

**POLICY COMMITTEE**  
**Monday, September 17, 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  
hən̓q̓əmi̓n̓əm̓ (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 June 18, 2018
- 4. BOARD OPERATIONS: BYLAW 201 AND TERMS OF REFERENCE FOR STANDING COMMITTEES**  
Attachment: Memorandum from the Secretary Treasurer
- 5. FIELD TRIPS: POLICY 513.2**  
Attachment: Memorandum from Assistant Superintendent Lim
- 6. ASSESSMENT AND EVALUATION: POLICY 517**  
Attachment: Memorandum from Assistant Superintendent Archer
- 7. SELECTION AND APPOINTMENT OF ADMINISTRATORS: POLICY 300-R**  
Discussion.
- 8. POLICY REVIEW STATUS [standing item]**  
Attachment: Status to August 31, 2018
- 9. AGENDA ITEMS FOR UPCOMING MEETINGS**  
Attachment: Status to September 11, 2018
- 10. NEXT MEETING DATES**  
Monday, October 15, 2018 at 10:30am at the school district offices.
- 11. ADJOURNMENT**

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

**MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE**

Date: Monday, June 18, 2018 at 10:30am  
Board Room, Main Floor, Administration Building

Present: Sandra Nixon, Chairperson  
Alice Wong, Member  
Debbie Tablotney, Alternate Member  
Sherry Elwood, Superintendent of Schools  
Scott Robinson, Deputy Superintendent  
Sean Harrington, President, RASA  
Jane McFadyen, Vice President, RASA  
Liz Baverstock, President, RTA  
Tim McCracken, 1<sup>st</sup> Vice President, RTA  
Donna Dunn, RTA Executive Member  
Colleen Howu, Parent  
Gail Hackenbruch, Executive Assistant (Recording Secretary)

Regrets: Donna Sargent, Vice Chairperson

The Chair called the meeting to order at 10:39am.

**1. INTRODUCTIONS**

Nil.

**2. ADOPT AGENDA**

The agenda was adopted as presented.

**3. APPROVE MINUTES**

The minutes of the meeting held Monday, May 14, 2018 were approved as circulated.

**4. POLICY 300-R: SELECTION AND APPOINTMENT OF ADMINISTRATORS**

A memorandum from the Executive Director, Human Resources, was included with the agenda package. The Chair provided background on the proposed changes and noted that a Notice of Motion for placement of these proposed revisions into the stakeholder review process is anticipated for September 12, 2018, that the consultation process takes place in the fall 2018 and that the revisions are approved in November or December 2018. The Chair advised that current Policy 400: *Statement of Guiding Principles for Human Resources* would remain in place and that a proposed new Policy 401, 401-R and 401-G: *Recruitment and Selection of Management and Administrative Personnel* had been developed to complement existing Policy 400: *Statement of Guiding Principles for Human Resources*. The Chair noted that the executive summary provides the rationale for proposed changes to current Policy 300-R(B): *Selection and Appointment of Administrators* and reflects the principles that staff applied in the review and development of the new proposed policy 401. Attendees had comments and questions on: the timing and opportunity for feedback from stakeholder groups; and whether or not the new policy would be in place in time for the next cycle of administrator interviews.

It was **AGREED** that a **NOTICE OF MOTION** would be provided to the September 12, 2018 meeting of Board of Education (Richmond) that a **RECOMMENDATION** would be presented at the September 26, 2018 meeting of the Board to place proposed (new) Policy 401, 401-R and 401-G: *Recruitment and Selection of Management and Administrative Personnel* into the stakeholder review process.

## **5. SOGI POLICY**

The Chair provided background on the development of the proposed new policy, the changes made in response to the public feedback received by the June 4 deadline date, the provision of a Notice of Motion to the June 13, 2018 public meeting of the Board that included a copy of the proposed final working draft of the policy, and the changes made since that draft was presented on June 13 as a result of input from the SOGI Working Group, Trustees and senior staff.

The Chair highlighted the changes made to the administrative guidelines since June 13, 2018 i.e. 1. the Glossary will be removed from the administrative guidelines and a link inserted to a glossary at either the ARC or SOGI 123 website; 2. add sentence under the Education and Awareness section that acknowledges that we strive to recognize the cultural diversity of Richmond. She advised that these will be included in the final draft for presentation of approval at the June 27, 2018 public meeting of the Board of Education (Richmond).

The Superintendent noted that grammatical and punctuation corrections, as well as minor wording changes, have also been made to improve clarity.

The Superintendent advised on the purpose and process for the June 27, 2018 public meeting of the Board noting that the meeting would be held in the small gym at Burnett Secondary School to accommodate the anticipated large number of attendees; that very little Board related business has been planned for this meeting; that there will be no opportunity for attendees to significantly change the policy at that meeting; and that the main purpose is for the Board to consider and vote on approval of the final draft of the SOGI policy. She advised that senior staff had designed a process for online sign up for those Richmond residents wishing to speak at this meeting so that it can be managed and meaningful for all attendees and that assistance would be requested from the Richmond Leadership Team for this June 27 meeting. Attendees had questions on when the information on the sign up for those wishing to speak at the June 27 meeting would be available. The Superintendent advised that the information would go live on the district website on Monday, June 25, 2018.

The Chair thanked everyone involved in this process and for the time and care taken to assist trustees put together a policy that feels good and will assist our Board to provide a climate of acceptance for all our students.

The President, Richmond Teachers' Association, thanked Trustees for establishing the SOGI Working Committee that allowed for stakeholder and student involvement in the policy development. She noted the legislative requirement for such a policy and acknowledged the request for a discreet SOGI policy that originally came from our students.

## **6. POLICY REVIEW STATUS [standing item]**

The policy review status document to June 15, 2018 was included with the agenda package.

## **7. AGENDA ITEMS FOR UPCOMING MEETINGS**

The status of upcoming agenda items up to June 12, 2018 was included with the agenda package. Upcoming items include revisions to Policy 514.2: *French Programs*; Policy 704: *Retirement of School Facilities* at the conclusion of the Long Range Facilities Plan process and Policy 707: *Post Disaster Procedures* also requires a review. A question was asked on whether or not a French Programs Advisory Committee would be struck.

The Deputy Superintendent advised that Policy 501.8: *Student Admissions, Registration, Placement and Transfer* and Policy 103: *BYLAW Complaints by Students Parents and Public* would require a review in September 2018 and suggested moving Policy 514.2: *French Programs* to later in the fall 2018.

## **8. NEXT MEETING DATES**

Meeting dates are scheduled for: Monday, September 17 and Monday, October 15, 2018 at 10:30am at the school district offices.

## **9. ADJOURNMENT**

The meeting adjourned at 11:08am.

Respectfully Submitted,



Sandra Nixon, Chairperson  
Policy Committee

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**Report to the Policy Committee  
Public Agenda**

**DATE:** September 14, 2018  
**FROM:** Roy Uyeno, Secretary Treasurer  
**SUBJECT:** Policy 201: Bylaw: Board Operations

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**RECOMMENDATION**

**THAT** Policy Committee recommend approval of the proposed changes to Policy 201:  
*Bylaw: Board Operations* to reflect:

- a) changes to The School Act
- b) the Board's permanent change to the rotation of its meetings;
- c) the review of the Terms of Reference of the Board's Standing Committees (Audit Committee, Education Committee, Facilities & Building Committee; Personnel & Finance Committee [to be re-named Finance & Legal Committee] and Policy Committee

**BACKGROUND**

Revisions to Policy 201: *Bylaw: Board Operations* are necessary as a result of changes to:

- the *School Act* in 2014 that requires general school elections be held every four years and establishes the date for general school elections as the third Saturday in October.
- the rotation and schedule of meetings of the Board approved by the Board on May 23, 2018 (now second and fourth Wednesday of each month, unless otherwise determined by the Board).
- The 2018 review of the Terms of Reference of the Board's Standing Committees (Audit Committee, Education Committee, Facilities and Building Committee; Personnel and Finance Committee [to be re-named Finance and Legal Committee] and Policy Committee).
- The order of business at public regular meetings.

The proposed changes to Policy 201: *Bylaw: Board Operations* are attached (see highlights) as well as a summary of the proposed changes.

Respectfully submitted,



Roy Uyeno  
Secretary Treasurer

## **SUMMARY OF PROPOSED CHANGES TO POLICY 201: BYLAW: BOARD OPERATIONS**

<b>BYLAW REF. NO.</b>	<b>CURRENT WORDING</b>	<b>PROPOSED WORDING</b>	<b>RATIONALE FOR CHANGE</b>
1.1	...first Monday after December 1 of an election year	... <b>second Wednesday in November</b> of a <b>school</b> election year	1. Change to Board's Meeting Rotation 2. Change to The School Act
1.8	... interest in membership on committees by mid December and will announce committee appointments in January.	... interest in membership on committees by mid <b>November</b> and will announce committee appointments in <b>December</b>	1. Change to Board's Meeting Rotation 2. Change to The School Act
1.9	... Policy 803.5.1 and 803.5.1-R: <i>Authorized Signatures</i>	... Policy <b>603.5.1 and 603.5.1-R</b> : <i>Authorized Signatures</i>	1. Change required to reflect updated policy number
2.1	An organizational meeting of the Board shall be held the first Monday in December each year	An organizational meeting of the Board shall be held the <b>second Wednesday in November</b> each year	1. Change to Board's Meeting Rotation 2. Change to The School Act
2.7	...membership on committees by mid December and will announce committee appointments in January.	... membership on committees by mid <b>November</b> and will announce committee appointments in <b>December</b> .	1. Change to Board's Meeting Rotation 2. Change to The School Act
3.1	... shall meet on the first and third Monday of each month unless otherwise determined...	...shall meet on the <b>second and fourth Wednesday</b> of each month unless otherwise determined...	1. Change to Board's Meeting Rotation 2. Change to The School Act
3.1	In any case a meeting shall be held not less than once in every three months.  The first regular meeting in December will commence upon adjournment...	Regular meeting( <b>S</b> ) <b>OF THE BOARD OF EDUCATION</b> shall be held not less than once in every three months.  The first regular meeting in <b>November</b> will commence upon adjournment...	1. Change to Board's Meeting Rotation 2. Change to The School Act 3. Housekeeping
3.3.1	Written notice of each meeting, together with the proposed agenda must be given at least 48 hours in advance to each	Written notice of each meeting, together with the proposed agenda must be given at least 48 hours in advance to each	1. Housekeeping.

	trustee by delivery to the place designated by the trustee	trustee. <del>by delivery to the place designated by the trustee</del>	
3.4	Agenda item "EXECUTIVE" currently follows "NEW BUSINESS"	Change order of agenda item " <b>EXECUTIVE</b> " to follow " <b>QUESTIONS FROM THE PUBLIC</b> "	1. Housekeeping.
6.1	A chairperson and vice-chairperson shall be elected at the first meeting of the Board in December	A chairperson and vice-chairperson shall be elected at the first meeting of the Board in <b>November</b>	1. Change to Board's Meeting Rotation 2. Change to The School Act
13.1	The Board will establish an Education Committee, Personnel and Finance Committee, a Policy Committee, an Audit Committee...	The Board will establish <b>an Audit Committee, Education Committee, Facilities and Building Committee, Finance and Legal Committee and a Policy Committee...</b>	1. Changes to reflect updated terms of reference to various standing committees. 2. Changes to reflect name of Personnel and Finance Committee to Finance and Legal Committee 3. Change to reflect the addition of the Facilities and Building Committee. 4. Housekeeping change to reflect alphabetical listing of standing committees.
13.2	Terms of Reference for Standing Committees of the Board	Terms of Reference for Standing Committees of the Board	1. Housekeeping change to reflect alphabetical listing of standing committees
13.2.1	<i>Audit Committee</i> ...will assist the Board in fulfilling its responsibilities and may consider matters... <ul style="list-style-type: none"> <li>• Financial reporting;</li> <li>• Internal control, information systems and risk management;</li> <li>• External audit;</li> <li>• Internal audit; and</li> <li>• Budget process.</li> </ul>	<i>Audit Committee</i> ...will assist the Board in fulfilling its <b>GOVERNANCE AND OVERSIGHT</b> responsibilities and may consider matters... <ul style="list-style-type: none"> <li>• Financial reporting;</li> <li>• Internal control, information systems and risk management.</li> <li>• External audit; and</li> <li>• Internal audit.</li> <li>• <del>Budget process.</del></li> </ul>	1. Change to reflect updated terms of reference.
13.2.2	<i>Education Committee</i>	<i>Education Committee</i>	1. Change to reflect updated terms of reference.

		<b>Add:</b> "Showcase district programs and effective teaching practices"	
13.2.3	<i>Facilities and Building Committee</i>	<i>Facilities and Building Committee</i> <b>Add:</b> "building purchase, construction and sale, maintenance and district facilities, transportation and custodial services" <b>Add:</b> "Naming and renaming of board properties"	1. Change to reflect updated terms of reference.
13.2.4	<i>Personnel and Finance Committee may consider matters pertaining to:</i> <ul style="list-style-type: none"> <li>• Personnel issues, including contracts and negotiations;</li> <li>• Maintenance, Operations and Transportation;</li> <li>• Business and accounting services;</li> <li>• Purchase, construction and sale of facilities;</li> <li>• Community use of school facilities;</li> <li>• Capital and Operational budgets;</li> <li>• Naming or renaming of district schools and facilities; and</li> <li>• Other matters referred to it by the Board.</li> </ul>	<b><i>Finance and Legal Committee will:</i></b> <ul style="list-style-type: none"> <li>• <b>Consider and make recommendations to the Board on the district's operating, special purpose and capital budgets.</b></li> <li>• <b>Consider and make recommendations to the Board on the school district's business and accounting services.</b></li> <li>• <b>Provide advice and information to the Board to support the efficient and effective fiscal management and operations of the school district.</b></li> <li>• <b>Where applicable to receive, consider and discuss input from stakeholder groups regarding finance and budget matters referred to the committee.</b></li> <li>• <b>Consider, recommend and provide advice and</b></li> </ul>	1. Change to reflect updated terms of reference. 2. Update to reflect name change from Personnel and Finance Committee to Finance and Legal Committee.



		<b>information to the Board on contracts, collective agreement negotiations/bargaining and legal matters pertaining to school district's business and operations.</b> <b>•Consider such other matters as may be referred by the Board and make recommendations thereon as required.</b>	
13.2.5	<i>Policy Committee</i> ... Recommendations for new and revised policy will be presented for Board approval.	<i>Policy Committee</i> <b>• Present recommendations for new and revised policy for Board approval.</b>	1. Housekeeping.
13.3	...appoint a representative <ul style="list-style-type: none"> <li>• Richmond Association of School Administrators</li> <li>• Richmond District Parents' Association</li> <li>• Richmond School Board Employees Union, CUPE Local 716</li> <li>• Richmond Teachers' Association</li> </ul>	...appoint a representative <ul style="list-style-type: none"> <li>• Richmond Association of School Administrators</li> <li>• Richmond District Parents' Association</li> <li>• Richmond School Board Employees Union, CUPE Local 716</li> <li>• Richmond Teachers' Association</li> <li>• <b>Richmond Management and Professional Staff</b></li> </ul>	1. Add RMAPS representative
15.	The Chairperson will assign each trustee a group of secondary and elementary schools at the first meeting in January each year. The assignment shall be one year's duration unless otherwise determined .	The Chairperson will assign each trustee a group of secondary and elementary schools at the first meeting in <b>December</b> each year. The assignment shall be one year's duration unless otherwise determined ...	1. Change to Board's Meeting Rotation 2. Change to The School Act

## GOVERNANCE

## Policy 201 BYLAW

### Bylaw: Board Operations

#### 1. Inaugural Post Election Meeting

1.1 The Secretary-Treasurer shall convene an inaugural meeting of the Board on the ~~first Monday after December 1~~ **SECOND WEDNESDAY in NOVEMBER** of an **A SCHOOL** election year. The purpose of this meeting is for elected trustees to swear an oath, and to elect a board chairperson and vice-chairperson, and representatives and alternates to the BCSTA Provincial Council and to the BCPSEA for the ensuing year, as well as to invite trustee interest in membership on committees.

1.2 The Secretary-Treasurer shall announce the results of trustee elections and administer the prescribed oath of office, or oath of solemn affirmation for each trustee present, as specified in the *Manual of School Law*. Alternate arrangements for swearing the oath/affirmation will be made for a trustee who does not attend the inaugural meeting or who is elected in a by-election, and the secretary treasurer must confirm the oath has been taken before that trustee may act in the position.

1.3 The Superintendent shall appoint a returning officer and scrutineers, then call for nominations for a board chairperson by ballot, confirm acceptance of each person nominated and conduct a vote by ballot. The person receiving a clear majority shall be elected Board Chairperson for the ensuing year. If no person receives a clear majority, further ballots shall be taken until a majority is achieved. The Secretary Treasurer or any trustee may then call for destruction of ballots.

1.4 The Chairperson so elected shall assume the chair.

1.5 The Board shall proceed to elect a vice-chairperson for the ensuing year in the same manner as the election of the Chairperson.

1.6 The Chairperson shall call for a show of interest for the positions of BCSTA representative to Provincial Council as well as an alternate representative. If there is more than one trustee interested in being the representative and no concession as to who will be the representative and who will be the alternate, then the Chairperson will conduct an election by ballot and the person receiving a majority of votes will be declared the representative. The runner up will be appointed alternate.

1.7 The positions of BCPSEA representative and alternate will be chosen in the same manner as in 1.6.

1.8 The Chairperson will request trustees declare their interest in membership on committees by ~~mid December~~ **NOVEMBER** and will announce committee appointments in January **DECEMBER**.

1.9 The Board will authorize its signing authorities, as set out in ~~Policy 803.5.1~~ **603.5.1** and ~~803.5.1-R~~ **603.5.1-R: Authorized Signatures** for the ensuing year, at its Inaugural or Organizational Meeting.

1.10 The meeting will adjourn.

#### 2. Annual Organizational Meeting

2.1 An organizational meeting of the Board shall be held the ~~first Monday in December~~ **SECOND WEDNESDAY IN NOVEMBER** each year in which there is no municipal election.

Adopted: 02 June 2008

Board Adoption with Amendments: 17 November 2008

The purpose of this meeting is to elect a board chairperson and vice-chairperson, and representatives and alternates to the BCSTA Provincial Council and to the BCPSEA for the ensuing year, as well as to invite trustee interest in membership on committees.

2.2 The current Chairperson shall call the meeting to order, and may give an annual report.

2.3 The Superintendent (or designate) shall take the chair and proceed with the election of a chairperson according to the procedure in 1.3

2.4 The Chairperson so elected shall assume the chair, and proceed with the election of a vice chairperson in the same manner as the election of the Chairperson.

2.5 The Chairperson shall call for a show of interest for the positions of BCSTA Provincial Council representative and alternate in the same manner as in 1.6.

2.6 The positions of BCPSEA representative and alternate will be chosen in the same manner as for BCSTA.

2.7 The Chairperson will request trustees declare their interest in membership on committees by mid ~~December~~ **NOVEMBER** and will announce committee appointments in ~~January~~ **DECEMBER**.

2.8 The Board will authorize its signing authorities for the ensuing year as in 1.9.

2.9 The meeting will adjourn.

### **3. Regular Meetings**

3.1 The Board of Education shall meet on the **SECOND AND FOURTH WEDNESDAY** ~~first and third Mondays~~ of each month unless otherwise determined by Board resolution. ~~In any case a~~ Regular meeting **(S) OF THE BOARD OF EDUCATION** shall be held not less than once in every three months. The first regular meeting in **NOVEMBER** ~~December~~ will commence upon adjournment of the Inaugural or Organizational meeting. In-camera sessions will generally commence at 17:30 or at the call of the Chair. The public session will begin at 19:00. If in-camera business is not completed by 18:55, the in-camera session will be recessed and reconvened upon adjournment of the public session. Commencement times of public meetings may be altered by Board resolution.

3.2 A quorum of the Board is a majority of the trustees holding office at the time of the meeting. If a quorum has not been made within one-half hour after the appointed time for a meeting, or if a quorum should cease during a meeting, the meeting shall stand adjourned until the next regular meeting date or until another meeting is called by the Chair.

3.3 The Chairperson will develop the meeting agendas in consultation with the Superintendent, Vice-Chair and Secretary-Treasurer.

3.3.1 Written notice of each meeting, together with the proposed agenda must be given at least 48 hours in advance to each trustee. ~~by delivery to the place designated by the trustee.~~ The package delivered should include all supporting documents. Non-receipt by a trustee shall not void the proceedings.

3.3.2 Public notice of regular meetings and proposed agendas shall be posted on the district website, emailed to trustees and to chairpersons of employee groups and the district parent association as soon as possible (and no later than 30 minutes prior to board office closing on the Friday prior to the regular Board meeting) Persons or groups known to have particular interest in an agenda item may be alerted by email or telephone if possible. Supporting documents for the meeting may be posted on the district website and available at the district office no later than 30 minutes prior to the Friday office closing.

3.3.3 Briefs and presentations by the public may be placed on the agenda by notifying the office of the Secretary-Treasurer in writing by 09:00 on the Thursday prior to a meeting. The notice must identify the topic to be presented.

3.3.4 Trustees may place items on the agenda by:

- Notice of Motion at the meeting prior to anticipated consideration,
- Notifying the Chair or office of the Secretary-Treasurer by 09:00 the Thursday prior to the meeting, or
- A request to the Chair immediately prior to approval of the agenda.

3.3.5 Every effort should be made to ensure that items are entered on the agenda by the Thursday deadline. However, because issues that require Board attention may arise after the agenda has been distributed, the Chair shall ask the Superintendent and trustees at the meeting for additions to or deletions from the agenda prior to Board approval of the agenda. Additions and deletions will be at the Chair's discretion and are subject to challenge.

3.3.6 Trustees may request that an agenda item be moved from the in-camera to the public agenda, or the reverse.

3.3.7 Once an agenda is accepted, the meeting will be limited to items on the agenda.

3.4 The order of business at in-camera and public regular meetings shall be:

- Recognition of visitors, announcements, trustees' updates
- Adoption of agenda
- Closure of the in-camera meeting in compliance with the School Act
- Presentations, briefs, special recognition
- Questions from the Public (public only)
- **EXECUTIVE**
- Approval of minutes of prior meetings
- Business arising from prior minutes
- New business
- ~~Executive~~ (moved to earlier on the agenda)
- Questions from the Public (public only)
- Standing committee reports
- Board committee and representative reports
- Correspondence
- Adjournment

The Board will generally call a short break prior to the first Questions from the Public session. Additional recesses may be permitted by the Chair as requested by any trustee and agreed to by unanimous consent.

3.4.1 Changes to the order of business may be proposed by any trustee and shall require unanimous consent or a two-thirds vote without debate.

3.4.2 Individuals or delegations presenting a brief will be allowed up to 10 minutes for their presentation.

3.4.3 Questions from the Public will be limited to 30 minutes.

3.4.4 The Board may agree by vote to extend the time allotted for a presentation or Questions from the Public.

3.5 Minutes of the proceedings of all meetings shall be recorded in a minute book and signed as correct by the Secretary-Treasurer and the Chairperson or trustee presiding at the meeting recorded.

Public and in-camera minutes will include:

- The nature of the meeting (regular, special, in-camera, inaugural, organizational); the date, time, place, Board members present and absent, staff members assisting, and the approval of the preceding meeting's or meetings' minutes.
- A record of all motions passed or defeated by the Board, together with the names of trustees making and seconding the motions, as well as the names of those abstaining due to conflict, and those voting against a motion if so requested.
- A record of the disposition of all matters on which the Board considered but did not take action, and a record of communications received by the Board.
- A summary of the general nature of remarks or concerns raised by trustees, guests and the public on agenda items.

3.6 In-camera minutes will be presented in the public minutes of the Board meeting in the form of a general statement as to the nature of the matters discussed and the general nature of the decisions reached. Public minutes shall be open for inspection at all reasonable times by any person.

3.7 All meetings shall stand adjourned at four hours after their commencement unless a resolution has been passed by a two-thirds vote to extend the hour of adjournment.

3.8 The Secretary-Treasurer or designate must be present at all meetings of the Board. The Board may excuse its officials during discussion of any matter, but the Secretary-Treasurer or designate must record and be present at the time of each Board decision.

3.9 The Chairperson presiding at a meeting may expel any person except a trustee who is acting improperly and disrupts the meeting. A majority of the trustees present at a meeting of the Board may expel a trustee from the meeting for improper conduct.

#### **4. Special Meetings**

4.1 A special meeting of the board may be called by the Chairperson or, upon written request by a majority of the trustees, shall be called by the Secretary-Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting.

4.2 Where possible, written notice of a special meeting, an agenda and supporting documents will be delivered to each trustee at least 48 hours in advance of the meeting.

When it is likely that trustees might not be reading email routinely, as on a weekend or holiday, or if a meeting must be held within 48 hours, trustees will also be notified by telephone.

Adopted: 02 June 2008

Board Adoption with Amendments: 17 November 2008

4.3 Notice of a special public meeting will be posted on the district web site and emailed to the chairpersons of employee groups and the district parent association and to persons or groups with particular interest in the item as soon as possible.

## **5. Addressing The Board**

The public is welcome to attend regular public Board meetings and to address the Board through the following processes.

5.1 Members of the public may ask a question or make a brief statement regarding an item on the agenda during either of the two Question Periods at the meeting.

5.2 An individual or a spokesperson for a delegation may present a brief to the Board.

5.2.1 To be allotted time on a meeting agenda, notify the office of the Secretary-Treasurer in writing by 09:00 the Thursday prior to the Board meeting you wish to present at and include a brief description of the issue you wish to raise. Briefs are usually heard during the first hour of the public meeting that begins at 19:00. The content of a brief presented in public should be public in nature. Complaints or concerns that identify an individual student, parent, or employee, or deal with the purchase of land or with legal issues will be directed by the Chairperson to a closed meeting of the Board.

5.2.2 Persons presenting a brief will be called to the presenters' table, asked to introduce themselves and members of their delegation then given a maximum of 10 minutes to make their presentation. The Chair may limit the number of delegations and questions at a meeting unless otherwise directed by the Board.

5.2.3 Trustees will listen to the presentation and may ask questions of the presenter or staff regarding data, policy, Board direction or other relevant matters.

5.2.4 The Board may refer the matter to staff or an appropriate committee for further discussion or to prepare a response.

5.2.5 The Board will not answer a brief at the meeting where it is presented. Delegations will be acknowledged in writing soon after the meeting and informed of any process whereby their brief may be considered further, and whether their attendance may be requested at subsequent committee meetings.

5.2.6 The Board Chairperson in consultation with the Superintendent will provide a response to the brief within 60 days of its presentation to the Board.

## **6. Chairperson And Vice-Chairperson**

6.1 A chairperson and vice-chairperson shall be elected at the first meeting of the Board in **NOVEMBER** ~~December~~ according to the procedure outlined in 1.3.

6.2 The Board entrusts to its Chair primary responsibility for safeguarding the integrity of the Board's processes and representing the Board to the broader community. The Chairperson shall act as chief spokesperson for the Board by stating positions consistent with Board resolution and policies.

The Chairperson's duties shall include:

6.2.1 Presiding at meetings of the Board and generally fulfilling the duties usually performed by a chairperson.

Adopted: 02 June 2008

Board Adoption with Amendments: 17 November 2008



6.2.2 Regularly consulting with the Superintendent to convey concerns or issues of trustees or arising in the community, and to learn of emerging issues and events within the District or province that may require Board action,

6.2.3 Bringing to the Board all matters requiring a corporate decision of the Board,

6.2.4 Acting as ex-officio member of all Board committees,

6.2.5 Acting as signing officer for the District,

6.2.6 Supplying trustees with a copy of all correspondence written on behalf of the Board, and

6.2.7 Representing the Board at official functions or designating another trustee to do so.

6.3 The Chairperson may vacate the chair to enter debate or propose or second a motion, in which case the Vice-Chairperson shall preside.

6.4 If the Chairperson is absent or unable to act at a meeting, the Vice-Chairperson shall preside. If the Vice-Chairperson is absent or unable to act, the trustees present shall elect one of their members to preside at the meeting.

6.5 The Chairperson has the same right to vote as any other trustee and must vote to break a tie.

6.6 The Vice-Chairperson shall assist the Chairperson in ensuring the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board, and shall serve in the absence of the Chairperson and otherwise shall perform such duties as assigned by the Chairperson or designated by resolution of the Board.

6.7 Rulings of the Chairperson can be challenged by motion and vote of trustees.

6.8 A majority of the Board may elect a new chairperson or vice-chairperson at any time.

## **7. Rules Of Order**

7.1 The current edition of Robert's Rules of Order shall govern, as far as applicable, in all cases not specifically provided herein or in the School Act.

7.2 All powers of the Board will be exercised either by resolution or by bylaw, except where the School Act requires a bylaw.

7.3 A rule, other than the requirement for notice of meetings, may be suspended or an additional rule adopted temporarily for one or more meetings by unanimous consent or by a two-thirds vote of the trustees present.

7.4 Notwithstanding 7.3, the rules in this bylaw shall be amended by bylaw only. A Notice of Motion stating the proposed amendment must be given at the previous meeting and in the notice of the meeting.

7.5 When a trustee raises a Point of Order or Point of Privilege, the Chair will give it precedence over all other items of business.

7.6 Any decision of the Chair is open to appeal by a trustee moving a motion to challenge the Chair and giving the reasons for the challenge. If the motion is seconded, the Vice-Chair will preside and the Chair, having stepped down, will then justify the decision. The Vice-Chair will ask the question "Shall the Chair be sustained?" and trustees will vote without further debate whether to sustain the Chair. A majority or tie vote sustains the Chair. A successful challenge does not necessarily set a precedent.

7.7 During a meeting the Board may, by motion, resolve itself into a Committee of the Whole to discuss any matter on the agenda. A committee of the Whole is designated for an allotted time and does not have to adhere to the formal Rules of Order. The Chairperson may vacate the chair and the Board may ask any person present to facilitate the ensuing discussion by acting as Chairperson of the Whole. The discussion may involve anyone present the Board wishes. Upon completion of the discussion (whose time allotted may be extended by vote of the Board), the Committee of the Whole is said to Rise and Report, whereupon the facilitator or Chairperson of the Whole reports on the findings of the Committee to the reassembled Board for the minutes.

## **8. Bylaw Procedure**

8.1 Written Notice of Motion to propose or amend a bylaw shall be given at the meeting prior to first reading and in the notice of the meeting where the bylaw or amendment is to be proposed.

8.2 Every bylaw shall be dealt with in the following stages:

- a) First reading: no debate or amendment;
- b) Second reading: discussion of the principle of the bylaw;
- c) Committee stage: if the second reading passes, the bylaw may be referred to a Committee of the Whole or to a standing committee for detailed consideration.
- d) Third reading: consideration of amendments made in committee, if any, and final decision.

8.3 When a bylaw has been amended in committee, it shall be reprinted as amended and distributed to the public before further action proceeds. This may be waived by a two-thirds vote.

8.4 The first reading must be read in full. Subsequent readings may consist of a description of the bylaw by its title and a summary of its contents, providing trustees and the public have a written copy of the bylaw and any amendments.

8.5 The Board shall not give a bylaw more than two readings at any one meeting unless trustees present unanimously agree to give the bylaw all three readings at that meeting.

8.6 A bylaw may be withdrawn at any stage with unanimous consent of the Board.

## **9. Motions**

9.1 The Board may only make decisions, give direction or determine policy by voting in the majority on a motion presented by a trustee and seconded by another trustee. A motion is a stated proposal for action.

The bulk of Board business will be conducted through the process of trustees posing a motion, debating the merits of the motion then voting to defeat or pass (carry) the motion. However, when a report, brief or presentation is presented to the Board at a meeting, trustees may first ask questions to clarify understanding or may make brief statements to correct facts or state opinions. If a motion on an issue is moved, trustees may ask questions of clarification of the mover and staff before debate begins or during the debate.



9.2 A motion should be worded in a concise, unambiguous and complete form and, if lengthy or complex, should be submitted in writing. A motion once moved should be stated by the Chairperson to ensure it has been heard and understood. Once moved, seconded and repeated by the Chairperson a motion belongs to the Board and may only be altered, directed or withdrawn by vote of the Board.

9.3 The Chairperson may divide a motion containing more than one subject or a trustee may request such a division and it shall be voted on in the form in which it is divided.

9.4 A motion may be amended before the vote. An amendment is a motion to modify the wording of a pending motion. An amendment must be germane, that is, closely related to or having a bearing on the subject of the motion to be amended. A motion can be amended more than once. However, there can be only one amendment on the floor at a time and it shall be voted on before another amendment is presented or the original motion is voted on. An amendment to an amendment must be germane to the first amendment and cannot be amended. If an amendment is acceptable to both the mover and seconder, the amendment shall be accepted without formal vote.

9.5 A motion passed by a vote of the Board becomes known as a resolution.

9.6 A resolution passed by the Board shall not be reconsidered during the year following its acceptance except by order of a two-thirds vote of the Board, with the following exemption. Any question decided by the Board at a meeting where a bare quorum was present may be reconsidered by order of a simple majority vote of the Board.

9.6.1 A Notice of Motion must be given of an intention to reconsider a resolution passed by the Board in the previous year.

9.6.2 Only a trustee who voted on the prevailing side when the resolution was first adopted may move to reconsider the resolution during the following year, except that any trustee who was not in office at the time a decision was reached on a resolution may move the reconsideration of any resolution dealt with by the Board during the previous year.

9.6.3 A motion to reconsider may be seconded by any trustee.

9.6.4 A motion to reconsider is debatable if the motion proposed to be reconsidered is debatable and the debate can be on the merits of the original question. No question can be reconsidered twice.

9.6.5 A motion to reconsider cannot be applied to action that cannot be reversed, such as entering into a contract.

9.7 No motion (or motions so similar that they pose the same question) can be considered twice at the same meeting.

9.8 Consideration of a motion, provided it has been moved and seconded, may be postponed by a resolution to a specific time and date. A motion to postpone:

- requires a simple majority vote,
- precludes further discussion until the stated time and date,
- may be amended as to time and place; and
- is debatable only as to the advisability of the proposed delay.

Adopted: 02 June 2008

Board Adoption with Amendments: 17 November 2008

9.9 A Notice of Motion must be given for presenting motions to adopt, amend, suspend or rescind any bylaw, policy or regulation.

## **10. Debate**

10.1 Debate shall be strictly relevant to the motion under consideration. The Chairperson shall warn speakers who violate this rule.

10.2 In order to speak, a trustee must be recognized by the Chairperson.

10.3 The mover of the motion shall be given the first and last opportunity to speak on the motion.

10.4 Each trustee has the right to speak twice on the same motion on the same day but cannot make a second speech so long as any trustee who has not spoken on that motion wishes to speak. No trustee shall speak for more than ten minutes in total.

10.5 A statement raising a Point of Order (conduct of the meeting) or Privilege (dealing with the rights or interests of the Board as a whole or of a trustee personally) may be made at any time and shall be given precedence and dealt with immediately.

10.6 No trustee shall interrupt another trustee who has the floor except to raise a point of order, a point of privilege or to disclose a conflict of interest.

10.7 It is the role of the Chairperson to maintain the appearance of fairness and refrain from vigorous debate. However, once all trustees have spoken and before the mover closes debate, the Chair may speak on the motion. The Chair may also move a motion or engage more actively through the course of the debate by stepping down and having the Vice-Chair preside.

10.8 Debate may be closed by:

- the Chair after all trustees have spoken twice, finishing with the mover;
- a trustee calling the Question whereupon the Chair asks if a trustee wishes to speak further and if not, conducting the vote; or
- a motion to end debate, which is not debatable and requires a two-thirds vote.

## **11. Voting**

11.1 All trustees present at a meeting are expected to vote; although a trustee must abstain in the event of a declared conflict of interest of a pecuniary nature. The Chair has the right to vote and must vote if there is a tie.

11.2 Voting shall be by show of hands except where a ballot is required by policy, bylaw or the School Act. The Chairperson shall declare whether the motion was defeated or carried, abstentions, and the names of negative voters if requested.

11.3 All questions shall be decided by a majority of the votes of the trustees present and voting unless otherwise provided by policy, bylaw or the School Act. In the case of a tie vote, the motion shall be resolved in the negative.

## **12. Conflict Of Interest**

12.1 If a trustee has any pecuniary interest in any matter as defined by the School Act and is present at a meeting of the board at which the matter is considered, the trustee shall:

- disclose his or her pecuniary interest and the general nature of the pecuniary interest at the meeting;
- not take part in the discussion of or vote on any question in respect of the matter; and
- not attempt in any way, whether before, during or after the meeting, to influence the voting on any question in respect of the matter.

"Pecuniary interest" shall be taken to include an indirect pecuniary interest.

12.2 If the meeting is not open to the public, in addition to complying with requirements in 12.1 the trustee shall immediately leave that part of the meeting during which the matter is considered.

12.3 If the pecuniary interest of a trustee is not disclosed as required above because the trustee is absent from the meeting, the trustee shall disclose the pecuniary interest and otherwise comply with the requirements at the next meeting attended by the trustee.

12.4 A trustee is expected to be conversant with relevant sections of the School Act, to file disclosure forms under the Financial Disclosure Act and to be responsible for declaring a personal conflict or a conflict of a spouse, parent or child. A trustee who votes on an issue in which s/he is in conflict may lose office and may not be indemnified by the Board.

12.5 Decisions of the Board must be made with integrity and be procedurally fair. A trustee who votes on an issue with which s/he has a conflict may cause the decision of the Board to be viewed as biased and place the Board at risk of judicial review and the resulting legal and court costs. Therefore if a trustee is concerned s/he may have a personal conflict with a matter about to come before the Board, the trustee should:

- seek the advice of the Superintendent or Secretary-Treasurer,
- consult with the Chairperson, or
- seek advice from the BCSTA, or
- request that the Chairperson or Superintendent seek legal advice.

If a trustee is concerned that a fellow trustee is in conflict, s/he should speak with or ask the Chairperson to speak with the trustee believed to have a conflict.

12.5.1 If the question is not resolved prior to the meeting at which the matter in conflict arises, and the trustee thought to be in conflict does not declare a conflict:

- The trustee may declare for the record the reason s/he believes there is no conflict and the discussion may proceed to a vote; or
- The Board may resolve to postpone the discussion of the issue and seek legal advice.

12.5.2 If legal advice confirms there is a high probability a trustee has a disqualifying conflict:

The Board may resolve that the trustee be disqualified from voting with reasons given. In this case, the Chairperson will then ask the trustee whether s/he intends to vote on the matter in conflict and if the trustee declares a continued intent to participate:

- The Board may resolve to take legal proceedings to obtain a court declaration regarding the trustee's disqualification and that the matter be postponed, or
- The Board may proceed to vote on the matter and then determine whether to censure the trustee for participation.

Such actions can be divisive and should be avoided in favour of more amicable resolution, provided liability to the district is minimized.

12.6 If a meeting is open to the public, every disclosure of pecuniary interest and the general nature of it shall be recorded in the minutes of the meeting. If a meeting is not open to the public, the fact that a disclosure of pecuniary interest was made, but not the general nature of that interest, shall be reported to and recorded in the minutes of the next meeting that is open to the public.

### 13. Standing Committees

13.1 Standing Committees exist to provide an opportunity to deliberate on issues of ongoing importance to the District in an open, prolonged, inclusive and informal manner. The Board will establish an **AUDIT COMMITTEE, EDUCATION COMMITTEE, FACILITIES AND BUILDING COMMITTEE, FINANCE AND LEGAL COMMITTEE, AND POLICY COMMITTEE**, ~~Education Committee, Personnel and Finance Committee, a Policy Committee, an Audit Committee~~ and any other standing committees it deems appropriate for the routine conduct of its business.

13.1.1 Meetings may be public or, where warranted, in camera.

13.1.2 A standing committee will consider matters referred to it by the Board, and may consider items suggested by staff, committee representatives or members of the community.

#### 13.2 Terms of Reference [NOTE: Changed Order to Appear Alphabetically and Revised Relevant Numbering]

13.2.1 *Audit Committee* will assist the Board in fulfilling its **GOVERNANCE AND OVERSIGHT** responsibilities and may consider matters pertaining to:

- Financial reporting;
- Internal control, information systems and risk management;
- External audit; **and**
- Internal audit.
- ~~Budget process.~~

13.2.2 *Education Committee* may consider matters pertaining to:

- Provision of educational programs for students, including curriculum instruction and assessment;
- Teaching methodology;
- Student learning;
- Learning resources;
- Research on teaching and learning;
- **Showcase district programs and effective teaching practices, and**
- Other matters referred to it by the Board.

13.2.3 *Facilities and Building Committee* may consider matters pertaining to:

- **Building purchase, construction and sale, maintenance and district facilities, transportation and custodial services.**
- Develop and recommend to the Board long-term plans for accommodating the District's needs related to sites and buildings.
- Make recommendations to the Board regarding the annual Capital Budget submission to the Ministry of Education.
- Community use of school facilities.
- **Naming and renaming of board properties, and**
- Other matters referred to it by the Board.

Adopted: 02 June 2008

Board Adoption with Amendments: 17 November 2008

13.2.4 ~~Personnel and Finance~~ may consider matters pertaining to:

- ~~• Personnel issues, including contracts and negotiations;~~
- ~~• Maintenance, Operations and Transportation;~~
- ~~• Business and accounting services;~~
- ~~• Purchase, construction and sale of facilities;~~
- ~~• Community use of school facilities;~~
- ~~• Capital and Operational budgets;~~
- ~~• Naming or renaming of district schools and facilities; and~~
- ~~• Other matters referred to it by the Board.~~

**Finance and Legal Committee** will:

- Consider and make recommendations to the Board on the district's operating, special purpose and capital budgets.
- Consider and make recommendations to the Board on the school district's business and accounting services.
- Provide advice and information to the Board to support the efficient and effective fiscal management and operations of the school district.
- Where applicable to receive, consider and discuss input from stakeholder groups regarding finance and budget matters referred to the committee.
- Consider, recommend and provide advice and information to the Board on contracts, collective agreement negotiations/bargaining and legal matters pertaining to school district's business and operations.
- Consider such other matters as may be referred by the Board and make recommendations thereon as required.

13.2.5 *Policy Committee* will:

- Periodically and systematically review Board policies with the intent of ensuring policies remain useful, understandable and up to date;
- Present recommendations for new and revised policy ~~will be presented~~ for Board approval.

### 13.3 Membership

In January of each year the Chairperson of the Board shall appoint up to three Trustees to each standing committee after consultation with Trustees. If an appointed Trustee is absent from a committee meeting, the Board Chairperson may act as an alternate committee member.

The Superintendent or designate shall be an ex officio member of all standing committees. In addition, members of the Board's staff may be invited to assist a committee with its business.

Only trustees, District staff and invitees may attend in-camera sessions. Where there are public sessions of a standing committee, the following groups will be invited to appoint a representative:

- Richmond Association of School Administrators
- Richmond District Parents' Association
- Richmond School Board Employees Union, CUPE Local 716
- Richmond Teachers' Association
- **RICHMOND MANAGEMENT AND PROFESSIONAL STAFF**

Student representation may be invited as appropriate.

### 13.4 Conduct

13.4.1 The Trustee named first to a committee shall preside as Chairperson. In the absence of the Chairperson, the second Trustee named to the standing committee shall preside.

Adopted: 02 June 2008

Board Adoption with Amendments: 17 November 2008

13.4.2 No committee shall meet when fewer than two appointed Trustee committee members are present.

13.4.3 All committee members and attendees are able to participate fully in discussion. However, only trustees appointed to the committee will vote on recommendations to the Board.

13.4.4 The dates, times and places of public and in-camera committee meetings shall be established at each committee's first regular meeting following the appointment of committee members in January.

13.4.5 Written notice of committee meetings and agendas shall be available for all Trustees and representative members at least three days before committee meeting dates.

13.4.6 The preparation of the agenda and minutes for a committee meeting shall be the responsibility of the committee's Chairperson in cooperation with staff named to assist that committee. Preference on the agenda will be given to items referred by the Board.

13.4.7 Standing committees shall report to the Board matters for action and information. Committee recommendations shall be made in writing. In the event a committee recommendation is not unanimous, a Trustee member of the committee may attach a minority report.

#### **14. Special Committees**

14.1 The Board may establish special or ad hoc committees to study, investigate or report on specific matters.

14.2 The Board shall determine a period within which a special committee shall present a report to the Board.

14.3 The purpose and terms of reference of a special committee shall be defined in writing and approved by the Board before members of the committee are named except when the Board asks the committee to recommend its own terms of reference for Board approval. The recommendations of a special committee shall be confined to its terms of reference.

14.4 Membership on a special committee shall be limited in number to a minority of Trustees holding office at the time of the committee's appointment, and to members of the Board's staff appointed to the committee by the Chairperson of the Board, in consultation with the Superintendent. In addition, the Board may appoint members of the community who, in the Board's judgment, may assist the committee in its work.

14.5 The first Trustee named to a special committee shall be its Chairperson. The Chairperson shall preside at all special committee meetings. In the absence of the Chairperson, the second Trustee named shall preside.

14.6 Dates, times and places for meetings will be determined by members of the committee. Notice of meeting and agenda will be given to members at least three days prior to the meeting.

14.7 A record will be kept of items discussed and recommendations made and will be available to committee members and the Board.

#### **15. School Liaison Trustees**

In order to enhance communication between the Board of Education and local schools, trustees will be assigned to liaise with specific schools.

Adopted: 02 June 2008

Board Adoption with Amendments: 17 November 2008



The Chairperson will assign each trustee a group of secondary and elementary schools at the first meeting in ~~January~~ **DECEMBER** each year. The assignment shall be one year's duration unless otherwise determined by the Board. Groups of schools will be rotated among trustees.

Assigning each trustee only a portion of the District's schools, helps trustees manage their limited time and increases the likelihood that trustee visits will be effectively dispersed across the District's schools. The purpose of liaison assignments is to enable trustees to attend social functions at the schools, to experience in a focused manner educators and children working and learning together over the school year, to connect with Parent Advisory Committees and to become more familiar with schools and their operation. It is not intended that this bylaw will restrict trustees from participating in functions at any other schools in the District or from visiting any other schools in the District. It is also recognized that trustees will visit when they are able, they are not obligated to attend on any routine basis.

Consistent with the corporate and policy-making role of the Board, the liaison trustee carries no administrative responsibility or Board-delegated authority. It is not intended that trustees become involved in the internal operation of the schools, nor is it intended that trustees use this contact as an avenue for bringing routine administrative matters directly to the Board.

## Report to the **POLICY COMMITTEE** **PUBLIC**

From: Wendy Lim, Assistant Superintendent  
 Date: September 14, 2018  
 Subject: Stakeholder Feedback on Proposed Revisions to Policy 513.2, 513.2-R  
 And 513.2-G: *Field Trips*

As you know, activities related to the Field Trip Policy have been in revision since Fall 2013 and on June 13, 2018 the Board of Education (Richmond) approved that the draft of proposed revisions to Policy 513.2, 513.2-R and 513.2-G *Field Trips* should be forwarded to stakeholders for review and feedback by September 19, 2018.

To date only one piece of feedback has been received and due to the extensive stakeholder consultations and pilot process that have been underway since 2013 [extensive work with administrators (Field Trip Pilot Team piloting, for 18 months in 8 schools, the proposed Field Trip Policy, materials and new resource) and RTA members (Fall 2017-Spring 2018 with Field Trip Working Group of Elementary and Secondary Teachers)], we anticipate that there will be limited additional feedback.

### **BACKGROUND**

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 waterbased 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 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.

Below is an overview of policy revision and explanations of the changes.

<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>



		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.
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	<i>Rescinded</i> because it is now found in Administrative Guidelines in 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	<i>Rescinded</i> because it is now found in Administrative Guidelines in 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	<i>Rescinded</i> because it is now found in Administrative Guidelines in the revised Volunteer and School Staff Driver Authorization Registration and Approval Form

Attachments to the memorandum are:

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

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

Current Policy 513.2.1, 513.2.1-R: *Out of Province International Travel (to be rescinded)*

Current Policy 805.6: *Transporting Students in Private Vehicles (to be rescinded)*

## CONCLUSION

It is hoped that Policy Committee will consider the presentation of a **NOTICE OF MOTION** to the September 26, 2018 meeting of the Board of Education (Richmond) advising that a **RECOMMENDATION** to approve the proposed revisions to Policy 513.2, 513.2-R, and 513.2-G *Field Trips*, and the rescinding of Policies 513.2.1, 513.2.1-R: *Out of Province/International Travel* and 805.6: *Transporting Students in Private Vehicles* at the October 10, 2018 meeting of the Board.

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....*

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Wendy Lim  
Assistant Superintendent

## 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 513.2****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. The Board recognizes that to ensure equity and accessibility for all to participate in curricular field trips, there might be occasions when schools provide financial support.

**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.

**[NOTE: Entire Regulation Re-Drafted]**  
Revised to reflect roles and responsibilities of  
employee sponsor, supervisors, principal,  
parent/guardian, student, and superintendent.



**RICHMOND**

**SCHOOL DISTRICT NO. 38 Field Trips - Policy 513.2, 513.2-R, 513.2-G (May 14, 2018)**

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.

**[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 14, 2018)

### Education: Programs

### Policy 513.2-G

#### 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

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

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

## ~~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

## ~~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.~~

**~~COMMUNITY RELATIONS~~****~~Policy 805.6~~  
~~(previously 1005.6)~~****~~Transporting Students in Private Vehicles~~**

~~Where privately owned motor vehicles are used to carry students to and from school or district sponsored activities, the Board directs the Superintendent of Schools to ensure that such vehicles have adequate third party liability insurance and meet all current requirements of the Motor Vehicle Act and Regulations. When such transportation takes place on an occasional, volunteer basis, no special permit is required; however, when such transportation takes place under contract for regular transport, an appropriate permit is required.~~

~~Teachers and volunteer drivers while on Board or school approved curricular or extra curricular activities have limited liability coverage under the Ministry of Education Insurance Programme. However, it shall be the duty of the school administration, under the general responsibility of the Superintendent of Schools, to ensure that such liability coverage is adequate before any teacher or volunteer driver is permitted to transport students, either on an occasional or regular basis.~~

**DATE:** September 14, 2018

**FROM:** Lynn Archer, Assistant Superintendent

**SUBJECT:** Policy Section 500 EDUCATION, Section 510: Programs  
Proposed Revisions to Policy 517: *Assessment and Evaluation* and Rescinding of  
Various Policies

## **Report to the Policy Committee - Public**

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### **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.

### **POLICY 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.

The proposed revised Policy 517: *Assessment and Evaluation* (to be renamed *Assessment and Reporting/Communicating Student Learning*) was discussed by the Policy Committee in May 2018 and was presented at a public Board Meeting on May 9, 2018. It was later decided to engage in further background consultation and discussion before sending the revised policy out for public review. Since May, there have been discussions with the Assessment and Innovation Committee, and RASA and RTA leaders. From these discussions, some amendments were made to the revised policy and are reflected in the attachments provided.

### **POLICY TO BE RESCINDED**

The following policies are recommended to be rescinded as they are no longer applicable as 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 most current 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: *School Completion Certificates*

Policy 516.1 and 516.1-R: *Challenge*

### **CONCLUSION**

Revisions to Policy 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.

As a Notice of Motion was presented to the May 9, 2018 meeting of the Board, it is anticipated that Policy Committee will make a RECOMMENDATION to the September 26, 2018 public meeting of the Board of Education (Richmond) to place Policy 517, 517-R and 517-G: *Assessment and Evaluation* (to be renamed *Assessment and Reporting/Communicating Student Learning*) into the stakeholder review process with a response date of the end of December 2018.

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Lynn Archer  
Assistant Superintendent

## EDUCATION: PROGRAMS

## Policy 517 (previously 607)

### **Assessment and Reporting/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 reporting/communicating student learning (CSL). CSL is timely and flexible 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 school and home 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.**



REVIEW

## EDUCATION: PROGRAMS

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

### Assessment and Reporting/Communicating Student Learning: The Key to Student Growth and Learning

#### Assessment and Reporting/Communicating Student Learning in the District

- Assessment and Reporting/Communicating Student Learning (CSL) are key to student growth and learning. The district will ensure that effective assessment and reporting practices are facilitated for students and parents through clarifying learning **standards**, sharing criteria, providing descriptive feedback, affording students' 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 and **core competencies** of the BC curriculum, according to appropriate district policies, provincial regulations and ministerial orders.
  - The following Ministerial Orders and Regulation apply:
    - Regulation 265/89, the **School Regulation (PDF)**
    - 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)**
- Staff, students and parents at each school site will have a clear sense of the principles of assessment and reporting/communicating student learning that underlie practice and enhance student growth, learning, and achievement.

#### Guiding Principles

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

#### Assessment and Reporting/Communicating Student Learning in Schools

- Each school will regularly review their assessment and reporting purposes and practices to ensure consistency with the district's assessment and reporting/communicating student learning guidelines associated with these regulations.
- Each school's discussion of purpose and practices will:
  - review the school's current practices in conjunction with the district's policy, regulation, and guidelines regarding assessment along with the values and purposes that underlie those expectations

Adopted: November 21, 2011

- involve staff, students, and parents in order to promote understanding and communication of the school's assessment and reporting/communicating student learning purposes and practices

REVIEW

Adopted: November 21, 2011

## EDUCATION: PROGRAMS

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

### Assessment and Reporting/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 standards of performance **and/or proficiency scales** 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**.

**\* The following principles provide a foundation for the development of classroom assessment and communication of student learning. These principles are intended to provide guidance for classroom assessment that aligns with the redesigned curricula.**

#### Principles of Quality Assessment

- **is fair, transparent, meaningful and responsive to all learners**
- **focuses on all three components of the curriculum model – knowing, doing, understanding**

Adopted: November 21, 2011

- provides descriptive feedback to students
- is 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
- 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

\*<https://curriculum.gov.bc.ca/assessment-info>

## Reporting/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, such as face-to-face and/or 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 Reporting/Communicating Student Learning

The revised Ministry of Education **Student Reporting Policy** was mandated on July 1, 2016. The following Regulation and Ministerial Orders apply:

- Regulation 265/89, the **School Regulation (PDF)**
- 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)**

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

## **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 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.

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- (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 AUGUST 31, 2018**

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

POLICY	STATUS	COMMENTS/ACTION	REVIEW
Policy 513.2: <i>Field Trips</i>	<b><u>Step 3</u></b> May 14/18 – Update provided. 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.	Jun 13/18 – Board approved placement into stakeholder review process with deadline date for feedback of Sep 19/18. May 23/18 – Notice of Motion presented to Board for placement into stakeholder review process. May 14/18 – Proposed revisions reviewed and discussed at Policy Com. A Notice of Motion to place proposed revisions into stakeholder review process will be provided to the May 23/18 Board Meeting. Upon approval of the revisions, Policy 513.2.1 <i>Out of Province/International Travel</i> and Policy 805.6: <i>Transporting Students in Private Vehicles</i> will be rescinded. 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.	In stakeholder review process.
Policy 300-R(B): <i>Selection and Appointment of Administrators</i>	<b><u>Step 2</u></b> Jun 18/18 – Discussed at Policy Com. Jun 13/18 – Presented to in-camera Brd Mtg. May 14/18 - Updated on at Policy Com. 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.	Jun 18/18 – Discussed at Policy Com. A Notice of Motion to place revisions to Policy 300-R and (new) Pol. 401, 401-R and 401-G into review process will be provided to Sep 12/18 meeting of the Board. Jun 13/18 – Discussed at in-camera Brd Mtg. Brd. requested presentation to next public mtg of Policy Com. May 14/18 – Discussed at Policy Com. Referred to Brd. Mtg. for full discussion. Apr 16/18 - Discussed and further revisions and additions suggested. This will return to the May 2018 meeting.	Full policy review process anticipated.

	May 1/17 – Update provided at Policy Com.	<p>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.</p> <p>Jan 15/18 – Options discussed. Further changes suggested. Items return to Feb 2018 in-camera meeting.</p> <p>Nov 20/17 – Option for proposed changes will be provided to Jan 15/2018 meeting.</p> <p>Jun 19/17 – Board reviewed proposed changes.</p> <p>Jun 05/17 – Update was provided on proposed revisions. Will return to future Policy Com.</p> <p>May 1/17 – Verbal update on potential revisions.</p>	
<p>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 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></p>	<p><b>Step 1</b></p> <p>May 14/18 – Discussed at Policy Com. Public</p> <p>Apr 16/18 – Discussed at Policy Com. In-camera</p> <p>Jan 15/18 – Discussed at Policy Com.</p>	<p>May 14/18 – Discussed at Policy Com. Policy Chair to provide a memo to the May 23/18 Board meeting advising that the timing will be deferred until full discussion with stakeholder groups. Anticipate Late Fall 2018 for return.</p> <p>May 3/18 – A Notice of Motion was provided to the Board advising the proposed revisions would be presented to the May 23/18 Meeting for placement into stakeholder review process. [subsequently deferred]</p> <p>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 are no longer applicable to current practices in the district and/or province.</p> <p>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.</p>	Full policy review process anticipated.




Policy 512.4: <i>French Programs</i>	<b><u>Step 1</u></b> Jun 18/18 – Discussed at Policy Com. Apr 16/18 - Discussed at Policy Com.	Jun 18/18 – This item will be delayed until later in the fall 2018. 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 Com. for more full discussion.	Full policy review process anticipated
Policy 501.8, 501.8-R: <i>Student Admissions, Registration Placement and Transfer</i>	<b><u>In Development</u></b> May 14/18 – Update provided at Policy Com. 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.	Jun 18/18 – This item will be discussed at the Sep 17/18 meeting of Policy Com. 2 Phase update anticipated. May 14/18 – Policy Com. Chair advised that this policy review would now be deferred until Fall 2018. 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 Administrative Guidelines 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 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 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 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 Com.	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: <i>BYLAW: 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.	Apr 11/18 – Item delayed until all standing committees' terms of reference have been reviewed. Mar 12/18 – The updates to terms of reference of standing committees were 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 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 103: Bylaw: <i>Complaints by Students Parents and Public</i>	<b><u>In Development</u></b> Jun 18/18 – A review will be required	Jun 18/18 – It was advised that would require a review with anticipated timing of the fall 2018.	Full policy review process anticipated.

**STATUS OF POLICIES**  
**AT AUGUST 31, 2018**

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

POLICY	STATUS	COMMENTS/ACTION	REVIEW
Policy SECTION 600: <i>Finance [previously Section 800: 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 [previously Section 900: 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 [previously Section 1000]</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 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 Policy 100: Vision, Mission, Values.	Full policy review process anticipated.

POLICY	STATUS	COMMENTS/ACTION	REVIEW
Policy 106: <i>Sexual Orientation and Gender Identity (SOGI)</i>	APPROVED BY BOARD JUN/18	In June 2017 the Board passed a resolution requesting staff develop a policy that recognizes the gender diversity of our school district community and that such a policy support an increased awareness and understanding of sexual orientation, gender identity and expression. A Working Group was struck, comprised of district stakeholders including students, with the mission to develop the policy. The policy, regulations and administrative guidelines were drafted, presented to Policy Committee for various revisions and a community engagement and consultation period took place from March to June 2018.	Underwent full policy revision process.
Policy 104: <i>Acceptable Use of Information &amp; Communication Services</i>	APPROVED BY BOARD JUN/18	Jun 13/18 – Housekeeping revisions approved by Board. May 23/18 – Notice of Motion regarding approval of housekeeping changes presented. May 14/18 – Proposed revision to Policy to incl. reference to appropriate federal and provincial legal and legislative requirements. Notice of Motion presented to May 23/18 Board Mtg. for approval of housekeeping change. 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.	Housekeeping change.
<i>Policy 100: Vision, Mission, Values (previously District Philosophy)</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	Underwent full policy revision process.

		draft revised Policy 100 and to present a draft revised Policy 100.	
<i>District Code of Conduct</i> -Policy 105	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</i> -Policy 205, 205-R, 205-G	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</i> -Policy 203, 203-R, 203-G	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.
<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- Policy 708, 708-R and 708-G</i>	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-Policy 504.3.1; 504.3.1-R and 504.3.1-G</i>	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- Policy Section 400:</i>	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-804.1, 804.1-R, and 804.1-G</i>	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- 503.6,503.6-R</i>	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.
<i>Policy 703.7: 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

<b>POLICY MTG DATE 2018</b>	<b>PUBLIC ITEM</b>
February 19	Policy 501.8: Student Admission, Registration, Placement & Transfer SOGI Dev & Revised Timeline Policy 100 Update 703.7 Closure of Schools Due to Emergent Conditions
March 12	Policy 501.8: Student Admission, Registration, Placement & Transfer Policy 104: Acceptable Use of Information and Technology
April 16	SOGI Policy Update
May 14	Policy 513.2 Field Trips SOGI Public Information Sessions Update Policy 104: Acceptable Use of Information and Technology
June 18	SOGI Update Policy 300-R: Selection and Appointment of Administrators
<b>September 17</b>	Policy 517: Assessment and Evaluation Policy 201: Bylaw: Board Operations Policy 513.2 Field Trips
<b>October 15</b>	
<b>ITEMS</b>	<b>WITH NO DATE FOR DISCUSSION ALLOCATED AS YET</b> Policy 103 Bylaw: Appeals (housekeeping) (Later in the fall 2018) Policy 103 Bylaw: Complaints by Students, Parents and the Public Policy 501.8: Student Admission, Registration, Placement & Transfer Policy 512.4: French Programs (Later in the fall 2018) Policy 522 and 522-R: Transportation Policy 701.2-R School Building Planning Review Process Policy 704: Retirement of School Facilities Policy 707 and 707-R: Post Disaster Procedures Policy 804.1: Community Use of Schools Policy 804.8: Commercialism Critical Incident Protocols / Fair Notice

Last Updated: September 11, 2018