

**POLICY COMMITTEE**  
**Monday, May 14, 2018 @ 10:30am**  
**Board Room, Main Floor, ADMIN BUILDING**

**PUBLIC MEETING AGENDA**

The Richmond Board of Education acknowledges and thanks the First Peoples of the  
hən̓q̓əmi̓nəm̓ (hun-ki-meen-um) language group on whose traditional  
and unceded territories we teach, learn and live.

- 1. INTRODUCTIONS**
- 2. ADOPT AGENDA**
- 3. APPROVE MINUTES**  
Attachment: Minutes from meeting held April 16, 2018
- 4. POLICY 513.2 AND 513.2-R: FIELD TRIPS**  
Attachment: Memorandum from Assistant Superintendent Lim
- 5. POLICY 104: ACCEPTABLE USE OF INFORMATION AND TECHNOLOGY**  
Attachment: Memorandum from Superintendent
- 6. POLICY 517: ASSESSMENT AND EVALUATION**  
Attachment: Memorandum from the Policy Committee Chair
- 7. SOGI POLICY**  
Verbal update by Superintendent
- 8. POLICY REVIEW STATUS [standing item]**  
Attachment: Status to April 30, 2018
- 9. AGENDA ITEMS FOR UPCOMING MEETINGS**  
Attachment: Status to May 3, 2018
- 10. NEXT MEETING DATES**  
The next meeting is scheduled for 10:30am on Monday, June 18, 2018.
- 11. ADJOURNMENT**

**School District No. 38 (Richmond)**  
**7811 Granville Avenue, Richmond, BC V6Y 3E3**

**MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE**

Date: Monday, April 16, 2018 at 10:30am  
Board Room, Main Floor, Administration Building

Present: Sandra Nixon, Chairperson  
Donna Sargent, Vice Chairperson  
Sherry Elwood, Superintendent of School  
Alice Wong, Member  
Liz Baverstock, President, RTA  
Colleen Howu, Parent \*  
Gail Hackenbruch, Executive Assistant (Recording Secretary)

\*Joined the meeting in progress

The Chair called the meeting to order at 10:38am.

**1. INTRODUCTIONS**

Nil.

**2. ADOPT AGENDA**

The agenda was adopted as presented.

**3. APPROVE MINUTES**

The minutes of the meeting held Monday, March 12, 2018 were approved as circulated.

**4. SOGI POLICY PROCESS**

The Chair advised that the proposed (new) policy, its regulations and administrative guidelines have now been placed into the stakeholder consultation process. The Superintendent provided information on the two public information sessions scheduled for Tuesday, April 24, 2018 and Saturday, May 5, 2018 at Palmer secondary school at which senior staff, school administrators, members of district stakeholder groups, students and cultural interpreters will assist the public with answering questions and how to provide their input in either written form or online via the Let's Talk38 website. She then presented information on the student activities planned at secondary schools to solicit input and the social media campaign. Attendees had comments and questions on: anticipated attendance of stakeholder groups at the public information sessions; timing for communicating the SOGI consultation and feedback process for principals and vice principals; having a formal check in process with the Communications and Marketing Manager for the media at the two public information sessions; and the feedback process for students.

**5. POLICY REVIEW STATUS [standing item]**

Policy status to March 30, 2018 was included with the agenda package.

*Colleen Howu entered the meeting at 10:56am. during the above discussion.*

**6. AGENDA ITEMS FOR UPCOMING MEETINGS**

The status of future agenda items to April 11, 2018 was included with the agenda package.

**7. NEXT MEETING DATES**

Meetings are scheduled for 10:30am on the following dates: Monday, May 14 and Monday, June 18.

**8. ADJOURNMENT**

The meeting adjourned at 11:06am.

Respectfully Submitted,



Sandra Nixon, Chairperson  
Policy Committee

DRAFT

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## Report to the Policy Committee Public

**DATE:** May 14, 2018  
**FROM:** Wendy Lim, Assistant Superintendent  
**SUBJECT:** Update on Field Trip Policy Development

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This report is for information and discussion which may lead to the making of recommendations to the Board.

### BACKGROUND

This report is a follow-up to the Report to the Policy Committee presented on October 16, 2017.

Activities related to the Field Trip forms began in Fall 2013 in response to changes in safety and liability protocol associated with ski trips. A Committee of four school administrators was formed to revise a few field trip forms. By early January 2014, the Committee was responding to safety issues related to international trips as well as outdoor and water-based trips. As a result, the Committee evolved into the Field Trip Task Force and in Spring 2015, it became the Field Trip Pilot Team.

The purposes of the Field Trip Pilot Team were to meet regularly:

- to provide leadership to school administrators in the area of Field Trip design, safety and risk management
- to revise the current Field Trip Policy 513.2 and 513.2-R and related policies to reflect current best practices
- to discuss appropriate Adult to Student Supervision Ratios to reflect current best practices
- to develop new Field Trip Forms to: 1) provide consistency of practices across the school district; 2) enhance communication amongst the Partner Groups; 3) reflect best practices to enhance educational value, field trip design, and safety and risk management, and; 4) support the new BC Transformation Curriculum.

### CURRENT ACTIVITIES

Since the October Report to the Policy Committee, the Field Trip Pilot Team, comprised of nine administrators from the eight pilot schools, continued to meet regularly:

- to revise the Field Trip Policy 513.2 and 513.2-R and related Field Trip policies
- to develop field trip materials to reflect best practices in field trip design and safety and risk management for use during the Pilot Phase which began March 2017
- to collaborate with City Aquatics leaders to revise the City's Get Wet Program to reflect current best practices and to respond to parent and educator feedback in the new WaterSafe Program.

The eight Pilot Schools comprised of four Elementary Schools (Dixon, Grauer, Steves, Whiteside) and four Secondary Schools (Boyd, McMath, Richmond, Steveston-London).

In November, three elementary and 5 secondary teachers joined the Pilot Team to form the Field Trip Working Group. The Working Group met on the following dates: November 22, December 13, February 22 and March 8 to:

- provide feedback to the proposed draft Field Trip Policy 513.2, 513.2-Regulation and 513.2-Guidelines
- provide feedback to the draft field trip materials including checklists, proposals, letters to parents, and supporting documents
- discuss athletic field trips as another form of educational field trips and to incorporate this function into the Field Trip Policy revision and Field Trip materials development processes

### Creation of New Field Trip Forms

New field trip forms were created to support ease of use and implementation. These new forms reflect current best practices in field trip design, safety practices and risk mitigation. These forms also serve as Administrative Guidelines.

Field Trip Form	Components of Best Practices in Administrative Guidelines
Checklist Form 1: One Day Low Risk Field Trip	District Policy, Educational Plan; Supervision Plan; Financial Plan, Transportation Plan, Conduct/Safety/Risk Management Plan, Emergency Plan, Communication Plan
Checklist Form 2: One Day Higher Care Field Trip	District Policy, Educational Plan; Supervision Plan; Financial Plan, Transportation Plan, Conduct/Safety/Risk Management Plan, Emergency Plan, Communication Plan, Departure Plan
Checklist Form 3: Higher Care – Overnight Multiple Day Field Trip and Out-Of-Province/International Field Trip	District Policy, Safety Plan – Travel Advisories and Public Health Agencies, Travel Details, Educational Plan; Supervision Plan; Financial Plan, Transportation Plan, Conduct/Safety/Risk Management Plan, Emergency Plan, Communication Plan, Departure Plan
Proposal Form 1: One Day Low Risk Field Trip	Education Plan, Names and Contacts for Supervisors, Service Providers, Financial Plan, Transportation Method, Alternative Activity Plan, Contingency Plan, Safety Guidelines, Supervision Plan, Conduct/Safety/Risk Management Plan, Attachment Checklists, Authorization
Proposal Form 2: One Day Higher Care Field Trip	Education Plan, Names and Contacts for Supervisors, Service Providers, Financial Plan, Transportation Method, Alternative Activity Plan, Contingency Plan, Safety Guidelines, Supervision Plan, Conduct/Safety/Risk Management Plan, Emergency Plan, Attachment Checklists, Authorization
Proposal Form 3: Higher Care – Overnight Multiple Day Field Trip and Out-Of-Province/International Field Trip	Education Plan, Names and Contacts for Supervisors, Service Providers, Financial Plan, Transportation Method, Alternative Activity Plan, Contingency Plan, Communication Plan, Safety Guidelines, Supervision Plan, Conduct/Safety/Risk Management Plan, Emergency Plan, Attachment Checklists, Authorization
Proposal Form 4: In-School Field Trip	Education Plan, Service Providers, Financial Plan, Supervision Plan, Conduct/Safety/Risk Management Plan, Attachment Checklists, Authorization
Letter #1 Parent/Guardian Informed Consent and Acknowledgement of Risk – One Day Low Risk Field Trip	Activity Information, Educational Program, Responsibilities (School, Parent/Guardian, Student), Consent and Acknowledgement of Risk, Contact Information for Parents/Guardians, Contact Information for Emergency Contacts, Student Commitment to Safety and Code of Conduct and Acknowledgment of Risk
Letter #2 Parent/Guardian Informed Consent and Acknowledgement of Risk and Waiver – One Day Higher Care Field Trip	Activity Information, Educational Program, Responsibilities (School, Parent/Guardian, Student), Consent and Acknowledgement of Risk, Waiver of Liability, Contact Information for Parents/Guardians, Contact Information for Emergency Contacts, Student Commitment to Safety and Code of Conduct and Acknowledgment of Risk
Letter #3 Parent/Guardian Informed Consent and Acknowledgement of Risk and Waiver – Higher Care - Overnight Multiple Day Field Trip and Out-Of-Province/International Field Trip	Activity Information, Educational Program, Responsibilities (School, Parent/Guardian, Student), Consent and Acknowledgement of Risk, Waiver of Liability, Contact Information for Parents/Guardians, Contact Information for Emergency Contacts, Student Commitment to Safety and Code of Conduct and Acknowledgment of Risk
Letter #4 Parent/Guardian Informed Consent and Acknowledgement of Risk – Walking Field Trip	Activity Information, Educational Program, Responsibilities (School, Parent/Guardian, Student), Consent and Acknowledgement of Risk, Contact Information for Parents/Guardians, Contact Information for Emergency Contact, Student Commitment to Safety and Code of Conduct and Acknowledgment of Risk

In addition, the following form was revised to reflect best practices:

- Volunteer and School Staff Driver Authorization Registration and Approval Form

Furthermore, the following 10 Supporting Documents were created to complement the Checklists, Proposals, and Letters to Parents/Guardians:

- Planning a Field Trip Flowchart
- Detailed Field Trip Plan for Multiple Days Form
- Assessing Teacher Readiness for Field Trips
- Bus Passenger List Form
- Car Passenger List Form
- Consent of Volunteers and Acknowledgement of Risk Form
- Itinerary Card
- Off-site Emergency Medical Form
- Planning for Accessibility Form
- WaterSafe Certification Program

Finally, an Athletic Program Package was developed to provide a template for Employee Sponsors to use to support Athletic Field Trips. A “Letter to Parent/Guardian Informed Consent and Acknowledgement of Risk – Athletic Teams Field Trip” was created to provide consistency with the other Field Trip letters.

## **POLICY CHANGES**

As a result of the Field Trip Working Group’s activities, Policy revisions and new field trips have been developed and piloted over the past three years.

The next step is to recommend:

1. Approving of revisions to current Policy 513.2 and 513.2-R(egulations): *Field Trips* AND addition of proposed (new) *513.2-G(guidelines)*.
2. Rescinding Policy 513.2.1 and 513.2.1-R(egulations): *Out of Province/International Travel*
3. Rescinding Policy 805.6: *Transporting Students in Private Vehicles*

Overview of Policy Revision and explanations

<b>Policy</b>	<b>Name of Policy</b>	<b>Explanation of Change</b>
Policy 513.2	Field Trip	Revised to reflect a succinct belief statement about the role of field trips
Policy 513.2-R(egulations)	Field Trip	<p>Revised to reflect roles and responsibilities of employee sponsor, supervisors, principal, parent/guardian, student, and superintendent</p> <p>Revised due to reference to info that are no longer in existence or valid eg Appendix B, Red Cross Survival Swimming Certificate, Policy 1005.6, etc</p> <p>Revised to ensure that current best practices are found in Administrative Guidelines (not Regulations). Thus, educational goals, planning, supervision, and transportation in the current Field Trip Policy are now found in the new field trip forms – checklists, proposals, letters, supporting documents, driver authorization, and athletic program package.</p>

Policy 513.2-G(guidelines)	Field Trip	Added to reflect a commitment to continuous improvement based on current best practices in field trip design, safety, and risk management as well as to ensure current best practices in Supervision Ratios
Policy 513.2.1	Out of Province/International Travel	Rescinded because it is now found in Administrative Guidelines Checklist Form #3 and Proposal Form #3 - Higher Care – Overnight Multiple Day Field Trip and Out-Of-Province/International Field Trip
Policy 513.2.1-R(egulations)	Out of Province/International Travel	Rescinded because it is now found in Administrative Guidelines Checklist Form #3 and Proposal Form #3 - Higher Care – Overnight Multiple Day Field Trip and Out-Of-Province/International Field Trip
Policy 805.6	Transporting Students in Private Vehicles	Rescinded because it is now found in Administrative Guidelines in the revised Volunteer and School Staff Driver Authorization Registration and Approval Form

## CONCLUSION

As a result of the active participation of the members of the Field Trip Task Force, Field Trip Pilot Team and Working Group as well as the teachers in the eight Pilot Schools, the Proposed Revised Field Trip Policy and field trip forms are now ready for District-wide implementation in Fall 2018.

This author is grateful to members of the Field Trip Working Group for their leadership, expertise and vision to shaping best practices in Field Trip Policy development and in the design of field trips that maximize educational value, enhance safety practices, and mitigate risks.

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*Wendy Lim*  
*Assistant Superintendent*

## Attachments:

Current Policy 513.2 and 513.2-R: *Field Trips*

Proposed Revised Policy 513.2, 513.2-R and new 513.2-G: *Field Trips*

Current Policy 513.2.1, 513.2.1-R: *Out of Province International Travel*

Current Policy 805.6: *Transporting Students in Private Vehicles*

**Education: Programs****Policy 513.2****PROPOSED POLICY****Field Trips**

The Board recognizes that field trips are an extension of the classroom which provide teachers with alternate means to enrich and expand learning.

Field trips have educational value and provide an opportunity for all students to acquire a broad base of experience outside the classroom which can motivate them, enhance their understanding, and reinforce classroom lessons and learning.

**CURRENT POLICY**

The Board recognizes that field trips are an extension of the classroom which provide teachers with alternate means to enrich and expand learning.

Field trips provide an opportunity for all students to acquire a broad base of experience outside the classroom which can motivate them, enhance their understanding, and reinforce classroom lessons and learning. Active involvement in a wide variety of field trips can also enhance student growth in emotional and social development, human relationships and leadership skills.

Therefore, the Board considers field trips part of the curriculum and encourages school personnel to provide a variety of field trips for students throughout their school years. Such field trips must fulfill specific learning outcomes within the curriculum.

It is the policy of the Board that no student be denied attendance on an educational field trip for financial reasons.



**Education: Programs****Policy 513.2-R****PROPOSED REGULATION****Field Trips**

Field trips are employee-sponsored events. These are classified as day field trips, overnight multiple-day field trips, out-of-province/international field trips, and athletic field trips. Day field trips take place within a day. Overnight multiple-day field trips are classified as trips lasting for two or more days. Out-of-Province/International field trips are overnight multiple-day field trips that take place outside of British Columbia. Athletic field trips are either one day or overnight multiple-day or out-of-province/international field trips for athletic teams.

To ensure that field trips are successful, they need to be effectively planned to enhance their educational value and increase safety practices while mitigating risks.

**Responsibilities:**

1. The Employee Sponsor of the field trip is responsible for a) planning, leading, organizing and evaluating all aspects of the field trip including: educational benefits, safety and risk management, instruction, transportation, supervision, and communication to parents and students; b) submitting the field trip proposal to the Principal or Principal Designate for approval within appropriate timelines; c) reviewing the District Code of Conduct and expectations with students prior to departure; d) carrying appropriate field trip documents on the trip; and e) providing the Principal or Principal Designate with the departure plans, contacts and detailed trip information before trip departure.
2. The Field Trip Supervisors are responsible for a) leading and supervising students; b) serving as role models to students; c) acting as ambassadors of the School District; and d) abiding by the District Code of Conduct.
3. The Principal or Principal Designate is responsible for a) reviewing and approving submitted field trip proposals; b) forwarding the overnight multiple-day field trip and out-of-province/international field trip proposals to the Superintendent or Superintendent Designate for final approval; c) supporting teachers in reviewing the District Code of Conduct with students prior to departure on overnight multiple-day and out-of-province/international field trips; d) keeping a record of all field trips; and e) ensuring that the planned field trips align with Board Policies; and f) emailing international trip details to the Ministry of Education at [EDUC.learningdivision@gov.bc.ca](mailto:EDUC.learningdivision@gov.bc.ca)
4. The Parents/Guardians are responsible for a) determining whether their child may participate in the field trip; b) reviewing, completing, signing and returning the Parent portion of the Field Trip Form; c) discussing with the Employee Sponsor any concerns about the field trip; d) reporting to the Employee Sponsor any safety, medical, or health issue for their child; and e) supporting their child in following the behaviours outlined in the District Code of Conduct.

5. The Student is responsible for a) following the behaviours outlined in the District Code of Conduct as well as the expectations of the Employee Sponsor and supervisors; b) participating in the field trip to the best of his/her abilities; c) behaving safely, wearing appropriate clothing, and using appropriate equipment on the field trip; and d) reporting any safety, medical or health issues to the Employee Sponsor.
6. The Superintendent or Superintendent Designate is responsible for a) reviewing and approving overnight multiple-day and out-of-province/international field trips; and b) maintaining a District database of overnight multiple day field trips and out-of-province/international field trips.

## ~~EDUCATION PROGRAMS~~

## ~~Policy 513.2-R~~ ~~(previously 603.2-R)~~

### ~~Field Trips~~

#### ~~Definitions~~

##### ~~Day – Curricular Trips~~

~~These may last up to a full day. Destinations and activities are determined by learning objectives. Examples of such field trips are: art galleries, theaters, bakeries, swimming pools, ice rinks, law courts, museums, nature park and cultural events, or walks near the school.~~

##### ~~Day – Extra-Curricular School Events~~

~~These take place within a day, where students travel to local schools, nearby school districts, or other destinations in order to participate in extra curricular events such as athletic, club, or recreational activities. Examples of these activities include inter school games, club competitions, and ski club day trips.~~

#### ~~Overnight or Extended Curricular or Extra-Curricular Field Trips~~

~~These are teacher or school initiated, and may last for two or more days. They generally fall into three sub categories:~~

##### ~~1. Outdoor School Programs~~

~~Curricular activities which occur in an outdoor setting. Examples include Outdoor Education and Physical Education 12.~~

##### ~~2. Extra-Curricular Athletics, Fine Arts Clubs, or Other Recreational Activities~~

~~Recreational activities such as athletic tournaments, music competitions or workshops, biology and drama clubs or ski trips, etc. which require students to be away from home for two or more days.~~

##### ~~3. Special Approval~~

~~In all instances, extended field trips may not normally exceed five school days. Any extended field trip exceeding 5 school days requires the approval of the Area Superintendent prior to trip commencement. The Board's Education Committee must be notified for their information of extended field trips approved by the Area Superintendent.~~

##### ~~4. Other Field Trips Requiring Special Approval~~

~~Any field trips not defined above will be discussed with the Area Superintendent for further and/or special consideration. Examples include individual student assignments and work experience programs.~~

## **Regulations**

### **1. Administration**

- ~~(a) School sponsored field trips which take place and are completed within one calendar day and remain within the Province of British Columbia, require the permission of the principal.~~
- ~~(b) Extended or out-of-province field trips must be screened and authorized by the Area Superintendent. These requests must comply with all appropriate regulations and guidelines and must be submitted on district forms at least four weeks prior to the date for which the program is planned. An outline of these extended field trip experiences will be forwarded to the Board of Education (Richmond) through the Education Committee for Board information and concurrence.~~
- ~~(c) Some student field trips have an increased danger potential. Teachers who choose to include such field trip experiences in the program are expected to ensure that the extra qualifications and requirements are met before approval is requested. These are specified in the General Information and Regulations for Specific Types of Field Trips guidelines under Appendix B.~~
- ~~(d) Principals are required to keep a record of all field trips undertaken.~~

### **2. Planning**

- ~~(a) Field trips, as part of the established school program, must be well planned and clearly relate to established curriculum. Safety is paramount in planning field trips and must be a key component of such planning.~~
- ~~(b) It is the responsibility of the principal to ensure that students are both financially and physically prepared to attend and that parents and guardians of a student involved in a school sponsored field trip must be provided adequate notice and have completed, approved consent forms prior to the excursion.~~
- ~~(c) Student field trips occasionally involve heightened risks of accidents to participants. For this reason the parent/guardian should acknowledge in writing that the student has their permission to be involved in the field trip. The information notice to parents must clearly list any special activities the student will be expected to undertake, and disclose any extraordinary element of risk on the approved consent form. A school cellular phone should be made available for all day field trips especially outdoor athletic competitions such as grass hockey, soccer, football and rugby, where in the event of a student injury, access to a school or community facility may not be possible.~~
- ~~(d) To ensure that participation in the field trip experience will be possible for every student in the group concerned, no student will be prevented from taking part for financial reasons.~~

- ~~(e) Suitable arrangements must be made for the instruction of students remaining at the school and not participating in the field trip who are normally taught by the teacher(s) involved.~~
- ~~(f) A photocopy of the completed district medical form, which is available in the school office, must accompany each student participating in overnight or extended field trips. (SA 55—Medical Information form—blue card)~~
- ~~(g) Where prescribed medication must be administered to students, school personnel must follow Board Regulation 504.3.1 R (Administering Medications to Students).~~
- ~~(h) An itinerary of each field trip must be available in the school office in order that the principal may contact the field trip organizer if an emergency arises. In turn, the teacher in charge of the field trip must be able to contact a designated member of the school staff in an emergency.~~

### ~~3. Supervision~~

- ~~(a) Principals shall ensure that all provisions for safety, competent instruction, and supervision of students are established.~~
- ~~(b) All field trips are to be under the supervision of at least one teacher or appropriately qualified, trained, and experienced non teaching employee of the Board. This individual shall be designated as supervisor on field trips or as the coach/supervisor of an inter-school athletic competition.~~
- ~~(c) Principals shall ensure that suitably qualified employees of the Board selected for supervisory responsibilities are chosen with the needs and safety of the students in mind. All other adult helpers (eg. parents, community members) are selected with the same essential criteria.~~
- ~~(d) Boating All students involved in small craft boating activities must have swimming skills at the Red Cross Survival Swimming Level or equivalent ability as the recommended minimal requirement. All participants in boating activities must wear M.O.T. Approved Lifejackets or Type I Approved P.F.D.'s. (M.O.T. Ministry of Transport, P.F.D. Personal Flotation Device).~~
- ~~(e) Notwithstanding sections 3 (b) and (c) above, individuals approved by a school principal who satisfy criteria established by the Superintendent or designate are permitted to occasionally conduct practices and occasionally supervise students at games that do not involve overnight travel without the presence of an employee sponsor provided that:
  - ~~1) There is an employee sponsor for the team or club who bears primary formal responsibility for and has primary authority over the team or club;~~~~

- ~~2) The volunteer coach has been provided with an orientation by the principal or designate that clearly communicates school and district purposes, values, and expectations with respect to student athletics as well as the Code of Conduct and school and district expectations with respect to relationships between students and the volunteer coach;~~
- ~~3) The volunteer coach has signed a Code of Conduct Agreement and a Communications Agreement; and;~~
- ~~4) The principal or designate is informed by the employee sponsor in advance of each occasion on which the sponsor will not attend a game and is in agreement that it is appropriate for that to occur.~~

~~The criteria and requirements of the current Red Cross Survival Swimming qualification are outlined in the attached Appendix B and E of these Requirements.~~

#### ~~4. Transportation~~

- ~~(a) Parents or guardians must be informed of the method or type of transportation that will be used to transport students and give their permission for such transportation on a field trip.~~
- ~~(b) All vehicles used must be in good working order, in the opinion of the driver volunteering to drive the vehicle and have liability insurance in good standing with ICBC.~~
- ~~(c) Volunteer drivers and private cars driven by teachers, parents, or qualified students may be an arranged means of transportation provided that the volunteer driver has completed, and returned to the principal, the Volunteer Driver Authorization Form (SA 61) prior to the commencement of the first activity. (See Board Policy 1005.6.) Student drivers are limited to the number of passengers allowed by the conditions of their driver's license (L, N) and up to a maximum of 3 passengers plus the driver for fully licensed students, in all vehicles used with the understanding that each occupant has a seat belt.~~
- ~~(d) Bus drivers must be provided with a copy of the staff member's passenger lists and destinations for each trip. Bus drivers must be given emergency numbers (eg. cell phone or pager numbers of administrative staff) in case of unforeseen emergency or incidental delays. At least one staff member should accompany students on each bus used on a field trip and they are the primary supervisor on each bus. Adult/student ratios should enable appropriate supervision on buses. Drivers of private vehicles will be provided with passenger lists and destinations for each trip.~~
- ~~(e) British Columbia seat belt legislation requires that "Drivers and passengers must properly use the seat belts provided". It is also the responsibility of the drivers of private vehicles to see that all passengers use the seat belts provided. Students twelve years (12) or younger are not permitted to ride in the front seat of a car if it is equipped with air bags.~~
- ~~(f) Board owned or contracted vehicles must have a valid School Bus Permit from the Motor Vehicle Department.~~

Board Concurrence with Revisions: 07 November 2005  
Board Concurrence with Revisions: 01 June 2006  
Board Approval of Revisions: February 18, 2008

- ~~(g) If contracted vehicles are used, they should be arranged by phone with the Assistant Manager Transportation (604-668-7838).~~
- ~~(h) Contracts for transportation services must be arranged with a company which has received the endorsement of the Assistant Manager Transportation. Endorsements will be provided on a per trip basis as necessary.~~
- ~~(i) Upon request, passenger lists should be available to the district office from the office of the principal.~~

## ~~Cross References~~

~~Richmond School District Requirements For Student Field Trips, available on RichNet or district website ([www.sd38.bc.ca](http://www.sd38.bc.ca))~~

Board Concurrence with Revisions: 07 November 2005  
Board Concurrence with Revisions: 01 June 2006  
Board Approval of Revisions: February 18, 2008

**[NOTE: NEW Proposed Administrative Guidelines**  
Added to reflect a commitment to continuous improvement based on  
current best practices in field trip design, safety, and risk management  
as well as to ensure current best practices in Supervision Ratios



## Field Trips - Policy 513.2, 513.2-R, 513.2-G (May 1, 2018)

### Education: Programs

### Policy 513.2-G

## PROPOSED ADMINISTRATIVE GUIDELINES

### Field Trips

Field Trip Guidelines reflect best practices in the design and implementation of successful field trips that enhance educational value and increase safety practices while mitigating risks.

The following table shows best practices in Adult to Student Supervision Ratios. Increasing the number of adult supervisors will depend on the qualifications of the adult supervisors, nature of the activities, and the composition of the group of students participating in the field trip. It is an important safety consideration to plan for a minimum of two adults per class/team if at all possible. The Principal or Principal Designate has the responsibility to adapt these Supervision Ratios as needed.

Adult to Student Supervision Ratio (minimal levels)	K-3	4-7	8-12
One-Day Low-Risk Field Trip	1:10	1:15	1:Class (max 30)
One-Day Higher-Care Field Trip	1:10	1:10	1:10
Higher-Care: Overnight Multiple-day Field Trip <b>and</b> Out-Of- Province/International Field Trip	rarely	1:10	1:10
Athletic Field Trip	1:10	1:10	1:Team (max 30)

In the design and planning of field trips, it is important to utilize field trip resources that reflect current best practices in order to enhance educational value, heighten safety practices, and mitigate risks.

#### **Cross References – should these two policies be rescinded as well?**

Administering Medications to Students Policy 504.3.1, 504.3.1R, 504.3.1.G

**Out-of-Province/International Travel Policy 513.2.1, 513.2.1-R**

**Transporting Students in Private Vehicles Policy 805.6**

Volunteers in School Policy 808, 808-R, 808-G



## ~~EDUCATION: PROGRAMS~~

## ~~Policy 513.2.1~~ ~~(previously 603.2.1)~~

### ~~Out of Province / International Travel~~

~~The Board recognizes that out of province/international travel may represent a valuable and unique component to a student's education. Such trips can provide teachers with complementary means to enrich and expand learning and give students an opportunity to acquire a deeper understanding of other cultures. As well, participating students are given the opportunity to cooperate with their peers, teachers and parents in a group activity which may extend over several months.~~

~~The Board is committed to equal opportunity for all students and therefore wishes to ensure that all students within a specific group have the opportunity to participate. At the discretion of the principal, assistance for students should be provided through fund raising activities of the group and/or school funds.~~

~~The Board is also concerned that there should be as little loss of instructional time as practicable both for the students who are going on the trip as well as those who are remaining at school. Whenever possible extended trips should be designed to incorporate weekends and/or school holidays.~~

~~The Board recognizes the importance of parental involvement in school activities and therefore strongly recommends that parents be part of the planning team.~~

## ~~EDUCATION PROGRAMS~~

## ~~Policy 513.2.1-R~~ ~~(previously 603.2.1-R)~~

### ~~Out of Province / International Travel~~

#### ~~1. Administration~~

- ~~(a) The Area Superintendents are authorized by the Board of Education (Richmond) to screen and approve out of province or international travel. These requests must comply with all appropriate regulations and guidelines and must be submitted on district forms for approval in principle at least two months prior to the date for which the programme is planned. An outline of these extended field experiences will be forwarded to the Board of Education (Richmond) through the Education Committee for Board information and concurrence.~~
- ~~(b) Students travelling outside of British Columbia must be covered by appropriate medical insurance. Extended medical coverage is required for students travelling out of the country. This coverage should be carefully checked by the parent in order to ensure that it is adequate.~~
- ~~(c) The school should ensure that the travel agency is a reputable firm, preferably a member of the IATA. It may be advisable to negotiate with two or more travel agencies in order to obtain the most suitable services and prices. Caution should be exercised in entering into a non-refundable ticket purchase plan.~~
- ~~(d) Out of province and international travel present potential hazards to the safety of students. Principals are advised to take particular care to provide appropriate supervision.~~
- ~~(e) Principals are to ensure that all students in a specific group have the opportunity to participate. [for financial reasons.] Group fund raising activities and/or school funds should provide assistance to all students to meet the financial requirements.~~
- ~~(f) Behavior and attitude will be considered in determining whether or not a student may participate.~~
- ~~(g) Out of province/international travel which will exceed five school days requires the approval of the Superintendent of Schools.~~

#### ~~2. Planning~~

- ~~(a) The planning committee should include the sponsoring teacher(s), an administrative officer, parents, and students. The parents of all students who are participating must be kept fully informed as planning progresses.~~
- ~~(b) In order to minimize the loss of instructional time and disruption at school, extended trips should be organized to include weekends and/or school holidays.~~

## ~~EDUCATION PROGRAMS~~

## ~~Policy 513.2.1-R~~ ~~(previously 603.2.1-R)~~

### ~~Out of Province / International Travel~~

#### ~~1. Administration~~

- ~~(a) The Area Superintendents are authorized by the Board of Education (Richmond) to screen and approve out of province or international travel. These requests must comply with all appropriate regulations and guidelines and must be submitted on district forms for approval in principle at least two months prior to the date for which the programme is planned. An outline of these extended field experiences will be forwarded to the Board of Education (Richmond) through the Education Committee for Board information and concurrence.~~
- ~~(b) Students travelling outside of British Columbia must be covered by appropriate medical insurance. Extended medical coverage is required for students travelling out of the country. This coverage should be carefully checked by the parent in order to ensure that it is adequate.~~
- ~~(c) The school should ensure that the travel agency is a reputable firm, preferably a member of the IATA. It may be advisable to negotiate with two or more travel agencies in order to obtain the most suitable services and prices. Caution should be exercised in entering into a non-refundable ticket purchase plan.~~
- ~~(d) Out of province and international travel present potential hazards to the safety of students. Principals are advised to take particular care to provide appropriate supervision.~~
- ~~(e) Principals are to ensure that all students in a specific group have the opportunity to participate. [for financial reasons.] Group fund raising activities and/or school funds should provide assistance to all students to meet the financial requirements.~~
- ~~(f) Behavior and attitude will be considered in determining whether or not a student may participate.~~
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#### ~~2. Planning~~

- ~~(a) The planning committee should include the sponsoring teacher(s), an administrative officer, parents, and students. The parents of all students who are participating must be kept fully informed as planning progresses.~~
- ~~(b) In order to minimize the loss of instructional time and disruption at school, extended trips should be organized to include weekends and/or school holidays.~~

## Briefing Note

**FROM: Sherry Elwood, Superintendent**  
**DATE: May 10, 2018**  
**SUBJECT: Housekeeping Addition to Policy 104**

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## Background:

The Policy Committee asked that the Superintendent review whether FOIPPA should be included in the policy language.

**RECOMMENDATION**

**THAT** the following addition to Policy 104 be added at the end of Paragraph One.

**Policy 104 (previously 415)**  
**Acceptable Use of Information and Communications Services**

This policy shall govern the use of computer and computer-related hardware, mobile devices, communication systems (e-mail, voice, fax, etc.), software, the local and wide area networks, servers, and Internet services and resources, collectively hereafter referred to as "Information and Communications Services" or "ICS", provided by the Board of Education of School District No. 38 (Richmond) to students, employees, contractors and others. The Board's responsibilities include the establishment of the reasonable boundaries of what is considered acceptable use of the School District's Information and Communications Services. **In every circumstance of the use of information and communications services, the appropriate federal and provincial legal and legislative requirements apply.**

The District's ICS are designed for a very specific and limited purpose. The District provides access to the local area network and the Internet for communication and for accessing online resources. It is intended for educational and/or research purposes and for conducting valid Board business. The use of the District's ICS for any other purpose is prohibited including, without limitation, commercial, criminal, obscene or illegal purposes. Access to and participation in the local and global networks carries with it a responsibility for adherence to established regulations and guidelines for acceptable use, which are set out in the associated regulation and procedures of this policy.

Respectfully,



Sherry Elwood  
Superintendent of Schools



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**Report to the Board of Education (Richmond)  
Public**

From: Trustee Sandra Nixon, Chairperson, Policy Committee  
Date: May 11, 2018  
Subject: Proposed Revisions to Policy 517, 517-R and 517-G: *Assessment and Evaluation*  
AND Proposed Rescinding of Policies 515.1: *Progress Reports of Students*, 515.3  
and 515.3-R: *Promotion of Students*, 515.4: *Graduation Requirements*, Policy  
515.5: *Permanent Records of Students*, 515.6 and 515.6-G: *School Completion*  
*Certificates* and 516.1 and 516.1-R: *Challenge*

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**BACKGROUND**

A Notice of Motion was presented to the May 9, 2018 public meeting of the Board of Education (Richmond) advising that a recommendation would be provided to the May 23, 2018 meeting to place proposed revisions to Proposed Revisions to Policy 517, 517-R and 517-G: *Assessment and Evaluation* and Proposed Rescinding of Policies 515.1: *Progress Reports of Students*, 515.3 and 515.3-R: *Promotion of Students*, 515.4: *Graduation Requirements*, Policy 515.5: *Permanent Records of Students*, 515.6 and 515.6-G: *School Completion Certificates* and 516.1 and 516.1-R: *Challenge*.

Respectfully Submitted,

Sandra Nixon, Chairperson  
Policy Committee

*Definitions:*

**Policies** define guiding values, overall purposes and specific goals. They indicate, as directly and concisely as possible, what the Board wants and why.

**Regulations** define required actions. They indicate how and by whom the Board requires things to be done.

**Administrative guidelines** are developed and maintained by the Superintendent to complement policies and regulations developed by the Board by providing additional or more detailed procedures and expectations when that is deemed necessary by either the Superintendent or the Board.

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## **Report to the Board of Education (Richmond) Public**

From: Trustee Sandra Nixon, Chairperson, Policy Committee  
Date: April 26, 2018  
Subject: **Notice of Motion** – Place Proposed Revisions to Policy 517, 517-R  
and 517-G: *Assessment and Evaluation* into Stakeholder Review Process  
AND  
Rescind Policies 515.1: *Progress Reports of Students*, 515.3 and 515.3-R: *Promotion of  
Students*, 515.4: *Graduation Requirements*, Policy 515.5: *Permanent Records of Students*,  
515.6 and 515.6-G: *School Completion Certificates* and 516.1 and 516.1-R: *Challenge*

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### **NOTICE OF MOTION FOR MAY 23, 2018 MEETING OF THE BOARD OF EDUCATION (RICHMOND)**

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#### **RECOMMENDATION # 1**

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this is a Notice of Motion that a **RECOMMENDATION** will be presented to the May 23, 2018 Public meeting of the Board of Education (Richmond) to place proposed revisions to Policy 517, 517-R and 517-G: *Assessment and Evaluation* into the stakeholder review process for comments and input.

#### **RECOMMENDATION # 2**

In addition, this is a Notice of Motion that a **RECOMMENDATION** will be presented to a future Public meeting to rescind Policy 515.1: *Progress Reports of Students*, Policy 515.3 and 515.3-R: *Promotion of Students*, Policy 515.4: *Graduation Requirements*, Policy 515.5: *Permanent Records of Students*, Policy 515.6 and 515.6-G: *School Completion Certificates* and Policy 516.1 and 516.1-R: *Challenge*.

#### **RATIONALE/BACKGROUND**

All policies referenced in this memorandum require consideration in order to comply with current and future Ministry of Education policies and practices. Specifically, some of the policies require revision and updating to bring them into alignment with current practices and others should be rescinded.

#### **POLICIES FOR REVISION**

Policy 517, 517-R and 517-G: *Assessment and Evaluation* requires revision. Attached are the proposed revisions to this policy, its regulation and administrative guidelines, as well as the current policy, its regulation and administrative guidelines.

#### **POLICIES TO BE RESCINDED**

The following policies should be rescinded as they are no longer applicable for current practices in the district and/or province. These policies have been in place since the 1990s and early 2000s, since that time many changes have occurred in BC's educational practices. The Richmond School District has always complied with the Ministry of Education's Ministerial Policies, Regulations and Orders. Proposed revisions to Assessment Policy 517 ensures that we will continue to comply with the necessary components of supporting and recording student progress.

Policy 515.1: *Progress Reports of Students*  
Policy 515.3 and 515.3-R: *Promotion of Students*  
Policy 515.4: *Graduation Requirements*  
Policy 515.5: *Permanent Records of Students*  
Policy 515.6 and 516-G: *School Completion Certificates*  
Policy 516.1 and 516.1-R: *Challenge*

**Attachments to this memo are:**

- Current Policy 517, 517-R and 517-G: *Assessment and Evaluation*
- Proposed revisions to Policy 517, 517-R and 517-G: *Assessment and Evaluation*
- Current Policy 515.1: *Progress Reports of Students*, Policy 515.3 and 515.3-R: *Promotion of Students*, Policy 515.4: *Graduation Requirements*, Policy 515.5: *Permanent Records of Students*, Policy 515.6 and 515.6-G: *School Completion Certificates* and Policy 516.1 and 516.1-R: *Challenge*.

**CONCLUSION**

Revisions to Policies 517 are intended to align with current and future practice in Richmond and the province. The revised language is consistent with the redesigned provincial curriculum and assessment practices for K-9, and is flexible enough to work with future directions for the Graduation Years curriculum and assessment practices.

EXCERPT from Policy 204: *Creation and Revision of Policy and Regulations*

....*Notice of Motion for any adoption, amendment, or suspension of a policy or regulation shall be submitted at the regular public Board Meeting prior to the meeting at which the change will be considered....*

Respectfully Submitted,



Sandra Nixon, Chairperson  
Policy Committee

*Definitions:*

**Policies** define guiding values, overall purposes and specific goals. They indicate, as directly and concisely as possible, what the Board wants and why.

**Regulations** define required actions. They indicate how and by whom the Board requires things to be done.

**Administrative guidelines** are developed and maintained by the Superintendent to complement policies and regulations developed by the Board by providing additional or more detailed procedures and expectations when that is deemed necessary by either the Superintendent or the Board.

## **EDUCATION: PROGRAMS**

## **Policy 517** **(previously 607)**

### **Assessment and Evaluation: Supporting Student Growth, Enhancing Student Learning And Achievement**

The primary purpose of assessment and evaluation is to support and enhance student learning. Assessment and evaluation supports student learning by providing feedback that informs teachers and students about what has been learned and what is not yet understood.

Assessment and evaluation practices are integral to the planning and delivery of curriculum and to implementing instructional approaches to best meet student needs and ways of learning, thereby supporting and enhancing student growth and achievement.

CURRENT



## **EDUCATION: PROGRAMS**

## **Policy 517-R (previously 607-R)**

### **Assessment and Evaluation: The Key to Student Growth And Learning**

Feedback on learning, communication with parents and students and a record of student progress, assessment and evaluation are key to student learning. Staff, students and parents at each school site should have a clear sense of the principles of assessment and evaluation that underlie practice and enhance student growth, learning and achievement.

In order to ensure some discussion and consistent practices in the school community, each school will develop a brief statement of purposes and practices consistent with the assessment and evaluation guidelines associated with these regulations.

The school statement will:

- state the school's current practices around assessment and evaluation along with the values and purposes that underlie those expectations.
- be developed and communicated in a way that promotes common understanding and commitment. Staff, students and parents will be involved in development of the school Assessment and Evaluation Statement of Purposes and Procedures.
- be reviewed annually through an inclusive process involving staff, students and parents and communicated at least annually to staff, students, parents and then to the general school community.

## EDUCATION: PROGRAMS

## Policy 517-G (previously 607-G)

### Assessment and Evaluation: Guiding Instruction To Enhance Student Growth And Learning

#### Assessment

The primary purpose of assessment *for* and *as* learning is to inform students and teachers about students' progress in various stages of acquiring new skills and knowledge. The information gathered is descriptive rather than evaluative, and serves as feedback so that as students practice they can extend what they have learned. This information also helps teachers plan where to go next with instruction based on student understandings of the material.

#### Evaluation

The primary purpose of evaluation is to make informed judgments about what students have learned based on assessment *of* learning evidence. These judgments are made by comparing valid evidence of student learning to standards of performance as related to prescribed curricular learning outcomes. Students as well as teachers should be clear on the standard of performance used to make these judgments.

There are three types of classroom assessment described by the Ministry of Education:

- Assessment *for* learning refers to formative assessment by which teachers collect information about student development. Assessment for learning is ongoing and provides the basis for determining what the teacher should do next to move student learning forward.
- Assessment *as* learning refers to the active involvement of students in being critical assessors who work with the teacher to become more aware of their own learning goals and how to effectively address them. The goal is for students to become aware of what helps them learn better and achieve better results, thus increasing their role in contributing to their own improvement.
- Assessment *of* learning refers to summative assessment whereby teachers collect data from a variety of sources to evaluate student performance in relation to curricular learning outcomes. This informs students, parents and others about student achievement.

Assessment and evaluation are related, but serve different purposes and have distinct meanings.

Assessment and Evaluation practices should:

1. Use a range of methods that assess both the process and products of students' knowledge, skills and understandings.
2. Be focused on the clearly identified curriculum outcomes and criteria used to evaluate performance.

3. Inform teachers as they plan for instruction and enable them to determine next steps in advancing student learning.
4. Include a clear description of learning intentions and standards for students and parents.
5. Be ongoing and offer many opportunities for students to receive descriptive feedback on their learning.
6. Engage students in monitoring and critically reflecting on their learning in a variety of ways.
7. Provide students with opportunities for adjusting, rethinking and talking about their learning.
8. Respect the developmental differences of the learner by differentiating instruction and recognizing that students learn at different rates and in a variety of ways.
9. Provide opportunities for students to demonstrate the full range of their learning.
10. Inform teacher judgment about student learning.
11. Be based on work present, not work absent.

Related Resources: [http://www.bced.gov.bc.ca/classroom\\_assessment/](http://www.bced.gov.bc.ca/classroom_assessment/)

Adopted: November 21, 2011

## **EDUCATION: PROGRAMS**

## **Policy 517 (previously 607)**

### **Assessment and Communicating Student Learning: Supporting Student Growth, Enhancing Student Learning and Achievement**

The primary purpose of assessment **(formative and summative)** is to support and enhance student learning. Assessment supports student learning by providing feedback that informs teachers and students about what has been learned and what is not yet understood.

Assessment practices are integral to the planning and delivery of curriculum and to implementing instructional approaches to best meet student needs and ways of learning, thereby supporting and enhancing student growth and achievement.

**Assessment is integral to communicating student learning (CSL). CSL is timely and responsive with shared responsibility between students and teachers. CSL is intended to ensure that parents are informed about their children's progress in relation to the learning standards of the BC curriculum, while adhering to all appropriate district policies, and provincial regulations and ministerial orders.**

**Meaningful communication between the home and school is central to student success. Responsive, clear and descriptive communication provides parents with information about their child's learning, as well as an increased ability to support their child.**

## **EDUCATION: PROGRAMS**

## **Policy 517-R (previously 607-R)**

### **Assessment and Communicating Student Learning: The Key to Student Growth and Learning**

#### **Assessment and Communicating Student Learning in the District**

- **Assessment and Communicating Student Learning (CSL) are key to student growth and learning. The district will ensure that effective assessment and CSL practices are facilitated for students and parents through clarifying learning intentions, sharing criteria, providing descriptive feedback, offering opportunities to reflect and self-assess, and selecting evidence of progress.**
- **The district will ensure that parents are informed about their children's progress in relation to the learning standards of the BC curriculum, according to appropriate district policies, provincial regulations and ministerial orders.**
- **Staff, students and parents at each school site will have a clear sense of the principles of assessment and communicating student learning that underlie practice and enhance student growth, learning and achievement.**

#### **Guiding Principles**

- **Formative and summative assessment, together with CSL, are central to supporting students' understanding of their learning.**
- **CSL honours learning as a timely and responsive process rather than a series of separate events.**
- **CSL ensures parents are consistently well informed of their child's progress.**

#### **Assessment and Communicating Student Learning in Schools**

**In order to ensure consistent practices in the district, each school will develop a brief statement of purposes and practices consistent with the district's assessment and communicating student learning guidelines associated with these regulations.**

#### **Each school's statement of purpose and procedures will:**

- **state the school's current practices regarding assessment along with the values and purposes that underlie those expectations.**
- **be developed and communicated in a way that promotes common understanding and commitment. Staff, students and parents will be involved in development of the school's Assessment and Communicating Student Learning Statement of Purpose and Procedures.**
- **be reviewed regularly through an inclusive process involving staff, students and parents and communicated at least annually to staff, students, parents and then to the general school community.**

## EDUCATION: PROGRAMS

## Policy 517-G (previously 607-G)

### Assessment and **Communicating Student Learning**: Guiding Instruction to Enhance Student Growth and Learning

#### Assessment **(formative)**

The primary purpose of **formative assessment** is to inform students and teachers about students' progress in various stages of acquiring new skills and knowledge **(in other words assessment for and as learning)**. The information gathered is descriptive, and serves as feedback so that as students practice they can extend what they have learned. This information also helps teachers plan where to go next with instruction based on student understandings of the material.

- Assessment *for* learning refers to formative assessment by which teachers and students **review** information about student development. Assessment for learning is ongoing and provides the basis for determining what the teacher and student should do next to move learning forward.
- Assessment *as* learning refers to the active involvement of students in being critical assessors who work with the teacher to become more aware of their own learning goals and how to effectively address them. The goal is for students to reflect on their learning, become aware of what helps them learn, thus increasing their role in contributing to their own learning achievement and competencies.

#### Assessment **(summative)**

The primary purpose of **summative assessment** is to make informed judgments about what students have learned based on assessment *of* learning evidence. These judgments are made by comparing valid evidence of student learning to standards of performance as related to prescribed curricular learning **standards**. Students as well as teachers should be clear on the standard of performance used to make these judgments.

- Assessment *of* learning refers to summative assessment whereby teachers and students **gather authentic evidence** from a variety of sources to assess student performance in relation to prescribed curricular learning **standards**. This informs students, parents and others about **student achievement and competencies**.

#### Quality Assessment:

- **is fair, transparent, meaningful and responsive to all learners**
- **focuses on all three components of the curriculum model – knowing, doing, understanding**
- **provides ongoing descriptive feedback to students**
- **is ongoing, timely, specific, and embedded in day to day instruction**
- **provides varied and multiple opportunities for learners to demonstrate their learning**
- **involves students in their learning**

Adopted: November 21, 2011

- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

## Communicating Student Learning

Communicating Student Learning makes the learning and assessment process visible to all stakeholders.

Communicating student learning includes:

- Students, with the guidance of teachers, selecting authentic examples of learning to demonstrate learning and growth over time.
- Students engaging in meaningful conferencing conversations with teachers and parents around setting criteria, acknowledging progress, and identifying next steps in their learning.
- School communities providing various experiences and events, both face-to-face and digital, that allow students, parents and teachers to engage in regular, meaningful conversations about student learning.
- Teachers using evidence of learning to make professional judgments and provide summative feedback. Summative reporting is reserved for those occasions when a snapshot of student performance/achievement is required or necessary.

## District Assessment and Communicating Student Learning

The revised Ministry of Education **Student Reporting Policy** came into force on July 1, 2016.

The following Ministerial Orders and Regulation apply: Ministerial Order 192/94, the **Provincial Letter Grades Order (PDF)** Ministerial Order 191/94, the **Student Progress Report Order (PDF)** Ministerial Order 190/91, the **Permanent Student Record Order (PDF)** Ministerial Order 295/95, the **Required Areas of Study Order (PDF)** Regulation 265/89, the **School Regulation (PDF)**

The district will embark upon a revision process for the current Assessment and Communicating Student Learning administrative guidelines once the Ministry of Education publishes a new Communicating Student Learning Policy for Kindergarten to Grade 9. Further revisions will be done once the Graduation Years Program Communicating Student Learning Policy is developed by the Ministry of Education.

**Related Resources:** <https://curriculum.gov.bc.ca/assessment-system>

## **EDUCATION: PROGRAMS**

### **Policy 515.1 (previously 605.1)**

#### **Progress Reports of Students**

The School Act and Regulations require that the principal and the teacher of each student must provide information about the student's progress, punctuality, and attendance at least 5 times during the school year. These reports are to include a minimum of 3 written reports provided at different time during the school year, in a format approved by the Minister of Education and at least 2 informal reports.

The Board of Education (Richmond), believing that progress is the very foundation of education, recognizes the schools' obligation to give regular reports on student progress to parents. Such reports must be based on proper documentation, honestly and clearly reported, with the proper maintenance of confidentiality assured. Written reports will be issued at regular intervals throughout the school year, and parents will receive interim notices if their child's progress merits special concern or special praise.

Report cards approved for use in the Richmond schools shall be clear, concise, and easy to interpret. It is the policy of the Board to follow the methods and formats of grading and reporting set by the Minister, and to provide compatible local alternatives to meet individual schools' preferences. However, the Board wishes to prevent a proliferation of report cards and grading systems that may confuse parents and create difficulties of comparison and interpretation between schools. Therefore, the Board directs the officials to monitor report cards and grading systems that are in use, and to strive for reasonable consistency while respecting individual schools' preferences.

#### **Report Cards for students in the 1st to 8th year of the Educational Program**

In order to conform with Ministry of Education directives, the report cards approved by the Ministry of Education shall be used; except that alternatives may be developed if in the opinion of the Education Committee (in consultation with teachers, parents, and other interested parties) an alternative to the Ministry's format is justified. First Year Primary Progress Reports shall have a format approved by the Board.

#### **9th to 13th years of the educational program**

At the 9th to 13th year of the educational program, a wide variety of grading systems and report cards are in use. Each school principal, in consultation with the school staff (and, as necessary, with the parents), will submit a proposed format to the Director of Instruction (Administration). Grading and reporting formats are subject to further review by the Superintendent of Schools and the District Management Committee, which may refer the proposed format to the Board's Education Committee for recommendation to the Board of Trustees. The intention shall always be to ensure that the grading and reporting methods conform to Board policy, which states that such methods "shall be clear, concise, and easy to interpret", and that they follow Ministry requirements.



## **EDUCATION: PROGRAMS**

### **Policy 515.3 (previously 605.3)**

#### **Promotion of Students**

The Richmond School Board believes that promotional policy is an integral part of the educational process. It is essentially a matter of judging what is the best educational placement for the student.

The Board's promotional policy supports the position that a student should progress through school along a continuum of curricular experiences. Such progress should be evaluated constantly to determine the individual's academic, social, physical, and emotional growth.

Students' progress will be decided on the basis of a systematic, continuous evaluation of their growth and educational development, particularly on demonstrated basic competence and readiness for the next stage of learning. If this basic competence and readiness has not been attained, careful planning is necessary to provide the student with the best possible educational opportunity, e.g. remediation, repetition, summer school, programme modification. "Social" promotion is not approved.

All promotion procedures within a school should serve the best interests of the student, and should be designed:

1. To provide the student with:
  - an accurate assessment of the stage reached in his/her educational progress;
  - recognition of the progress he/she has made;
  - an opportunity to continue this progress under the most favourable conditions for success that the school can provide.

To achieve this, it is desirable that students receive (in advance of instruction, and appropriate to their level of comprehension) a clear statement of:

- course/grade/level objectives;
  - course/grade/level content;
  - evaluation procedures and criteria.
2. To provide the parent/guardian with evidence of the student's progress and ability to work successfully in those areas necessary for the student's future progress. Parents/guardians should be kept aware of the student's progress, and should be informed in good time if the student's performance is giving cause for concern and possible non-promotion.
  3. To provide the school with the means of placement of students in the most effective learning and teaching environment. Each school shall design its own procedures for placement of students, and should communicate those to the school community.

## **EDUCATION: PROGRAMS**

## **Policy 515.3-R (previously 605.3-R)**

### **Promotion of Students**

#### **General**

1. Promotion indicates that a student has to the best of his/her ability completed a certain stage in learning and therefore has attained the right to attempt the next stage.
2. Students on alternative/modified programmes should be assessed and reported on according to the expectations held for the specific programme.
3. Promotion policy and its implications should be clearly explained to teachers, students and parents by the principal of the school.
4. Decisions on placement and programme modifications is a joint responsibility of the teacher and principal. Final responsibility, however, for making a decision rests with the principal.

#### **Specific**

1. 1st year to 8th year of an educational program:
  - (a) Progress through the 1st year to the 8th year of an educational program should require an average of 8 years. Only under exceptional circumstances should it require 7 or 9.
  - (b) Promotion in the 1st to 8th years school should generally be by age
  - (c) First year primary students are to be assigned to a full day programme effective the following September. Parental consent must be obtained if part of the programme requires a first year primary placement.
2. 9th through 13th years of the educational program:
  - (a) Promotion in regular programmes in the 9th through 13th years of the educational program should be by subject.
  - (b) A pupil shall be accepted for placement and programming at the 9th through 11th years of the educational program when it is recommended by the principal of the primary through 8th year of the educational program that the pupil has completed a programme of studies designed to meet effectively the intellectual, social, physical and emotional well-being of the whole pupil.

- (c) All courses taken at the 9th through 11th years shall be accorded equal status. A pupil shall be accepted for placement and programming in the graduate program when it is certified by the principal of the 9th through 11th years that the pupil has completed, a minimum of 14 courses at the 10th & 11th years of the educational program. If any question arises pertaining to the placement of a student in, this may be referred to the Director of Instruction (Administration) for decision.
- (d) Graduation is awarded when requirements as set out by the general Ministry and District guidelines are fulfilled.

(An adjudication committee, consisting of the graduation program principals and chaired by the Superintendent of Schools or his nominee, will operate independently of any particular school to adjudicate appeals.)

Final standing achieved by the pupil (each year) will be recorded on the Permanent Record Card as directed by the Ministry of Education. Final standing achieved by a pupil in the 9th to 13th year of an educational program will be recorded identically on the P.R. Card and final Report Card. Course achievement will be recorded as A, B, C+, C, P, F, S.G., W, W.F., T.S. Marks used in the Ministry issued final statement of grades will not include F, W and WF.

Incomplete standing (I) may be granted to a student who has been granted additional time to complete required work. A written comment must state what the student must do and by what date in order to complete the course. An I (incomplete) may not be used as a final grade. A student in the 13th year of an educational program must be assigned a final letter grade by the last day of the school year.

An AEG (Aegrotat Standing) is granted only by the Ministry for students who by reason of illness or special circumstances, were unable to write Provincially examinable courses. Provincially examinable courses use A, B, C+, C, Pass, Fail and AEG.

Pupils enrolled in the 9th to 13th year of an educational program are permitted to enrol at Richmond Summer School in a maximum of two courses in which they have Incomplete standing. Pupils with Fail will not be permitted to enrol.

## **EDUCATION: PROGRAMS**

### **Policy 515.4 (previously 605.4)**

#### **Graduation Requirements**

The Ministry of Education has set minimum requirements for successful completion of the graduation program. These requirements are, briefly, as follows:

1. In order to graduate, students must successfully have completed 13 Grade 11 or Grade 12 courses.
2. These must include English or Communications 11 and 12, Social Studies 11, and a core course from Mathematics and from Science. Three courses numbered 12 other than English/Communications 12 must be passed. The remaining courses are drawn from Grade 11 and Grade 12 course offerings.
3. 40% of a student's final standing in each course is based on Provincial Grade 12 examinations; 60% is based on the teachers' evaluation of their students' achievements.
4. Where a student has not successfully completed Consumer Education 9/10, he or she must successfully complete Consumer Education 12.

When determining graduation standing, principals have discretionary authority to deal with exceptional cases, acting in the student's best interests.

#### **Adjusted Programmes**

It is recognized that there will be some students in the graduation program for whom required courses will be inappropriate, for example because of a learning disability or handicap. Schools are authorized by the Ministry to make adjustments to the programme, provided that official records clearly show that the student has followed an adjusted programme.

#### **Scholarships**

The Ministry of Education grants scholarships and loans to persons proceeding to higher education. This scholarship programme is administered by the Scholarship Branch of the Ministry. The Supervisor of Curriculum may support applications by high-achieving students for such scholarships, upon the recommendation of the school principal.

## **EDUCATION: PROGRAMS**

### **Policy 515.5 (previously 605.5)**

#### **Permanent Records of Students**

The schools shall maintain such records as are required by the Ministry and by the Board.

The Ministry requires, among other types of documentation, the maintenance of Permanent School Record Cards for all students. These are official documents, and school principals shall be responsible for their accuracy. In cases of transfer within British Columbia public schools, a student's Permanent Record Card must not accompany the student, but must be sent only on request of the receiving principal. In cases of transfer to private schools within British Columbia or public and private schools outside British Columbia, the Permanent Record Card shall not be sent out of the Province; however, at the request of the principal of the receiving school, copies may be sent.

It shall be the overall responsibility of the Superintendent of Schools to see that school registers (or other suitable means of recording attendance) and student records are properly kept, and that teachers and school principals maintain such records as are required by law or Board policy. Records should be retained for such time and in such form as the Superintendent of Schools may determine, provided (1) that the best interests of the students are served, and (2) that professional judgment is exercised when retaining, storing, or divulging sensitive information.

The legal rights of parents and of students of adult age to have access to school records shall be observed (see 505.1, *Use of Students Records*).

## **EDUCATION: PROGRAMS**

## **Policy 515.6 (previously 605.6)**

### **School Completion Certificates**

The Board will request that the Ministry of Education issue School Completion Certificates to recognize the accomplishments of students who have succeeded in meeting the goals of a modified educational program that does not satisfy provincial requirements for graduation. All students who receive a School Completion Certificate will also receive a transcript that records successfully completed work in Grades 10-12.

RESCINDED

## **EDUCATION: PROGRAMS**

## **Policy 515.6-G (previously 605.6-G)**

### **School Completion Certificates**

To be eligible for a School Completion Certificate, students must meet the following criteria.

1. Completion of an Individual Education Plan that includes goals and objectives in the following areas:
  - Individualized/Functional Academics
  - Life Skills
  - Employability Skills
  - Transition
  - Personal Health
2. Completion of a Transition Plan that includes:
  - an outline of options that have been considered for post-secondary and career;
  - a description of the role of work, leisure, health, family and support networks in building the transition plan;
  - documentation through letters of reference of up to thirty hours of work or volunteer experience in school, supported work experience in the community or independent work experience; and
  - documentation of completion of up to 80 hours of physical activity in school, home or community. The physical activity may involve participation in one or more physical activities which could include physiotherapy, community based activities, Special Olympics, adapted or regular PE courses, or emotional and mental health initiatives and supports.

#### *Evaluation and Assessment*

The learning outcomes for a student's programme will be contained in the student's IEP. The case manager and/or the classroom teacher will develop the expected learning outcomes for individualized locally developed courses.

Schools must issue marks in a manner consistent with the Provincial Letter Grade Order. In some courses, students on school completion programs will be evaluated using standards established for other students. In locally developed courses, marks will be based on appropriate measures of individualized progress. Schools will ensure that parents understand the standards being used and how those standards were determined.

Schools shall maintain appropriate records in BCeSIS, including the entering of marks in TRAX, in order to allow the Ministry of Education to prepare a School Completion Certificate and a School Transcript for authorized signatures and distribution. The transcript should reflect progress on Ministry Authorized courses and/or Locally Developed courses.

## *Administrative Procedures*

Schools will ensure:

- that any student who is deemed to be on a program other than one that leads to a graduation certificate must have an IEP and that the IEP meets requirements as outlined in Ministerial Orders, Ministerial Regulations and the School Act, and must clearly indicate that the program of studies will not lead to a Certificate of Graduation but will lead to a School Completion Certificate;
- that appropriate supports are in place to enable the student to meet the requirements of the educational programme that is developed for the IEP;
- that parents and/or guardians and, where appropriate, the student, are included in the development and ongoing assessment of the IEP;
- that progress on the educational program developed for every student is reported on a regular basis; and
- that recording and reporting processes are in place to enable the Ministry to issue a School Completion Certificate and a Student Transcript to students who are not on a graduation program.

The school administrator will offer to consult with parents prior to putting a student on a School Completion Certificate pathway and must advise the parents that a student on this pathway will not meet the criteria for a Dogwood Diploma.

The school administrator will ensure that parents are informed on the written report card if their child is following a modified curriculum with outcomes significantly different than those that are prescribed in Integrated Resource Packages.



## **EDUCATION: PROGRAMS**

### **Policy 516.1 (previously 606.1)**

#### **Challenge**

The Board of Education (Richmond), in accordance with provincial policy, believes that students' prior learning which corresponds to a provincial or locally developed course at the graduation level should be acknowledged and receive credit in order that the student can use their time in school to access new learning opportunities.

RESCINDED

## EDUCATION: PROGRAMS

## Policy 516.1-R (previously 606.1-R)

### Challenge

#### Definitions

**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 provincial curriculum.

**Placement:** An informal process whereby a school, as a result of a student's previous learning, decides that the student should be placed in the course for which he or she has not completed the usual prerequisite courses. Placement in a more advanced course does not automatically result in credit being granted for a prior or lower level course.

**Equivalency:** A formal process in which students have credentials from, and receive credit for, courses taken in other jurisdictions which the Ministry of Education has deemed to be equivalent to provincial courses.

#### Purpose

The purpose of Challenge is to provide students with an opportunity to demonstrate that they have satisfied the learning outcomes of a course in the graduation program, and, thus, to enable them to earn credits without taking the course. Challenge will be necessary and appropriate in only a few exceptional circumstances.

The process of Challenge is meant to be rigorous, maintaining the integrity of the curriculum and the standards of a quality education. It is intended for students of exceptional ability or for those who have had exceptional learning opportunities.

Challenge should not be taken as an alternative to participation in instruction or as any suggestion that the experience of learning through classroom instruction which benefits from direct relationships among students and between students and teachers is not valued.

#### Principles

The provincial policy on Challenge outlined in Policy Circular # 96-04 pertains. In addition, the following principles and regulations shall apply:

- In the interest of providing consistent and equitable Challenge procedures, the District will cooperate with neighbouring Districts and collaborate to provide common Challenge procedures whenever this is feasible.
- Only designated Grade 11 and 12 courses will be eligible for Challenge. New courses will be designated for Challenge as curriculum revisions are completed and full implementation attained.
- The entire course must be challenged. Partial credit will not be granted through the Challenge process.

Board Concurrence: 02 March 1998

Board Concurrence with Revisions: 11 April 2002

- Placement procedures currently used in schools will not necessarily be affected by Challenge procedures (i.e. schools may continue to place students in appropriate grade levels and grant standing where that is deemed appropriate).
- Only students who have not completed a course through previous enrolment are eligible to challenge it for credit.
- Although Challenge is a right, students will normally be expected to provide compelling evidence that Challenge form an important part of their student learning plan and that they are liable to be successful in a Challenge before the school will recommend that they proceed.
- Challenge must be approved by parents as a part of the student's overall student learning plan. In addition, parents must sign the Challenge application.
- Assessment and evaluation methods for Challenge will vary and will be appropriate for the type of learning outcome (e.g. written examinations, oral presentations, portfolios, laboratory demonstrations, etc.).
- Students must first successfully Challenge the school portion of a Grade 12 course before they are entitled to write the provincial examination. Provincial examinations can only be written during the regularly scheduled times.
- Successful Challenge of a course does not result in credit being granted for a prerequisite or previous level course.

## Procedures

Challenge assessments will be conducted in February and March according to a schedule which is developed once the number of students challenging each course is known. Students must submit applications and be approved for Challenge at the school by December 10th, before proceeding to the official demonstration of learning through Challenge.

Application forms will be made available in all secondary school offices. Schools will receive and approve applications, collect fees, and forward applications and fees to the District Office.

A non-refundable fee will be required; however, no student will be denied the opportunity to Challenge because of inability to pay. Fees will be waived on the principal's recommendation.




The following courses are eligible for Challenge:

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| - Applied Skills 11 (two credit)     | - German 11/12                    |
| - Biology 11/12                      | - Information Technology 11/12    |
| - Career and Personal Planning 11/12 | - Japanese 11/12                  |
| - Chemistry 11/12                    | - Mandarin 11/12                  |
| - Earth Science 11                   | - Physical Education 11/12        |
| - English 11/12                      | - Physics 11/12                   |
| - English Literature 12              | - Principles of Mathematics 11/12 |
| - Fine Arts 11 (two credit)          | - Punjabi 11/12                   |
| - French 11/12                       | - Science and Technology 11       |
| - Geography 12                       | - Social Studies 11               |
| - Geology 12                         | - Spanish 11/12                   |

Board Concurrence: 02 March 1998

Board Concurrence with Revisions: 11 April 2002

**STATUS OF POLICIES**  
**AT APRIL 30, 2018**

	Completed after Approval of New Policy Framework
	In Revision/Discussion Process
	Awaiting Review

<b>POLICY</b>	<b>STATUS</b>	<b>COMMENTS/ACTION</b>	<b>REVIEW</b>
Policy 501.8, 501.8-R: Student Admissions, Registration Placement and Transfer	<b><u>In Development</u></b> Mar 12/18 – Discussed at Policy Com. Feb 19/18 – Discussed at Policy Com. Nov 20/17 – Discussed at Policy Com. Oct 16/17 – Discussed at Policy Com. Jun 05/17 – Review will be required.	Mar 12/18 – Current proposed changes and how the Long Range Facilities Plan may affect this policy discussed. This item will return to Policy Com. in May 2018 for further discussion of the changes. Feb 19/18 – Discussed at meeting and suggested changes to be made. Item will return to Mar 12/18 Policy Com. meeting. Nov 20/17 – Update provided and will return to Feb Policy Com. meeting. Oct 16/17 – This will return to Policy Committee in November or December 2017 for an update on potential revisions. Jun 05/17 – Briefly discussed and a review is necessary due to the Supreme Court of Canada ruling on class size and composition and the need for additional space in schools. Schedule for Policy Com in fall 2017.	Housekeeping Changes to Policy Anticipated.
Policy 300-R(B): <i>Selection and Appointment of Administrators</i>	<b><u>In Development</u></b> (for comprehensive review) Apr 16/18 – Updated on at Policy Com. Feb 18/18 – Updated on at Policy Com. Jan 19/18 – Updated on at Policy Com. Jan 15/18 – Updated on at Policy Com. Nov 20/17 – Updated on at Policy Com. Jun 05/17 – Brief update provided to Policy Com. May 1/17 – Update provided at Policy Com.	Apr 16/18 – Discussed and further revisions and additions suggested. This will return to the May 2018 meeting. Feb 19/18 – Discussed and further revisions suggested. Anticipated return to Mar. 12/18 meeting but was not discussed. Now anticipate returning to April or May 2018 meeting. Jan 15/18 – Options discussed and further changes suggested. Items return to Feb 2018 in-camera meeting. Nov 20/17 – Option for proposed changes will be provided to Jan 15/2018 meeting. Jun 19/17 – Board reviewed proposed changes. Jun 05/17 – Update was provided on proposed revisions. Will return to future Policy Com. May 1/17 – Verbal update on potential revisions.	Full policy review process anticipated.

CONTINUED Policy 300-R(B): <i>Selection and Appointment of Administrators</i>	Feb 20/17 – Discussed at Policy Com. Oct 24/16 – Discussed at Policy Com. Sep 19/16 – Discussed at Policy Com. Jun 6/16 – Draft revised policy initial review. Apr 4 and May 16/16 – Discussed at Policy Com.	Feb 20/17 – Minor housekeeping changes proposed. Nov 21/16 – To be discussed at future meeting of Policy Com. Sep 19/16 – Potential options for various revisions discussed. Jun 6/16 – Review of proposed revised policy took place over the summer and continues.	Feb 20, 2017 – Minor revisions made and considered as housekeeping
SOGI Policy	<b>Step 4</b> Apr 16/18 – Update at Policy Com. Mar 12/18 – Update at Policy Com. Feb 19/18 – Update at Policy Com. Jan 15/18 – Discussed at Policy Committee in-camera. Nov 20/17 – Update at Policy Com. Jun 05/17 – Update at Policy Com. May 1/27 – Update at Policy Com. Mar 6/17 – Initial discussion at Policy Com.	Apr 16/18 – the Superintendent provided an overview of the consultation and input plan for comments on the proposed new SOGI policy. Apr 11/18 – The Board approved placement of the proposed new policy, regulations and administrative guidelines into the stakeholder review process with a return date of Jun 4/18. Mar 12/18 – Discussion at Policy Com. on consultation process, community engagement. Notice of Motion presented to Board for placement of proposed new policy into stakeholder review process on Apr 12/18. Feb 19/18 – Discussed at Policy Com. Draft Policy to be presented to Mar 12/18 public Policy Com. meeting. It was agreed that a notice of Motion will be provided to the Mar 14/18 Board Meeting with a recommendation to place the draft proposed policy into stakeholder review process on Apr 11/18. Jan 15/18 – A revised timeline for this Policy was discussed. An update on the revised timeline was provided in public. Nov 20/17 – Verbal update provided. Anticipate further update in Jan 15/18. Jun 19/17 – The initial meeting took place. Jun 05/17 – Initial meeting of working group that will develop policy is currently being planned. May 1/17 – Board approved the policy development plan and timeline. Anticipate draft policy late fall 2017. Mar 6/17 – Initial discussion.	Full policy review process anticipated.

Policy 704: <i>Retirement of School Facilities</i>	<b><u>In Development</u></b> Nov 20/17 – Discussed at Policy Com. Nov 21/16 – Discussed at Policy Com. Oct 24/16 – Discussed at Policy Com. Sep 19/16 – Discussed at Policy Com. Larger discussion planned. Oct 24/16 - Initial discussion.	Nov 20/17 – Discussed and it was suggested that the review would take into account the LRFP and could potentially be in 2019. Will return for discussion and review once LRFP is completed. Nov 21/16 – Discussion on splitting this policy into school closures and disposition of facilities. Review and feedback process also discussed. At conclusion of school closure process, this policy and regulation will be reviewed for any necessary updating.	Full policy review process anticipated.
Policy 513.2: <i>Field Trips</i>	<b><u>In Development</u></b> Oct 16/17 – Update provided on status at Policy Com. Jun 05/17 - Discussed at Policy Com. Feb 20/17 – Initial discussion at Policy Com.	Dec 13/17 – The Working Group met and this item will be delayed until May 2018 meeting of Policy Com. Oct 16/17 – Update provided on the pilot at schools. This will return to Policy Committee in January 2018. Jun 05/17 – Update provided and the pilot extended with a report anticipated in the fall 2017. Feb 20/17 – Proposed revisions to align policy with updated field trip practices presented. Policy Com. had further suggestions. Will return to Policy Com. Meeting.	Full policy review process anticipated.
Policy 804.8: <i>Commercialism</i> ) 400-1R: <i>Employee Conflict</i> 804.9: <i>Donations to Schools</i> 602.7– <i>Gifts, Grants and Benefits</i> ) 805.4– <i>Money Raising Activities at Schools;</i> 602.9.1-R <i>General Principles for Revenue Generating Activities</i>	<b><u>In development</u></b> Jan 23/17 – Update from Superintendent. Nov 21/16 – Update from Superintendent. Oct 24/16 – Update from Superintendent. Sep 19/16 – Discussed at Policy Com.  Jun 6/16 – Draft revised policy presented for initial review. May 16/16 – Discussed at Policy Com. Will return to Jun 6/16 meeting. Apr 4/16 – Discussed at Policy Com. Policy Com. Trustees will meet with Sup. to discuss this Policy. Apr 25/16 Discussed at Policy Com.	Jan 23/17 – Superintendent advised on meeting with RDPA President; questions answered and clarity had been provided. The policy will be reviewed for possible updating at a future date. Jun 6/16 - Review of proposed revised policy will continue over summer and return to Sep 19/16 Policy Committee meeting. Apr 25/16 Policy Com. Trustees & Superintendent discussed comparative commercialism policies.  Apr 27/15 - Policy Committee discussed various policies related to PAC fundraising or money raising activities in schools that require review. Questions were raised by the PAC Executive about clearly defining the fundraising role of PACs. There are currently some conflicting policies. A review of all policies related to PAC fundraising or money raising activities will be done and return to Policy Com.	Full policy review process anticipated.

Policy 804.1: <i>Community Use of Schools</i>	<b><u>In Development</u></b> Nov 21/16 – Discussed at Policy Com. Jun 6/16 – Discussed at Policy Com.	Nov 21/16 - There was discussion on whether to review this policy in conjunction with Policy 704: <i>Retirement of School Facilities</i> . Discussed at the Feb 15, Mar 7, Jun 6, and Nov 21, 2016 meetings of Policy Com. Will return to Policy Committee at the conclusion of LRFP process.	Full policy review process anticipated.
Policy 701.2 and 701.2-R: <i>School Building Planning Review Process</i>	<b><u>In Development</u></b> May 1/17 –Discussed at Policy Committee	May 2017 – Briefly discussed and staff indicated a comprehensive review is required with projected timing for commencement in the Fall 2017.	Full policy review process anticipated.
Policy 522 and 522-R: <i>Transportation</i>	<b><u>In Development</u></b> Mar 2017 – A review will be required.	Mar 2017 - Discussed at Policy Committee and will be added for review upon completion of the Long Range Facilities Plan.	Full policy review process anticipated.
Policy 201: BYLAW: <i>Board Operations</i>	<b><u>In Development</u></b> Mar 12/18 - Discussed at Policy Com. Feb 19/18 – Discussed at Policy Com. Sep 19/16 – Discussed at Policy Com.	Mar 12/18 – The updates to terms of reference of standing committees anticipated at May 2018 meeting. Feb 19/18 – Discussion regarding an update required to add Facilities & Building terms of reference to the Bylaw concluded with a decision to wait until all other terms of reference have been reviewed. This Bylaw will be reviewed for any necessary updates at a future meeting of Policy Com.	Full policy review process anticipated.
Policy 517: <i>Assessment &amp; Reporting</i> ; Policy 515.1: <i>Progress Reports of Students</i> , Policy 515.3 and 515.3-R: <i>Promotion of Students</i> , Policy 515.4: <i>Graduation</i>	<b><u>Step 1</u></b> Apr 16/18 – Discussed at Policy Com. In-camera Jan 15/18 – Discussed at Policy Com.	Apr 16/18 – Discussed at Policy Com. A Notice of Motion to place proposed revisions to Policy 517: <i>Assessment &amp; Reporting</i> into the stakeholder review process, along with a recommendation to rescind Policy 515.1: <i>Progress Reports of Students</i> , Policy 515.3 and 515.3-R: <i>Promotion of Students</i> , Policy 515.4: <i>Graduation Requirements</i> , Policy 515.5: <i>Permanent Records of Students</i> , Policy 515.6 and 515.6-G: <i>School Completion Certificates</i> and Policy 516.1 and 516.1-R: <i>Challenge</i> , will be provided to a future meeting of the Board as they no longer applicable for current practices in the district and/or province.	Full policy review process anticipated.

<i>Requirements, Policy 515.5: Permanent Records of Students, Policy 515.6 and 515.6-G: School Completion Certificates and Policy 516.1 and 516.1-R: Challenge</i>		Jan 15/18 – A review of policies in the 515-517 range related to student learning is required and will be reviewed once anticipated advice and direction from the Ministry has been received.	
Policy 707 and 707-R: <i>Post Disaster Procedures</i>	<b><u>In Development</u></b> Nov 20/17 – Discussed at Policy Com. Oct 16/17 – Discussed at Policy Com.	Nov 20/17 – Anticipate setting up a working group to review the policy in Spring 2018. Oct 16/17 – Briefly discussed-review required. Basic emergency resources at all schools to be considered.	Full policy review process anticipated
Policy 104:G: <i>Acceptable Use of Information &amp; Communication Services</i>	<b><u>In Development</u></b> Feb 19/18 - Discussed at Policy Com.	Feb 19/18 – Presented Admin Guidelines to Policy Com. and considered by staff as a housekeeping item and for information. After discussion, staff was asked to review and determine if there is a reference to adherence to FOIPPA and whether any further changes may be required. This will return to May 2018 meeting.	Considered as Housekeeping.
Policy 512.4: <i>French Programs</i>	<b><u>In Development</u></b> Apr 16/18 - - Discussed at Policy Com.	Apr 16/18 – Proposed revisions to this policy and its accompany regulation were discussed. It was agreed this would return to the May or June 2018 meeting of this Comm. for a more full discussion.	Full policy review process anticipated



**STATUS OF POLICIES**  
**AT APRIL 30, 2018**

<b>POLICY</b>	<b>STATUS</b>	<b>COMMENTS/ACTION</b>	<b>REVIEW</b>
Policy SECTION 600: <i>Finance</i> [previously Section 800: <i>Business Procedures</i> ]	<b><u>ENTIRE SECTION NOT YET IN THE REVIEW PROCESS</u></b>	Nov 2/16 <i>Policy 603.5.1-R: Authorized Signatures /Authorization to Contract – Minor change to Authorized Signature Title changed – considered housekeeping.</i> Mar 2014 – New Policy Framework Approved by Board. Previously Section 800: <i>Business Procedures</i> .	Full policy review process anticipated.
Policy SECTION 700: <i>Facilities</i> [previously Section 900: <i>Buildings and Sites</i> ]	<b><u>ENTIRE SECTION NOT YET IN THE REVIEW PROCESS</u></b>	Mar 2014 – New Policy Framework Approved by Board. Previously this section was numbered 900: <i>Buildings and Sites</i>	Full policy review process anticipated.
Policy SECTION 800: <i>Community Relations</i> [previously Section 1000]	<b><u>ENTIRE SECTION NOT YET IN THE REVIEW PROCESS</u></b>	Mar 2014 - New Policy Framework Approved by Board. Previously this section was numbered 1000: <i>Community Relations</i> .	Full policy review process anticipated.
Policies 101: <i>Goals and Objectives</i> , 102: <i>Diversity and Inclusion</i> , 103: <i>Collaboration and Community</i> , 103-R(A): <i>Foundations for Learning</i> , 103-G: <i>Foundations for Learning</i>	<b><u>ENTIRE SECTION NOT YET IN THE REVIEW PROCESS</u></b>	Oct 16/17-It was noted at Policy Com that these policies in section 100 will require a future review, some for housekeeping and updating. However, they will remain to complement the proposed revisions to Policy 100: <i>Statement of Philosophy</i> [to be renamed Policy 100: <i>Vision, Mission, Values</i> ]	Full policy review process anticipated.

POLICY	STATUS	COMMENTS/ACTION	REVIEW
<i>Policy 100: District Philosophy (now Vision, Mission, Values)</i>	APPROVED BY BOARD MAR/18	On March 2, 2015, the Board passed a resolution to establish the Policy 100 Re-Visioning Task Force Committee with representatives from stakeholder groups including trustees, CUPE, RASA, RDPA, RTA, RMAPS and students, to participate in the re-visioning of Policy Section 100: <i>District Philosophy</i> . This Task Force had the mission to design the re-visioning process, establish a timeline to invite input from Partner Groups, activate voices of partner groups regarding mission statement, vision statement, and value statements, review collated input, respond to draft revised Policy 100 and to present a draft revised Policy 100.	Underwent full policy revision process.
<i>District Code of Conduct-Policy 105</i>	APPROVED BY BOARD JUN/17	The District Code of Conduct (Policy 105) has been in place for many years. In 2015 the District created a working group of stakeholder partners to review and revise Policy 105. In addition, in the fall of 2016, the Ministry of Education directed that all school district Codes of Conduct should be updated with language that speaks to gender orientation and expression.	Underwent full policy revision process
<i>Policy 300-R(B): Selection and Appointment of Administrators</i>	APPROVED BY BOARD APR/17	Minor housekeeping changes made to ensure compliance with updated privacy legislation, professional human resources principles and best practices and to incorporate recent district technology system changes.	Housekeeping changes.
<i>Trustee Professional Development and Travel-Policy 205, 205-R, 205-G</i>	APPROVED BY BOARD NOV/16	Policy 205: <i>Trustee Professional Development and Travel</i> is a NEW Policy. Certain sections from current Policy 203: <i>Trustee Stipend, Resources and Expenses</i> were removed and incorporated into this new Policy.	Underwent full policy revision process.
<i>Trustee Stipend, Resources &amp; Expenses-Policy 203, 203-R, 203-G</i>	APPROVED BY BOARD NOV1/16	Policy 203: <i>Trustee Stipend, Resources and Expenses</i> was reviewed in conjunction with (new) Policy 205: <i>Trustee Professional Development and Travel</i> . After revision and approval, this policy was renamed Policy 203: <i>Trustee Stipend and Expenses</i> .	Underwent full policy revision process.

POLICY	STATUS	COMMENTS/ACTION	REVIEW
<i>Student Registration, Enrolment and Placement</i> -Policy 501.8 and 501.8-R [AND <b>renamed</b> <i>Student Admission, Registration, Placement &amp; Transfer</i> ]	APPROVED BY BOARD APR/16	Substantive changes made to this policy/regulation as a result of changes to the School Act, the Family Law Act and Immigration legislation and the district's centralized registration. A number of Policies <b>rescinded</b> as a result of approved changes.	Underwent full policy revision process.
<i>Video Surveillance</i> -Policy 708, 708-R and 708-G	APPROVED BY BOARD APR/16	This policy and its accompanying regulations were adopted by the Board in 2003 and reviewed in 2015/16 to ensure its continued relevance. The revisions reflect the new framework and definitions.	Underwent full policy revision process.
<i>Administering (Prescribed) Medications to Students</i> -Policy 504.3.1; 504.3.1-R and 504.3.1-G	APPROVED BY BOARD FEB/16	In 2013 Health Nurses indicated this regulation was outdated (last revisions approved in 1995) and should be brought into line with updated health care practices. Consultation with health care professionals in Richmond. Regulations became a (new) policy, (revised) regulations and (new) admin. guidelines.	Underwent full policy revision process.
<i>Human Resources</i> -Policy Section 400:	APPROVED BY BOARD APR/14	This section consisted of 69 pages; was reduced to 9 after review ie. 1 policy, 6 regulations and admin. guidelines.	Underwent full policy revision process.
<i>Community Use of Facilities</i> -804.1, 804.1-R, and 804.1-G	APPROVED BY BOARD APR /14	Construction of the Neighbourhood Learning Centre at Brighthouse required a review of this policy (1004.1 in the old framework).	Underwent full policy revision process.
<i>Interscholastic Competitions and Contests</i> -503.6, 503.6-R	APPROVED BY BOARD OCT/14	Policy 1005.2: <i>Interscholastic Athletic Competitions</i> was combined with Policy 503.6: <i>Interscholastic Competitions and Contests</i> to ensure consistent of application of policy for students in both athletic and academic competitions. 1005.2 was subsequently rescinded by the Board.	Underwent full policy revision process.

POLICY	STATUS	COMMENTS/ACTION	REVIEW
Policy 703.7: <i>Closure of Schools Due to Emergency Conditions</i>	CONCLUDED ON FEB 19/18	Feb 19/18 – Updated at Policy Com. Staff advised the policy has been reviewed and no changes anticipated. The updated closure process due to emergency conditions now appears on the district website. Jan 15/18 – Discussed and will be placed as item on Feb 19/18 agenda. Nov 20/17 – To be added to Jan 15/18 agenda for discussion and update. May 1/17 – Briefly discussed. Staff to review this policy and its regulation. This will return in the fall 2017.	Policy was reviewed by staff and no changes required.

**POLICY COMMITTEE MEETINGS  
SUMMARY OF FUTURE ITEMS**

**SUMMARY OF FUTURE ITEMS**

<b>POLICY MEETING DATE 2018</b>	<b>PUBLIC ITEM</b>
<b>Feb 19</b>	Policy 501.8: Student Admission, Registration, Placement & Transfer SOGI Dev & Revised Timeline Policy 100 Update 703.7 Closure of Schools Due to Emergent Conditions
<b>March 12,</b>	Policy 501.8: Student Admission, Registration, Placement & Transfer Policy 104: Acceptable Use of Information and Technology
<b>April 16,</b>	<a href="#">SOGI Policy Update</a>
<b>May 14</b>	Policy 513.2 Field Trips SOGI Public Information Sessions 9pdate Policy 104: Acceptable Use of Information and Technology
<b>JUNE 18</b>	-
<b>OCTOBER 2018</b>	Policy 501.8: Student Admission, Registration, Placement & Transfer
<b>ITEMS</b>	<b>WITH NO DATE FOR DISCUSSION ALLOCATED AS YET</b> Review Terms of Reference for All Standing Committees; Policy 522 and 522-R: <i>Transportation</i> ; Policy 804.8: <i>Commercialism</i> ; Policy 103 Bylaw: Appeals (housekeeping); Bylaw 201 Board Operations; Critical Incident Protocols / Fair Notice; Policy 704: Retirement of School Facilities; Policy 804.1: <i>Community Use of Schools</i> ; Policy 707 and 707-R: <i>Post Disaster Procedures</i> ; Policy 701.2-R <i>School Building Planning Review Process</i>

Last Updated: May 9, 2018