklist (see Appendix V (a)) and discuss it with a school advisor or counsellor. This form must be signed by the school principal or designate.

**Policy Name:** Earning Credits through Challenge, Equivalency,  
External Credentials and Post-Secondary Credits

**No.** 3210

**Administrative Procedures** (cont'd)

2. As part of demonstrating his/her readiness the student will provide a written explanation of how the challenge will meet the educational goals of his/her graduation plan.
3. The final approval for challenge will be made by the principal, in consultation with a designated advisor, other educators, the student's parents or guardians, and the student.
4. If the student's challenge request for German 11 or 12, Spanish 11 or 12, Japanese 11 or 12, or Mandarin 11 or 12 is approved, the completed Application Form (see Appendix I(b)) will be submitted to South Island Distance Education School (SIDES). All other course challenge requests are submitted to the principal of the school of record for the student.

Assessing and Evaluating the Challenge:

1. District 63 (Saanich) will use District-wide assessment and evaluation instruments.
2. The entire course must be challenged; partial credit will not be granted through the challenge process.
3. For a challenge in any course a number of assessment and evaluation strategies will be used. These will include a student being expected to:
  - a) submit a portfolio
  - b) do a lab/project
  - c) be interviewed
  - d) write a test
4. For a challenge to be successful, a student must achieve a minimum of a C- (50%) rating in each of the four components.
5. A student will receive a percentage mark and a letter grade for a successful course challenge. These marks will be recorded on report cards and transcripts.

School District 63 (Saanich)

- 3 -

**Policy Name:** Earning Credits through Challenge, Equivalency,  
External Credentials and Post-Secondary Credits

**No.** 3210

**Administrative Procedures** (cont'd)

6. To challenge a course with a provincial examination, and where the student chooses to write the provincial exam, a student must first successfully challenge the school portion of the mark. If successful, (s)he will then write on the first available examination date. The final letter grade and percentage mark will be based on the school mark (60%-80%) and on the provincial examination (20-40%).
7. The school of record will submit the course challenge mark to the Ministry of Education as part of the regular submission of grades and as according to Ministry of Education policy. For course challenges in German 11 or 12, Spanish 11 or 12, Japanese 11 or 12 or Mandarin 11 or 12, SIDES will send the school of record the mark, and the school of record will include this mark as part of the submission of grades.

When and Where to Challenge

1. School District 63 will determine and publish an annual calendar indicating when courses may be challenged for credit.
2. The administration of the challenge process for German 11 or 12, Spanish 11 or 12, Japanese 11 or 12 or Mandarin 11 or 12 will be at the South Island Distance Education School (SIDES).
3. SIDES will only offer a challenge opportunity in the fall term if sufficient requests are made by October 15.
3. A student will be granted only one opportunity to challenge a specific course.
5. Students who are registered in District 63 may not challenge in another District a course which is currently offered in District 63.
6. School District 63 (Saanich) reserves the right to refuse challenge applications from students registered in other Districts.

**Date of Initial Board Approval:** June 2004

**Amendments:** May 2008

School District 63 (Saanich)

**Policy Name:** Earning Credits through Challenge, Equivalency,  
External Credentials and Post-Secondary Credits

**No.** 3210

**APPENDIX I(a) -- COURSE CHALLENGE**

All students currently enrolled in the District are eligible to challenge the courses designated as available for challenge. Only those students who give strong and compelling evidence that they can meet the required learning outcomes and that it is in their best interest will be permitted to proceed. Challenge is intended to respond to unique needs in exceptional circumstances; it is not intended to replace the valuable experience of classroom learning, nor is it intended to be an opportunity for students to improve their course marks.

Name: \_\_\_\_\_ School: \_\_\_\_\_

Course being challenged: \_\_\_\_\_

---

	<b>YES</b>	<b>NO</b>
1. I have read and understood the preamble and know that I must be able to demonstrate a high level of competency related to the prescribed learning outcomes for this course.	<input type="checkbox"/>	<input type="checkbox"/>
2. I recognize that the challenge process will involve a number of steps which may include a portfolio, a written test, a lab/project and an interview.	<input type="checkbox"/>	<input type="checkbox"/>
3. I am aware that the full course must be challenged for credit.	<input type="checkbox"/>	<input type="checkbox"/>
4. I understand that opportunities to challenge will be available only on specific dates during the school year.	<input type="checkbox"/>	<input type="checkbox"/>
5. I am aware that if this is a provincially examinable course I may choose to write the provincial examination as some post secondary institutions require the provincial exam.	<input type="checkbox"/>	<input type="checkbox"/>
6. I have met with a counsellor and/or subject advisor who has approved this application.	<input type="checkbox"/>	<input type="checkbox"/>
7. I can explain my desire to challenge this course in relation to my Student Learning Plan (SLP).	<input type="checkbox"/>	<input type="checkbox"/>
8. I have reviewed my SLP with my counsellor.	<input type="checkbox"/>	<input type="checkbox"/>

A written paragraph, to be attached to your application, will explain how successfully challenging this course will help fulfill your Student Learning Plan. This paragraph will be evaluated on the following criteria:

- a demonstration that you have had a range of engaging learning which can successfully replace the regular classroom experiences;
- identification of the relationship to personal academic or career goals;
- a demonstration of growth toward meeting the significant outcomes highlighted in your Student Learning Plan.



School District 63 (Saanich)

**Policy Name:** Earning Credits through Challenge, Equivalency,  
External Credentials and Post-Secondary Credits

**No.** 3210

**APPENDIX I(b) -- COURSE CHALLENGE: APPLICATION FORM**

- 1. For students where SIDES in the school of record, complete this form for all challenge requests.**
- 2. For students where the school of record is not SIDES, use this form for Grade 11 and 12 challenges in German, Spanish, Mandarin and Japanese only.**

*Please print neatly and complete all relevant sections of this form in order to proceed with your Course Challenge. Incomplete applications may delay processing of your request. Submit this application form to S.I.D.E.S., 4575 Wilkinson Road, Victoria, BC, V8Z 7E8 with payment of \$150.*

Student Name: \_\_\_\_\_ Date of application: \_\_\_\_\_

School Student Number: \_\_\_\_\_

Personal Identification Number (PEN): \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Parent/Legal Guardian: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Postal Code: \_\_\_\_\_ Phone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

I am applying to challenge: (*course name*) \_\_\_\_\_

I wish to challenge this course and will have submitted this application by either:

October 15 (with any provincial exam component to be written in \_\_\_\_\_ )

March 15 (with any provincial exam component to be written in \_\_\_\_\_ )

Student Signature: \_\_\_\_\_

Parent (or guardian) Signature: \_\_\_\_\_

School attending: \_\_\_\_\_

School Advisor Name: (please print): \_\_\_\_\_

***Approval Signature***

The application submitted by \_\_\_\_\_ to challenge  
\_\_\_\_\_ course is approved.

\_\_\_\_\_  
**School Principal**

School District No. 63 (Saanich)

**Policy Name:** School Bus Transportation

**No.** 3300

**Preamble**

This policy describes the responsibilities of the school district when providing transportation to and from school for students. The Board is regulated by any requirements under the School Act and is influenced by the criteria for funding provided from the Ministry of Education. The Board will also take into account the availability of public transportation to and from schools.

**Policy Statement**

The Board of School Trustees of School District No. 63 (Saanich) will establish an efficient and effective school transportation system to provide for the transportation of students to and from their nearest catchment school. The Board will establish guiding principles that outline the criteria for the establishment of the transportation system.

**Date of Initial Board Approval:** September 1977

**Amendments:** April 1979  
September 2002  
September 2003  
August 2016

School District No. 63 (Saanich)

**Policy Name:** School Bus Transportation

**No.** 3300

**Guiding Principles**

The Transportation System will be established within the following Guiding Principles:

1. Routes will be established to ensure transportation for those students living outside the following walk limits by traveled road or walkway from the nearest school in their catchment area:
  - a. Kindergarten – Grade 5 Students: 4.0 kilometers.
  - b. Students of Grades 6 – 12 inclusive: 4.8 kilometers
2. Where the Board, at its sole discretion, deems it necessary to address a concern of safety or to address a district program catchment area, additional school transportation may be provided.
3. The transportation routes will be established to operate within the operating budget established by the Board. Bus routes will be published in August of each school year.
4. Consideration will be given to providing routes when the Board directs students to attend a school other than the nearest school in their catchment area.
5. Students will be transported if the legal capacity of the bus provides for available seating. Priority will be given to those students living outside of the walk limits outlined in number 1.

**Date of Initial Board Approval:** September 1977

**Amendments:** April 1979  
September 2002  
September 2003  
May 2004  
August 2016

**Policy Name:** School Bus Transportation

**No.** 3300

## **Administrative Procedures**

### **1. Bus Routes and Schedules**

- a) Routes will be established annually to serve students outlined in the Guiding Principles.
- b) Priority will be given to those living farthest away from the school in order to ensure that the legal capacity of the bus provides for available seating.
- c) The schedules established annually are subject to change if circumstances require. All times are approximate and subject to adjustment as needed.
- d) The routes and schedules will be published in August of each school year.

### **2. Transportation Assistance**

When the Assistant Superintendent, Student Services, or a Board resolution assigns an individual student to a school other than the school designated for their catchment area, the school board may provide transportation assistance to parents or guardians who provide transportation for their children to and from school in accordance with the following guidelines:

- a) Transportation assistance will be provided only upon receipt of an application form and will commence on the date the application form is received.
- b) Reimbursements will be made only for those days that the service is provided and will be on the basis of Ministry Funding Guidelines (in year 2000: \$.20/km up to a maximum of \$10.00/day plus \$.30 per additional child/family/trip). Reimbursements will be for the distance between home and the nearest bus stop or school whichever is the least distance, less the annual user fee associated with regular transportation service.

**Policy Name:** School Bus Transportation

**No.** 3300

**Administrative Procedures** (cont'd)

### **3. Special Education Bus Transportation**

Where possible special routes will be established to transport students with special needs. The Student Services Department will determine the need for student transportation and where needed and if no bus route is available, transportation assistance or other service will be provided. Requirements for bus drivers are as set out in Appendix B of the Collective Agreement with CUPE Local 441. Students on these routes will be subject to the annual user fee associated with regular transportation service.

**Date of Initial Board Approval:** September 1977

**Amendments:** April 1979  
September 2002  
September 2003  
May 2004  
October 2008  
February 2009  
November 2009  
May 2010  
November 2012  
August 2016

School District No. 63 (Saanich)

**Policy Name:** Use of Commercial Buses

**No:** 3310

**Policy Statement**

The Board approves of the use of commercial buses for transporting of students as outlined in the accompanying Guiding Principles.

**Statutory Reference:** School Protection Program Bulletin Input

**Contractual Reference**

**Policy Reference:** No. 3040 "Field Trip Policy"

**Date of Initial Board Approval:** October 1984      **Amendments:** May 2007

School District No. 63 (Saanich)

**Policy Name:** Use of Commercial Buses

**No:** 3310

**Guiding Principles**

Staff at the Transportation Department will coordinate chartering of commercial buses in accordance with the following principles:

1. A chartered bus must have a current inspection certificate.
2. A chartered bus must have a current school bus permit.
3. A chartered bus must not be older than 10 years.
4. A chartered bus must have a current Motor Carrier's license which clearly defines the approved carrying capacity of the vehicle.
5. A chartered bus must adhere to the same rules as apply to District-owned or District-leased buses, including those found in the School Bus Regulation (Motor Vehicle Act Regulation Part II).
6. The driver of a chartered bus must adhere to the same rules as apply to District drivers, including those found in School Bus Regulation (Motor Vehicle Act Regulation Part II).
7. The contract with the Charter Company should include an indemnity and hold harmless clause in favour of the School District for claims arising out of the operations of the contractor; it should also require the contractor to carry \$10 million in Third Party Liability insurance on each bus as well as Comprehensive General Liability insurance to a minimum limit of \$2 million.

**Date of Initial Board Approval:** October 1984      **Amendments:** May 2007

**Policy Name:** Use of Commercial Buses

**No:** 3310

**Administrative Procedures**

1. The school will arrange for all commercial buses through the Transportation Department.
2. The principal will ensure that a supervising teacher is named whenever a commercial bus is used to transport students.
3.
  - a) A passenger list will be prepared in advance of the trip. In addition to the names of the passengers, it must contain the telephone numbers (home and office) of the principal and Superintendent or designate. A copy will be on file at the school. The driver and the supervising teacher will receive a copy.
  - b) The supervising teacher will familiarize himself/herself with the location of first aid equipment before the bus departs on the trip.
  - c) The supervising teacher will ensure that the loading and unloading of students is safe and orderly. He/she will also ensure that pupils understand their responsibilities.
  - d) The supervising teacher will ensure there will be no overloading of passengers. No standees will be permitted. Every person shall be comfortably and securely seated. There will be no sitting in the aisle and both cheeks of the passenger's rump must be on the seat. No part of the passenger will project into the aisle space.
  - e) If any major changes in route or itinerary occur while on route, the supervising teacher will notify the principal or the Superintendent or designate immediately.
  - f) If an accident should occur, the supervising teacher or designate or bus driver will immediately inform the principal, who in turn will notify the Superintendent or designate, who in turn will notify Trustees and provide details of the incident. If the principal is not available, the Superintendent or designate must be notified.



**Policy Name:** Use of Commercial Buses

**No:** 3310

**Administrative Procedures** (cont'd)

4. a) Passengers will ensure that they have nothing in their possession that may cause injury to others. Items other than personal belongings shall be no larger than can be accommodated under the passenger seats, and under no circumstances shall any item project into an aisle. A separate vehicle is to be provided for any items that cannot be safely carried under the passenger seats or in a luggage compartment.
- b) Pupils are subject to school discipline while being transported on commercial buses. The supervising teacher(s) will be responsible for enforcing discipline in a manner consistent with school policy.
- c) If more than one bus is being used, pupils must remain on the bus to which they are originally assigned.
- d) All students must carry identification.

**Date of Initial Board Approval:** October, 1984

**Amendments:** August 1993  
May 2007

School District No. 63 (Saanich)

**Policy Name:** Leasing or Renting Vans/School Buses  
for Transporting Students

**No:** 3320

**Preamble**

The Board recognizes that there are school field trips or travel to curricular and extra curricular events where the lease or rental of a passenger van/school bus is the most efficient and effective means to transport students.

The Board is very concerned about safety issues and has adopted a policy to mitigate the risk of travel by means of a passenger van.

**Policy**

The Board encourages and supports student participation in curricular and extra curricular field trips that enhance or expand the student's experience. The Board recognizes that the use of leased or rented passenger van/school buses may be the best means to transport students but their use comes with some inherent risk. The guiding principles recognize that the safety of students is of the highest importance and has therefore established safety standards and procedures which are to be strictly adhered to.

**Date of Initial Board Approval:** September 2005    **Amendments:** September 2008

**Policy Name:** Leasing or Renting Vans/School Buses  
for Transporting Students

**No:** 3320

### **Guiding Principles**

1. Passenger vans/school buses (leased or rented) shall have the following safety standards and procedures:
  - a) Purchased or leased vans (and rental vehicles where possible) shall be equipped with a stability control system;
  - b) Passenger vans are limited to 10 passengers. Long term leases must be retrofitted to a maximum of 10 passenger capacity. Short term rentals must be limited to only 10 passengers sitting in front of the rear axle.
  - c) School van/school buses with a seating capacity of 10 persons or more, including the driver, shall be equipped with a first aid kit, a dry powder fire extinguisher, an axe and spare tire. All equipment must be properly secured.
2. Passenger van/school bus drivers must be 21 years of age or older and have a valid driver's license as per all rules and regulations of BC. The School District, as per the National Safety Code, must have a current driver's abstract on file, and the driver must have taken an SD 63 Transportation Department driver awareness course within the last three years. The driver's license must be appropriate for the size of the vehicle being used: Class 5 – seating capacity of not more than 10 passengers including the driver; Class 4 – seating capacity of not more than 25 including the driver; Class 2 – more than 25 passengers.
3. Passenger van/school bus drivers are responsible to:
  - a) Ensure that all passengers wear seat belts (where equipped);
  - b) Ensure that children under the age of 13 are not transported in a front passenger seat equipped with an air bag;
  - c) Ensure that there are no more than 10 passengers in the van and that all passengers are sitting in front of the rear axle;
  - d) Ensure that no cargo is placed on the roof of the van;
  - e) Ensure that riders receive instructions on the safest methods for loading and unloading;

**Policy Name:** Leasing or Renting Vans/School Buses  
for Transporting Students

**No:** 3320

**Guiding Principles** (cont'd)

- f) Ensure that riders are advised of required conduct with respect to seating (i.e., use of seat belts) and behaviours while travelling in the vehicle;
- g) Ensure that when a passenger van/school bus is damaged, becomes defective or malfunctions, drivers remove the vehicle from the roadway in as safe a manner as possible;
- h) Adhere to the Motor Vehicle Act and its Regulations;
- i) In the case of bad weather, check with police and/or highway authorities with respect to driving conditions and, in making the decision as to whether to proceed with the trip or not, decide on the side of caution;
- j) Ensure that they do not drive when feeling fatigued.
- k) Ensure that, as per the Motor Vehicle Act, no passengers are in a van/school bus while it is being re-fuelled.

**Date of Initial Board Approval:** September 2005      **Amendments:** September 2008

**Policy Name:** Leasing or Renting Vans/School Buses  
for Transporting Students

**No:** 3320

**Administrative Procedures**

1. Long term leases of passenger vans/school buses will be arranged through the Transportation Department in the name of the School District.
2. The Transportation Department will provide or review all maintenance for the passenger vehicle.
3. Insurance for the leased vehicles will be maintained through the District's fleet vehicle policy.
4. A passenger list will be prepared in advance of any trip, one copy to be kept by the school and another to be kept by the teacher in charge on the trip. In addition to the list of passenger names, it must contain the telephone number of the principal.
5. If an accident occurs, local police shall be called in accordance with the Motor Vehicle Act. The driver will immediately inform and provide details of the incident to the Principal, who in turn will inform the Superintendent of Schools who may in turn inform the Trustees.
6. The Coordinator of Services shall initiate the Accident Investigation in accordance to Board Policy.

**Date of Initial Board Approval:** September 2005      **Amendments:** September 2008