



## EDUCATION COMMITTEE OF THE WHOLE AGENDA

Wednesday, October 28, 2015, 4:00 P.M.

SCHOOL BOARD OFFICE

425 Jermyn Avenue

Pages

1. **Call to Order**

2. **Adoption of Agenda**

MOTION:

That the agenda be approved.

3. **Presentations**

3.1 **ASD Kindergarten Pilot Project**

Sarah Lowe, Speech Language Pathologist and Susan Thomson, District Principal (Students Services) will provide an overview of the ASD Kindergarten Pilot Project.

3.2 **Autism Spectrum Disorder EA's**

Susan Thomson, District Principal (Student Services) will provide an overview of how the Autism Spectrum Disorder EA's are being utilized to support students in classrooms.

4. **Information Items**

4.1 **K-12 Innovation Partnership Project**

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The Minister of Education announced the first 17 projects accepted into the K-12 Innovation Partnership by the Innovation Partnership Working Group. More than 75 proposals were received from Districts and independent schools across the province. The proposal from School District No. 67, titled "Making Learning Visible" was one of the 17 projects selected.

5. **Action Items**

5.1 **Policy No. 312 - District Discipline Committee**

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MOTION:

That the Education Committee recommends to the Board of Education that Policy No. 312 - District Discipline Committee be approved in principle and forwarded to partner groups until December 9, 2015 for any suggestions for changes.

## 5.2 Policy No. 471 - Copyright Laws

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### MOTION:

That the Education Committee recommends to the Board of Education that Policy No. 471 - Copyright Laws be approved in principle and forwarded to partner groups until December 9, 2015 for any suggestions for changes.

## 6. Upcoming Policies

- Policy No. 211 - Distribution of Materials to Students
- Policy No. 212 - Trespassers on School Property
- Policy No. 230 - School Response for Critical Incidents
- Policy No. 240 - Parent Advisory Councils
- Policy No. 300 - Student Registration
- Policy No. 317 - Harassment/ Threats/Intimidation/Racial Prejudice/Violence
- Policy No. 322 - Work Experience Programs
- Policy No. 340 - Graduation Functions - Secondary Schools
- Policy No. 440 - Locally Developed Courses

## 7. Question Period

## 8. Adjournment

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## NEWS RELEASE BACKGROUND

### **K-12 Innovation Partnership projects:**

The following 17 projects were accepted by the Innovation Partnership Working Group for the first intake of the K-12 Innovation Partnership:

#### **Surrey Christian School**

Community: Surrey

Proposal: To create and facilitate a sustainable relationship between students and staff and members of B.C.'s First Peoples. Deepen students, parents and teachers understanding and appreciation of the First People's Principles of Learning as they transition to the new curriculum and continue designing personalized learning experiences for students.

#### **Holy Cross Regional High School**

Community: Surrey

Proposal: To run a gradeless assessment and reporting program in select Grade 8 & 9 classes. Students do not receive percentages or grades; rather student learning is reported four times a year using a standards-based report card to communicate their level of understanding and provide suggestions to help students move forward with their learning.

#### **James Kennedy Elementary**

Community: Langley

Proposal: To inspire students to engage with the Raspberry Pi, a small computer to help students learn programming. The Raspberry Pi will support the teaching of STEM curriculum (Science, Technology, Engineering and Math) and the robotics application will help students create their own unique robots they can control through an iPad.

#### **Eagle Mountain Middle**

Community: Coquitlam

Proposal: To include a suite of innovative teaching and learning strategies for all teachers and students, including inquiry-based learning, hands-on exploration and learning empowered by technology. Priorities for the school's first years will include flexible learning environments, environmental connections, integrating First Peoples Principles of Learning and cross-curricular competencies.

#### **Rick Hansen Secondary School of Science and Business**

Community: Abbotsford

Proposal: Rick Hansen Secondary is transforming into a School of Science and Business with an inquiry-based, interdisciplinary approach. Classrooms are being transformed into digital nerve centres where a real world approach to education drives a personalized approach to learning.

**Templeton Secondary**

Community: Vancouver

Proposal: To provide students access to STEM programming and help them develop math and science skills through enriched educational experiences. STEM prepares students for post-secondary and the workforce by developing strong problem-solving, innovation, negotiation, communication and critical thinking skills.

**BC Rural and Multi-Grade Teachers' Association**

Community: Vancouver Island North

Proposal: To take an unbiased look at multi-grade classrooms where there is a blending of curriculum and students across multiple grade levels.

**Huband Park Elementary**

Community: Courtenay

Proposal: To provide students with real-life experiences in multi-age teams through a café at the school. Students will operate a profit-making business for the school community with proceeds going to local and global non-profit initiatives and school projects.

**Pender Harbour Elementary-Secondary**

Community: Madeira Park

Proposal: To integrate elements of Self-Directed Learning and student inquiry through their Personalized Learning Program. Innovative practices include curriculum integration, exploration blocks and Board/Authority Authorized courses such as Coastal Ecological Stewardship.

**Sa-Hali Family of Schools: Dufferin Elementary, McGowan Park Elementary, Pacific Way Elementary, Summit Elementary and Sa-Hali Secondary**

Community: Kamloops

Proposal: To focus on project-based learning that supports elementary, secondary and university teachers co-designing and implementing cross-curricular learning tasks and appropriate evaluation tools. Areas of focus include enhanced student learning, building teacher capacity, utilizing innovative practices, connecting with the community, and deepening our learning network.

**Salmon Arm Secondary**

Community: Salmon Arm

Proposal: To implement the InspirED program for Grade 9 students centred on the concept of inquiry-based learning. The program will allow students to learn how to investigate, problem solve and think about cross-curricular topics.

**Eagle River Secondary**

Community: Sicamous

Proposal: To develop a competency tracking model and communicate to parents the assessment of student learning through their multi-grade, cross-curricular courses. Investigate, develop and implement authentic learning experiences at all educational levels.

**Vernon Community School**

Community: Vernon

Proposal: To provide learning opportunities that develops students' thinking, social and personal competencies. The program will also look to provide mentors from the local community, encourage students to ask questions and take up their own learning and invite parents to be part of their child's education.

**Giant's Head Elementary, Trout Creek Elementary, Wiltse Elementary, Uplands Elementary, Summerland Middle, Queen's Park, Columbia, Naramata, Skaha lake Middle and Connect ED**

Community: Summerland and Penticton

Proposal: To move away from traditional report cards and engage in continuous communication with parents and students through digital portfolios. These portfolios will demonstrate the learning of big ideas, core competencies, social responsibility and learning standards for reading, writing and math.

**Skyline Offsite Alternate**

Community: Williams Lake

Proposal: To develop a program that will holistically weave First Nations culture and traditions into existing provincially recognized and Board/Authority Authorized courses to nurture a sense of belonging in identified at-risk youth. The program will guide students through culturally relevant project-based learning, encourage First Nations Elder and community involvement, and make cultural activities a significant and integrated part of work and curriculum in high school with a goal of creating culturally empowered graduates ready for post-secondary or community leadership experiences.

**Salt Spring Elementary, Fulford Elementary, Fernwood Elementary, Saltspring Island Middle, Galiano Community School, Phoenix Elementary and Learning Services**

Community: Gulf Islands

Proposal: To develop and implement best practices in communicating student learning. Instead of report cards three times a year, pilot schools will explore various practices, including student-led conferences, student portfolios, student and peer assessments, co-created criteria and competency-based reporting.

**Gulf Islands Secondary**

Community: Salt Spring Island

Proposal: To work towards eliminating letter grades from the Transition Program (REAL 9 and Planning 10); instead have students focus on the experiences and reflective process. Traditional grades in Robotics 10-12 will also be replaced with qualitative summaries of student progress from both teacher and student via electronic portfolios.

**Media contact:**

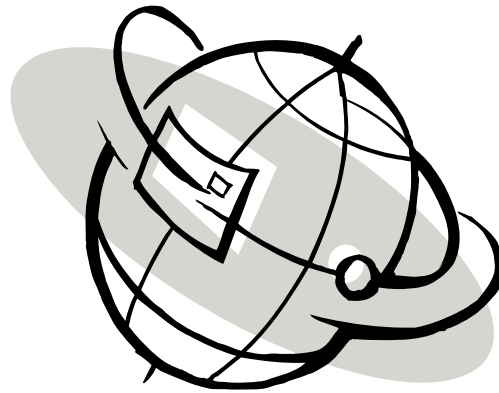
Government Communications & Public Engagement  
Ministry of Education  
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## Assessment, Grading and Reporting Field Test

# Making Learning Visible

What should I  
share?

*Teachers  
should  
share visual  
evidence  
of student  
learning  
that is  
formative,  
relevant,  
accessible,  
meaningful  
and  
engaging.*



1. Engage in ongoing and meaningful communication with students and parents.
2. Focus on meaningful evidence of student learning.
3. Reporting is ongoing and in real time throughout the year.
4. Focus on main content areas, but must display evidence in all subject areas commensurate on assignment.
5. Clear, simple and consistent language must be used (Performance Standards where appropriate)
6. Teachers must reference expected development for students of similar age range.

**SCHOOL DISTRICT NO. 67 (OKANAGAN SKAHA)**

**POLICY**

**POLICY #312 District Discipline Committee**

**RATIONALE**

The Board of Education believes that the consequences of student misconduct are best addressed at the school level. If, however, the conduct of a student poses a serious threat to students and the safe and orderly conduct of a school's environment the Board believes that such behaviour may benefit from additional consideration and measures taken by the District Discipline Committee. The purpose of this policy is to establish a District Discipline Committee, to set out how that Committee operates, and to elaborate considerations the Committee may take into account when responding to serious student misconduct.

**POLICY**

The Board of Education shall establish a *District Discipline Committee* to review serious student misconduct. Where appropriate, the Committee should consider addressing student misconduct through preventative and restorative measures and should provide students with the opportunity to correct behavioural issues. The Committee may also impose other consequences, including suspension and exclusion from school where appropriate. In all cases the Committee will make decisions which balance the rights of the individual student with those of the larger educational community.

ADOPTED: November 8, 1999

Reviewed/Revised: June 11, 2001  
September 10, 2007  
April 6, 2009

Statutory Reference:

**SCHOOL DISTRICT NO. 67 (OKANAGAN SKAHA)****REGULATIONS AND PROCEDURES****POLICY #312 District Discipline Committee****1. Committee Composition**

The District Discipline Committee shall be comprised of the following:

- The Committee Chair (~~Director of Instruction, Student Services Superintendent/Designate~~);
- The Director of Instruction responsible for district discipline;
- One School-Based Administrator (from a school not attended by the student);
- Other personnel as may be deemed necessary.

**2. Purpose of the Committee**

The purpose of the District Discipline Committee is to determine the appropriate consequences and measures that should be taken in response to serious student misconduct, including whether the student's continued presence in the school will be detrimental to the well-being of the student or to other students, or to the overall school environment. Those consequences and measures will be determined at a meeting of the District Discipline Committee which the student and his/her parents/guardians should attend if at all reasonably possible. When meetings of the District Discipline Committee are held, the Committee will:

- 2.1 Endeavour to ensure both school and student have an opportunity to present information about the nature and circumstances of the student behaviour, along with relevant background information and the impact of the situation possibly requiring further disciplinary or other measures;
- 2.2 Allow both school and student to answer questions that the Committee may have regarding the incident;
- 2.3 Make a decision about any additional consequences and/or remedial/preventative or restorative or other measures that should be taken to address the student conduct, including whether there should be any change or conditions made regarding the student's educational program and/or placement.

**3. Referral Process**

- 3.1 The Principal of the school where the student is enrolled is responsible for making an initial determination as to whether a student's referral to the Discipline Committee may be warranted.
- 3.2 Before the decision to refer the student is made, the school Principal must consult with the Director of Instruction responsible for district discipline to determine whether the referral is appropriate.



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- 3.3 Upon a decision being made by the Director of Instruction to refer a student to the District Discipline Committee, the parent(s)/guardian(s) shall be provided with written notification of this referral by the school Principal advising them of the decision. The letter should cite details of the student misconduct under investigation and shall cite relevant provisions of the *School Act* and/or *School/District Codes of Conduct*.
- 3.4 The Principal shall ensure that all necessary information and documentation relevant to the student conduct in question, and which will be considered by the District Discipline Committee, is forwarded to the Director of Instruction responsible for district discipline in a timely manner. The Director of Instruction shall, in advance of the District Discipline Committee meeting, provide this information to the student and/or parent(s)/guardian(s). The information shall include:
- a) Identification of the student – birth date, address, telephone number, parents' or guardians' names, school and placement;
  - b) Copies of relevant school records – permanent record card, attendance records, discipline records, report card marks, and relevant medical records, student individual education plan (if relevant);
  - c) Anecdotal record of the incident that was recorded as soon as possible after the incident occurred.
- 3.5 The Director of Instruction responsible for district discipline will advise the school and the parent(s)/guardian(s) of the date, time and location of the meeting of the District Discipline Committee and will made a reasonable attempt to schedule the meeting at a mutually convenient time for the District and the student's parents/guardians;
- 3.6 The student and at least one parent/guardian should attend the District Discipline Committee meeting if at all possible, but the meeting may proceed in their absence provided that they had reasonable notice of the meeting and chose not to attend;
- 3.7 A student who has been referred to the District Discipline Committee and who voluntarily withdraws from enrolment in the School District prior to the District Discipline Committee meeting will not be re-admitted to any District school or program until he/she has met with the committee.

#### **4. Meeting Process**

- 4.1 At a meeting of the District Discipline Committee, the Committee Chair will outline the purpose of the meeting;
- 4.2 The school Principal (or designate) will be provided with an opportunity to present the Committee with information regarding the student misconduct that resulted in the referral to the Committee.
- 4.3 The student will be provided with an opportunity to share his/her perspective on the incident in question.
- 4.4 Parent(s)/guardian(s) will be given the opportunity to raise issues and/or provide other relevant information.
- 4.5 Committee members may ask questions of the student, parent(s)/guardian(s), and Principal/designate to gain clarification or additional perspective.

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- 4.6 The student, parent(s)/guardian(s) and Principal/designate will be asked to leave the meeting and the Committee will review the material that was presented and make a decision regarding what, if any, further consequences or measures should be taken in response to the student behaviour, including whether there should be any change to the student's educational program and placement.
- 4.7 As soon as is practical, the Director of Instruction responsible for district discipline will advise the school Principal and parent(s)/guardian(s), by telephone, of the Committee's decision. A letter formalizing the decision will be forwarded to both the school Principal and the student's parent(s)/guardian(s) as soon as is practicable thereafter.
- 4.8 The decision of the committee will be reported to the Board at its next in-camera meeting.

## **5. Decisions of the District Discipline Committee**

- 5.1 Following a meeting as described in this regulation, the District Discipline Committee may direct:
  - a) That a student continue in, or return to school on the basis of his/her agreeing to adhere to specified conditions;
  - b) That a student be suspended for an extended period of time or that a current suspension be extended;
  - c) That the student be placed in another district school or educational program;
  - d) That certain conditions be met prior to the student being re-admitted to a district school/program;
  - e) That the student, where appropriate, be excluded from receiving an educational program in a district school or program;
  - f) Any other measures which are appropriate and warranted.
- 5.2 The committee may seek the input of other district employees or agencies involved with the student prior to making a decision regarding the student.
- 5.3 In the event that a student under the age of sixteen (16) is denied access to a school-based educational program, the District acknowledges its responsibility to make an alternate form of program delivery available to the student.

## **6. Denial of Access to Educational Program**

- 6.1 In the case of a student sixteen (16) years of age or older, the Committee may decide that the Board refuse to offer an educational program to the student;
- 6.2 In the event that a student is denied access to an educational program in the District, that student shall not be re-admitted to any District school or program without first meeting with the District Discipline Committee and receiving its approval for re-admittance.

## **7. Right to Appeal**

Procedural Bylaw #3 – Appeals, states, "A student entitled to an educational program in the school district, or a parent or guardian of such student, may appeal a decision of an

employee of the Board of Education which significantly affects the education, health or safety of the student.”

The student and/or parent(s)/guardian(s) will be advised by the Director of Instruction, in writing, of their right to appeal any decision made by the District Discipline Committee.

ADOPTED: November 8, 1999

Reviewed/Revised: June 11, 2001  
September 10, 2007  
April 6, 2009

Statutory Reference: *School Act*



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<b>SCHOOL DISTRICT NO. 67 (OKANAGAN SKAHA)</b>		
<b>POLICY</b>		
<b>POLICY</b>	<b>#471</b>	<b>Copyright Laws</b>

**RATIONALE**

The Board recognizes that the technology related to the storage, retrieval and dissemination of information is continuously changing and that the copying or use of print materials, electronic media, electronic databases and computer software must respect copyright protections.

**POLICY**

In compliance with the Canadian Copyright Law, the Board specifies that the use or reproduction, by any means and in any quantity, of copyright material by Board employees will be permitted only when ~~written permission of the copyright holder is obtained~~ that use is in compliance with permissions granted under the Copyright Act, or when specific licenses have been secured.

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ADOPTED: November 8, 1999	Reviewed/Revised: Statutory Reference:
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*SCHOOL DISTRICT NO. 67 (OKANAGAN SKAHA)*

**REGULATIONS AND PROCEDURES**

**POLICY #471 Copyright Laws**

1. Principals and other senior management personnel shall ensure that the contents of this policy are made known to staff in their areas of responsibility and that compliance with copyright laws is routine.
2. The material covered by this policy includes, ~~but is not limited to, audio and video tapes, computer software, electronic data bases, photocopies, facsimile machine copies, handwritten or typed copies, translations, adaptations, and performances.~~ all copyright protected work, regardless of format. Details regarding copyright compliance can be found at [www.cmec.ca](http://www.cmec.ca).

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ADOPTED: November 8, 1999                      Reviewed/Revised:

Statutory Reference:

