

AGENDA of the REGULAR MEETING
of the Board of Education
School District No. 6 (Rocky Mountain)

School District No. 6 (Rocky Mountain) resides in the traditional unceded shared territory of the
Ktunaxa and Secwépemc peoples and the chosen home of the Métis.

Location: Video Conference Meeting
Kimberley, Golden, Invermere District Offices
Date: 2022-03-08
Time: 7:00 p.m.
To: Trustees, Senior Leadership Team

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. ADDITIONS AND APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

- 4.1 Regular Board Meeting of February 8, 2022
- 4.2 Synopsis of In-Camera Meeting of February 8, 2022 (Alan Rice)

5. PRESENTATIONS

- 5.1 Lindsay Lye

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

- 7.1 Policy Development
 - 7.1.1 Third Reading (Karen Shipka)
 - 7.1.1.1 Policies from sections 8000, 9000, and 10000 in policy manual*
 - 7.1.2 Second Reading (Karen Shipka)
 - 7.1.2.1 Policy 1400*
 - 7.1.2.2 Policies from section 3000 in policy manual*
 - 7.1.2.3 Policy 6000*
 - 7.1.2.4 Policy 8800*
 - 7.1.3 First Reading (Karen Shipka)
 - 7.1.3.1 Policy 6300 (repeal)
 - 7.1.3.2 Policy 8000*

8. OPERATIONAL ISSUES

- 8.1 Provincial Online Learning (Trent Dolgolpol and Lisa Tenta)*
- 8.2 Draft School Calendars Report 2022-2023; DRAFT School Calendar 2023-2024; DRAFT School Calendar 2024-2025 (Steve Wyer) *

9. REPORTS

- 9.1 District vice principals update (Steve Wyer)*
- 9.2 BC School Trustees Association (Jane Fearing)
- 9.3 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.4 BC Public Schools Employers Association (Sandra Smail)

10. INFORMATION ITEMS

- 10.1 March and April 2022 Calendar

11. FORTHCOMING EVENTS

- 2022.03.29 Policy Committee Meeting, Video Conference, 4:30 p.m.
- 2022.04.05 Labour Relations Committee Meeting, Video Conference, 12:30 p.m.
- 2022.04.12 Board of Education Meeting, Kimberley, Selkirk Secondary School
 - In-Camera 6:00, p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment



POLICY 8550

MEETING THE EDUCATIONAL NEEDS OF ALL STUDENTS

POLICY:

The primary goal of the British Columbia school system is to support the intellectual development of students, with the support of families and the community. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families and the community. To help realize these goals for students with diverse abilities, the District is working toward removing barriers and providing appropriate services and programs to ensure that the school system is:

- equitable;
- of high quality;
- relevant;
- accessible; and
- accountable.

REFERENCES: [Ministry of Education Special Education Manual Policies, Procedures and Guidelines](#)

ADOPTED: April 2001

Amended:



DISTRICT PRACTICE 8550

MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

DISTRICT PRACTICE:

1. CREATING AN EQUITABLE EDUCATION SYSTEM

The *School Act* requires that school boards make available educational programs to all school age persons resident in the district. This entitlement stands as an important inclusionary statement for all students. In addition, a [Ministerial Order](#) requires the integration of students with special needs with students who do not have special needs in most instances.

(1) INCLUSION AND INTEGRATION

The principle of inclusion adopted in British Columbia schools supports equitable access to learning by all students and the opportunity for all students to pursue their goals in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction.

Integration is one way to achieve inclusion. Integration encourages students with special needs to participate and interact fully with other students in neighbourhood schools and to develop friendships. Integration involves placing students with special needs in classrooms with their age and grade peers, then providing them with the necessary support, accommodations and adaptations-determined on an individual basis to enable them to be successful.

This does not mean that students with special needs must spend 100 per cent of every day in neighbourhood school class placements with their age and grade peers. The goal is to meet their educational needs and the educational needs of all students. The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers does not preclude the appropriate use of resource rooms, self-contained classes, community-based training or other specialized settings.

(2) ALTERNATIVES TO THE INTEGRATED CLASSROOM

Students with special needs should only be placed in settings other than a community school classroom with age and grade peers when the District has made all reasonable efforts to integrate the student, and it is clear that a combination of education in such classes and supplementary support cannot meet their educational or social needs, or when there is clear

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evidence that partial or full placement in another setting is the only option after considering their educational needs or the educational needs of others. Evidence could include frequent and significant disruption of the learning environment despite appropriate classroom interventions, or the probability of physical harm to the student or others.

If alternatives to neighbourhood school classes with their age and grade peers are necessary for the above reasons for some students with special needs, then placement in alternate settings should be done as part of a plan that is regularly reviewed and updated in consultation with parents and school-based teams (if applicable) with a view to returning these students to neighbourhood school classrooms as soon as it is feasible.

2. PLANNING APPROPRIATE EDUCATION PROGRAMS

2.1 INTEGRATED PLANNING

Some students with special needs may require programs and services not usually provided to other students. Schools and school districts should organize themselves to provide educational programs and services to students with special needs. This includes planning with other ministries and community agencies where necessary. Many of the services required to support students with special needs are available through community-based agencies or other ministries through inter-ministerial protocol agreements, which are described in the [Inter-Ministerial Protocols for the Provision of Support services to Schools](#).

At the school level, teachers whose classrooms include students with special needs should have timely access to support. All schools have formal problem-solving units, such as school-based teams, to plan and co-ordinate available support services for these students and to assist teachers in developing effective strategies.

School-based teams are composed of a small group of regular members. They may appoint members to oversee planning activities for individual students.

2.2 IDENTIFICATION AND ASSESSMENT

Early identification is an essential first step in successful program planning for students with special needs. Ideally, identification begins before children enter school, when parents and health or other community personnel identify the students' special needs and begin planning to meet those needs. In such instances, schools should make use of available information by

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incorporating it into educational planning activities.

Students whose special needs are less readily evident are often not identified until they enter the school system. Thorough assessment of students' strengths and needs is essential for developing individual education plans (IEPs). Assessment practices are designed to ensure timely identification by personnel trained in the assessment of specific special needs, recognizing that this may require more careful planning in remote, rural areas.

Planning educational programs for students with special needs begins in neighbourhood school classrooms, where classroom teachers, in consultation with parents, assess children by comparing their performance with expected learning outcomes for their age or grade. In many cases, students will have their special needs met by classroom teachers with no additional assistance.

However, when classroom teachers - in consultation, whenever possible, with parents and the school-based team or the school administration - believe that students require more intensive individual assessment of how they learn and the best ways to teach them, such assessment takes place at the school level using expertise within the school-based team.

More specialized assessment is required for a few learners whose special needs are more complex. At this level, specialized personnel appropriately trained to carry out more complex assessments (for example, school psychologists) should be available to support schools in the assessment and planning process.

Where assessments indicate that students need additional assistance, such assistance will be planned based on both the careful assessment of those needs and the availability of resources. While it is sometimes difficult to obtain access to specialized assessment, the Ministry of Education can assist districts in identifying resources.

2.3 INDIVIDUAL EDUCATION PLANS (IEPs)

School personnel, after collaboration with parents and outside agencies, are responsible for establishing goals for children that take into account the children's special needs and strengths. The results of planning are documented in individual education plans. Students identified as having special needs must have IEPs unless:

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- (a) the student with special needs requires minor adaptations to educational materials, or instructional or assessment methods;
- (b) the expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs; and
- (c) the student with special needs is receiving, in a school year, 15 hours or less remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.

The IEPs are implemented, reviewed and updated bi- annually. They are written records of planning conducted by students, parents/guardians, school personnel and other service providers.

IEPs

- (a) provide coherent, short-term and long-range plans for student learning and service needs.
- (b) provide administrators with evidence of individualized planning.
- (c) are useful tools in planning the transition of students with special needs from one setting to another.
- (d) help in determining how well students are meeting their goals, and form the basis of reporting students' progress.

Though planning occurs collaboratively, principals should ensure that all students with special needs are assigned case managers to co-ordinate the development, documentation and implementation of their IEPs. Teachers and parents are partners in the development of IEPs for maximum effectiveness. Parents must be given the opportunity to participate in the planning process. To the extent that they are able, students should also participate. All of the participants who develop the plans should have access to them, within the provisions of the [School Act](#) and the [Freedom of Information and Protection of Privacy Act](#).

IEPs must outline:

- (a) the present levels of educational performance of the student;
- (b) the learning outcomes set for that student for that school year where the learning outcomes are different from the learning outcomes set out in the applicable educational program guide;
- (c) all the required adaptations to educational materials, and instructional and

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- assessment methods;
- (d) all the support services to be provided;
- (e) a description of the place where the educational program is to be provided;
- (f) the names of all personnel who will be providing the educational program and the support services for the student during the school year; and
- (g) the period of time and process for review of the IEP.

3. EDUCATION IS A SHARED RESPONSIBILITY

3.1 STUDENTS

Students are entitled to consult with their teacher or administrative officer concerning their educational program. For students with special needs, this may involve participating in the development of their IEPs. In addition, students are expected to participate in an educational program provided by the District. To the extent to which they are able, it is expected that students with special needs will participate fully in these programs.

3.2 PARENTS

Parents play a vital role in the education of their children with special needs by working in partnership with educators and other service personnel. They help to identify and inform school personnel of their children's special needs, and also participate in developing IEPs. Parents participate in planning activities to establish goals for their children, as well as help teachers to implement strategies to meet those goals. Engaging in these activities enables parents and teachers to communicate about children's progress and helps to fulfill children's educational goals.

Teachers must maintain the ability to manage their classrooms while respecting the advice and role of parents. If disagreements occur, they may be resolved through a review of the IEPs to determine how classroom activities can best relate to the goals established in the IEPs. As is currently practiced, every attempt should be made to resolve differences at the school or district level. Additionally, under the [School Act](#), all districts are required to have appeal processes.

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3.3 TEACHERS AND OTHER SERVICE PROVIDERS

Neighbourhood school classroom teachers and teacher assistants should be the first line of support for students with special needs. Under the [School Act](#), teachers are responsible for designing, supervising and assessing education programs and providing instruction to individual students and groups of students. As well as working with other service providers, teachers provide a vital service by being one of the first steps in identifying students with special needs and referring students for further assessment, planning to meet those needs in conjunction with parents and others, implementing students' IEPs, and reporting on the effectiveness of special education programs as well as student progress.

3.4 PRINCIPAL

As the principal responsible for the overall operation of the school, the principal plays a number of important functions in the education of students with special needs. These include being available to consult with students or their parents/guardians concerning the students' educational programs; ensuring that individualized programming occurs for students with special needs, and that the programs are implemented; overseeing the placement of students; and, ensuring that parents/guardians are regularly provided with reports concerning their children's school progress. Principals may also help plan for the assessment of students' needs, and arrange for appropriate in-service training in special education to provide opportunities for school staff to acquire valuable knowledge and skills. In doing this, and also by participating in reviews of special education programs at their schools, principals help to meet the needs of students with special needs and ensure the provision of appropriate special education services.

3.5 SCHOOL DISTRICTS

School boards are responsible for ensuring that, within available resources, special education programs and services are delivered to students who in the opinion of the board require them. Such programs and services are an integral part of the total school system. In some cases, collaborative planning between or among school districts may be necessary to ensure that necessary services are available.

3.6 THE MINISTRY OF EDUCATION

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The Ministry of Education provides funding for special education programs and services, and works with school boards to achieve the goal of an education system that provides students with opportunities for a quality education in a cost-effective manner. To ensure opportunities for students with special needs, the curriculum, learning resources, and assessment practices developed by the ministry should be appropriately adapted. All ministry policies must ensure equitable access, appropriately high standards, and accountability for the programs and services provided to students with special needs.

Within the ministry, the Special Education Branch:

- (a) sets standards;
- (b) assists in developing and implementing policies;
- (c) develops guidelines and procedures;
- (d) monitors trends in research and practice;
- (e) reviews and evaluates programs and services;
- (f) manages an array of provincial services for students with special needs;
- (g) supports professional development; and
- (h) participates in long-term planning and priority-setting for special education in British Columbia.

3.7 OTHER MINISTRIES AND AGENCIES

Many services for students with special needs are provided by community-based agencies or other ministries. A spectrum of support services - including child care workers, school nurses and other specialists - is available through arrangements with the Ministries of Health, Social services and other ministries.

4. ACCESS TO AN APPROPRIATE EDUCATION

(1) EDUCATION ACCESSIBILITY

All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their education.

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The District encourages students to get the most from their school experiences by providing the opportunities and support they need to learn. New education facilities and transportation systems should be free of physical barriers which may hinder some students. This includes new schools designed for better access and, wherever possible, the elimination of barriers in existing facilities. Existing buildings are made more accessible through an on-going program of capital improvements funded by the ministry.

4.2 A CONTINUUM OF SERVICES

Services should be organized along a continuum which reflects the diversity of special needs and the prevalence levels of various special needs in the school population. To the maximum extent possible, students with special needs are integrated into classrooms with other students and will have their needs met by classroom teachers who adapt instruction and evaluation methods as necessary. This may involve support from school-based resource teachers, itinerant teachers, or other specialists such as orientation and mobility instructors. The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers, however, does not preclude the appropriate use of resource rooms, self-contained classes, community-based programs, or specialized settings.

A small number of students require specialized services that are only available from community or regional agencies or at the provincial level. When required services are so specialized that they cannot be replicated in every school, they should be available at the district level, or else school districts should arrange to obtain them from community or other sources.

In addition, the ministry provides:

- (a) a link to the Special Education Branch and other schools and districts;
- (b) resource documents and videos that provide specific descriptions of best practice in special education service delivery.

4.3 TRAINING AND PROFESSIONAL STANDARDS

To provide an appropriate educational program for and work effectively with students with special needs, teachers, teacher assistants and administrators need an understanding of special education. The Ministry of Education is working with universities and colleges to

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ensure that appropriate training and experiences are available.

In order to provide adequate educational support for students with special needs, the District provides in-service training to ensure that all staff can develop the skills and understanding needed to work in an inclusive environment.

5. QUALITY PROGRAMS AND RESOURCES

5.1 K-12 EDUCATION AND SPECIAL EDUCATION

The Kindergarten to Grade 12 education policy describes, among other things, both the educational programs and expectations for student performance. To succeed in the K-12 program, some students may require adaptations in methodology, materials or assessment techniques, or modifications or enhancements of programs, or compensatory skill development. With appropriate support, most students with special needs will be successful in the K-12 program.

Although the government's new Kindergarten to Grade 12 educational program affects all students, some aspects are of particular importance to students with special needs. These include:

- (a) new standards for reporting student achievement;
- (b) new reporting requirements for students who accomplish the goals established in their IEPs in those instances when curriculum outcomes are modified; and an equivalency policy that enables students to receive credit for learning acquired outside of the classroom.

K-12 program policies include dual credit, course challenge and equivalency. These options may be particularly appropriate for students with exceptional gifts or talents. Students can utilize these policies to demonstrate previously acquired learning, receive credit for learning acquired outside of the classroom, and receive school credit for post-secondary classes in specialized fields of study. In addition, exceptionally gifted students may be provided with options such as independent guided study, mentorships, or expanding and/or accelerating some or all of their educational programs.

5.2 CURRICULA

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Provincial curricula are written keeping all students in mind, with the understanding that there will be varied levels of pace and achievement. IEPs define what goals and standards students are expected to achieve, and what supports, adaptations, or modifications are required to enable them to meet those goals. Students with special educational needs are expected to achieve some, most, or all provincial curriculum outcomes with special support.

5.3 STANDARDS

Standards for all students, including students with special needs, are developed with high but appropriate expectations for student achievement. Whether students with special needs are expected to meet grade or course standards described in provincial curricula and reference sets - perhaps with appropriate adaptations to classroom materials or evaluation methods - or require individually-set outcomes and standards as part of the IEP planning process, the goals and standards for the students should be at high but attainable levels. For gifted students, goals established in IEPs will often exceed the grade or age level.

5.4 LEARNING RESOURCES

Teachers select appropriate resources to meet the needs of their particular students. As well, Braille and taped-book format versions of selected resources are available. IEPs identify those resources which best support the learning needs of children. In addition, technological supports that are required to fulfil IEP goals - such as Brailers, adapted keyboards, and special hearing devices - are available from the Auditory Training Equipment program, the Provincial Centre for the Visually Impaired, and the Special Education Technology-British Columbia (SET-BC) Program.

5.5 FUNDING

The levels of funding currently provided to support special education represent a significant investment in children with special needs. The government has increased accountability by targeting the expenditure of special education funds and will continue to audit school districts to ensure that funding dedicated to special education is spent on special education, and it will continue to expect school districts to be accountable for expenditures in special education.

The District shows on-going support for an inclusive education system through resources to

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support students with special needs. This includes funding to provide services to students with special needs, including:

- (a) funding for students with severe behavioural difficulties;
- (b) specialists such as speech-language pathologists, school psychologists, and itinerant specialists;
- (c) school-based learning assistance that supports regular classroom instruction;
- (d) resource rooms;
- (e) special outside-of-school options including hospital and home-based services;
- (f) teacher assistant support; and
- (g) a wide range of provincial programs and services.

5.6 GREATER ACCOUNTABILITY

The District is truly accountable when parents know how well their children are doing in school. Accountability includes monitoring, auditing and program review. Although collecting information about services provided to students with special needs is essential for continuous improvement to practice, this may raise concerns about labelling of students.

5.7 STUDENT PROGRESS REPORTS

Like all parents, the parents of students with special needs have a right to regular information about their children's progress. For students with special needs who are expected to achieve or surpass the learning standards set out in the provincial curriculum, regular letter-grading and reporting procedures will be followed, although adapted assessment methods may be necessary. [Ministerial Order 191/94, Student Progress Report Order](#), sets out the requirements for student progress reports. Where it is determined that students with special needs are not capable of achieving the learning outcomes set out in the provincial curriculum and course or program modification is necessary, specific individual goals and objectives will be established for the students in their IEPs. The use of letter grades and percentages for reporting the progress of these students is not appropriate. Structured written comments will be used to report the level of the students' success in achieving their modified goals and objectives. In these circumstances, when students meet the learning outcomes as reflected in their IEPs, the efforts of these students should be recognized.

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Where specialist support personnel other than classroom teachers are responsible for providing some portion of students' educational programs (for example, speech-language pathologists, orientation and mobility instructors), those persons should provide written reports on the students' progress for inclusion with the reports of the classroom teachers.

5.8 APPEALS

Currently, students or their parents/guardians may appeal, under [section 11 of the School Act](#), to the school board decisions made by school board employees that significantly affect the education, health or safety of the students.

All school boards are required to establish appeal procedures. The ministry expects that the appeal procedures will be based on principles of administrative fairness, which include the right of students and parents/guardians:

- (a) to be heard by the school board;
- (b) to be consulted in decisions affecting them; and
- (c) to an impartial school board decision based on relevant information.

Since 1992, the Ombudsman has been able to investigate complaints concerning public schools and school boards.

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POLICY 8650

SCHOLARSHIPS AND BURSARIES

POLICY:

The Board of Education (“Board”) is committed to community involvement in the education of its students. It views the granting of scholarships and bursaries as a recognition of student achievement and as encouragement for further education.

1. The Board encourages the provision of scholarships and bursaries for graduating students by individual citizens or community organizations. Such donations shall be provided in accordance with Board policy.
2. The Board shall establish a District scholarship committee which shall administer the Ministry sponsored Dogwood District/Authority Awards (District scholarship program) in accordance with District practice.



DISTRICT PRACTICE 8650
SCHOLARSHIPS AND BURSARIES

DISTRICT PRACTICE:

The Board of Education (“Board”) will recognize individual academic achievement through:

- The administration of the Ministry of Education District/Authority Scholarships.
- The provision of additional scholarships from the District.
- The provision of awards for academic achievement in specific curricular areas.

1. MINISTRY OF EDUCATION DISTRICT/AUTHORITY SCHOLARSHIPS

- 1.1 The Ministry allots scholarships to Districts and these scholarships are distributed to secondary schools based on grade 12 student enrolment.
- 1.2 Candidates must meet Ministry of Education eligibility criteria.
- 1.3 The secondary schools will establish local scholarship selection committees to include one Trustee and members of school staff and the public.
- 1.4 Candidates will be required to attend an interview with the school scholarship committee.
- 1.5 Any award and/or decision made by the school scholarship committee regarding Ministry of Education scholarships may be appealed by referring the case to the Board. The decision of the Board shall be final.
- 1.6 A local presentation ceremony will be arranged in each school.

2. LOCAL DISTRICT SCHOLARSHIPS

- 2.1 The name of the scholarship shall be “The School District No. 6 (Rocky Mountain) Scholarship”.
- 2.2 The administrators of this scholarship shall be the Chairperson of the Board and the Secretary Treasurer.
- 2.3 The signing officers of the fund are:
 - (a) a Trustee of School District No. 6 (Rocky Mountain); and
 - (b) the Secretary Treasurer.
- 2.4 The purpose of the fund is to provide an annual scholarship to recognize a student in Selkirk Secondary School, Golden Secondary School and David Thompson Secondary School pursuing post-secondary education.



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SCHOLARSHIPS AND BURSARIES

- 2.5 The recipient will be selected on the basis of need, ability, and citizenship by each school.
- 2.6 The recipient must be a graduating student from the School District No. 6 (Rocky Mountain).
- 2.7 Applicants should apply prior to May 1. Application forms are available in each school.
- 2.8 The recipient must show proof of registration within eighteen months of notification of them being awarded the scholarship.
- 2.9 The amount of the scholarship will be prescribed annually by Board resolution, but will not be less than \$1,000.00.

3. CURRICULA ACHIEVEMENT AWARDS

- 3.1 Awards shall be given on the basis of academic achievement in specific Grade 12 courses as identified by the Principals of Selkirk Secondary School, Golden Secondary School, and David Thompson Secondary School.
- 3.2 The Board will make available \$500 plus \$15 per Grade 12 student, under 19 years of age, as of March 31 per zone. This fund is provided to support the above student achievement as well as any other year-end recognition as determined by the zone.



POLICY 8700

FEES FOR EDUCATIONAL PROGRAMS

POLICY:

The Board of Education (“Board”) shall provide free of charge, to every student of school age, who is enrolled in an education program, that meets the general requirements for graduation set out in the [Ministerial Order M302/04](#):

- Any education resource materials necessary to participate in a standard education program.

For special projects in an educational program or field trips, if optional, participants may be expected to provide some of the associated costs.

Fees may be charged for non-education programs for such items as agenda books and lockers.

To ensure that fees do not become a barrier to student participation in educational programs, schools will establish fair, sensitive, and confidential procedures which will allow participation by students who would otherwise be excluded due to financial hardship.

Principals, in consultation with senior staff, are to determine and shall advise parents how to access assistance when ability to pay is a concern.

Educational resource materials are material sources of knowledge or expertise that relate to education or educational programs. School supplies which the student owns and uses personally are not educational resource materials within the meaning of the [School Act](#).

POLICY 8700: FEES FOR EDUCATIONAL PROGRAMS

REFERENCES: [The School Act](#), Section 82, [Ministerial Order 236/07 \(M236/07\)](#)

ADOPTED: November 1997

Amended: February 2021



DISTRICT PRACTICE 8700

FEES FOR EDUCATIONAL PROGRAMS

DISTRICT PRACTICE:

1. Educational resource materials are material sources of knowledge or expertise that relate to education or educational programs. School supplies which the student owns and uses personally are not educational resource materials within the meaning of the [School Act](#).
2. This district practice and accompanying policy pertains to curricular programs only

POLICY 8700: FEES FOR EDUCATIONAL PROGRAMS

REFERENCES: [The School Act](#), Section 82, [Ministerial Order 236/07 \(M236/07\)](#)

ADOPTED: November 1997

Amended: February 2021



POLICY 8750

ENGLISH LANGUAGE LEARNERS

POLICY:

English language learner (ELL) services enable students, whose primary language(s) of the home is not English, to develop their individual potential within British Columbia’s school system. Some students who speak variations of English that differ significantly from the English used in the broader Canadian society may need similar services to access the curriculum.

As outlined in Section 106.3 (5) and (6) of the [School Act](#) school districts receive funding to support students whose primary language spoken in the home is not English. The Board of Education (“Board”) supports ELL services as outlined in the associated district practice.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Section [106.3 \(5\) and \(6\) of the School Act](#)

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DISTRICT PRACTICE:

An English language learning student, as defined in the [Ministry of Education English Language Learning Policy and Guidelines \(updated May 2013\)](#), is a student enrolled in a B.C. school who is in need of additional English language development support in order to access the provincially prescribed curriculum and succeed in the academic environment.

1. IMPORTANT DESIGNATION TIMELINES

September – NEW students (before September 30th)

- (a) Oral Language IPT I or II (scored with ELL standards)
- (b) Writing Sample (e.g. District Write scored with ELL standards)
- (c) Reading Sample (e.g. PM Benchmark, Fountas and Pinnell scored with ELL standards)

May/June – ALL students

- (a) Oral Language IPT (post-service test scored with ELL standards)
- (b) Writing IPT (e.g. District Write scored with ELL standards)
- (c) Reading Sample (e.g. PM Benchmark, Fountas and Pinnell scored with ELL standards)

2. ASSESSMENT AND IDENTIFICATION

- (a) The teacher in consultation with the student and family will refer the student to the school-based team.
- (b) The school-based team will gather information regarding the student application including, but not limited, to socio-cultural, education, school, family, physical, and personal factors.
- (c) The school will provide parent with the parent consent form.
- (d) With a signed parent consent form the ELL teacher will administer IPT I or II Oral Language Proficiency Assessment and scored against the ELL standard.
- (e) The ELL teacher will examine reading and writing samples against the ELL standards.
- (f) The ELL teacher and school principal will review and assign ELL language levels.
- (g) The ELL teacher will communicate assessment results to the parent/guardian.
- (h) Prior to September 30 each year, schools will review ELL designation with the Director of Instruction, Learning Support Services to finalize designation.

3. ANNUAL INSTRUCTIONAL PLANS AND REPORTING

FORM 8750 ELL ANNUAL INSTRUCTION PLAN
8650.1 ELL PARENT CONSENT
8650.2 ELL RECORD OF SERVICE

ADOPTED: Mar 2018

Amended:



DISTRICT PRACTICE 8750

ENGLISH LANGUAGE LEARNERS

For all students reported in the ELL program the following will be provided and documented:

- (a) An annual instruction plan (AIP) designed to meet the needs of the student.
- (b) The AIP identifies specialized ELL services provided for each student.
- (c) Progress in the acquisition of English is reported to parent including:
 - Descriptions of what the student can do.
 - Areas in which further attention or development is required;-.
 - Ways of supporting the student learning, or
 - Comments on the student achievement in areas of ELL.

4. STUDENT FILE

- (a) Each ELL student will have an orange file which is to be placed inside their school file. This file may remain with the ELL specialist during the school year or while assessment is taking place.
- (b) The tab on the orange file will have the following label:
 - The student's name
 - The year ELL assistance began
- (c) A signed parent consent form will be keep in the file.
- (d) Each student will have an ELL annual instruction plan.
- (e) A record of service delivery will be kept in each file.

FORM 8750 ELL ANNUAL INSTRUCTION PLAN
8650.1 ELL PARENT CONSENT
8650.2 ELL RECORD OF SERVICE

ADOPTED: Mar 2018

Amended:



POLICY 9200
PROBLEM SOLVING PROTOCOL

POLICY:

The Board of Education (“Board”) believes that problems or concerns are best resolved through a meaningful and collaborative problem solving process that begins at the level where the decision was made.

DISTRICT PRACTICE 9200 PROBLEM SOLVING PROTOCOL

REFERENCES: [School Act Section 11](#), Appeal Bylaw II

ADOPTED: December 1996

Amended:



**DISTRICT PRACTICE 9200
PROBLEM SOLVING PROTOCOL**

DISTRICT PRACTICE:

These guidelines are intended to be used and applied as consistently as possible to supplement the appeal process and to assist in its operation.

1. The first step is to discuss the problem or concern with the person(s) who made the decision.
2. If the issue is not satisfactorily resolved, then meet with the appropriate supervisor in the zone (e.g. principal, vice principal, operations supervisor).
3. Next, discuss the issue with the appropriate senior supervisor in the zone (e.g. director of instruction or assistant superintendent) then if not resolved to the superintendent, secretary treasurer and then, if necessary, a school trustee in the zone.
4. If the issue is still not resolved, the student or parent affected by the decision may appeal the case to the Board of Education in accordance with the procedures outlined in the Board's Appeal Bylaw No. II.

POLICY 9200 PROBLEM SOLVING PROTOCOL

ADOPTED: December 1996

Amended:



POLICY 10350

SAFE SCHOOLS

POLICY:

The Board of Education (“Board”) is committed to the creation of a safe and inclusive learning environment. This includes a focus on school connectedness and developing protocols for preventing and intervening in instances of abusive behaviour including harassment, intimidation, violence or threats of violence which may cause harm to students or staff. Instances of abusive behaviour shall be reported and investigated.

DISTRICT PRACTICE 10350 SAFE SCHOOLS

REFERENCES: Policy 5800: District Code of Conduct for Students

ADOPTED:

Amended:



DISTRICT PRACTICE 10350

SAFE SCHOOLS

DISTRICT PRACTICE

The Board of Education, District staff, principals and school staff will work with parents/guardians, students, and the school community to:

1. Develop positive school cultures and focus on prevention.
2. Use school-wide efforts to build “community” fostering respect, inclusion, fairness and equity.
3. Foster trauma sensitive schools and apply a trauma-informed lens to student behavior.
4. Set, communicate and consistently reinforce clear expectations of conduct.
5. Teach, model, and encourage positive social behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights.
6. Assume responsibility, in partnership with the wider community, for resolving critical safety concerns.
7. Develop multi-disciplinary (multi-agency) community protocols for violence threat or risk assessment.
8. Work together to better understand issues such as bullying, intimidation, harassment, discrimination, racism, sexism and homophobia, and other worrisome behaviours and to learn new skills to respond effectively to them.
9. Respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships, and restore a sense of belonging.
10. Participate in the development of policies, procedures, and practices that promote school safety, including all hazards emergency preparedness.
11. Engage in continuous learning and professional development to foster safe school communities and address emerging safety concerns.
12. Monitor and evaluate school culture for evidence of continuous improvement.
13. Recognize and celebrate achievements, while acknowledging areas that need improvement.

The Board of Education will use the following to address efforts to achieve safe and caring schools:

1. District Codes of Conduct for Students
2. School Codes of Conduct for Students
3. Ministry of Education Safe Caring and Orderly Schools: A Guide
4. Violent Threat Risk Assessment Protocols (VTRA)
5. Expect Respect and a Safe Education Protocol (ERASE)

REFERENCES: Policy 5800: District Code of Conduct for Students

ADOPTED:

Amended:



POLICY 10650
EMERGENCY EVACUATION
PROCEDURES

POLICY:

The Board of Education (“Board”) has established a district practice to be used when bomb threats are received, or an emergency evacuation of the school is required. All situations are to be treated seriously until such time as the validity has been determined.

DISTRICT PRACTICE 10650 EMERGENCY EVACUATION PRODEDURES
FORM 10650.1 FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST
10650.2 FORM EMERGENCY EVACUATION PROCEDURES

ADOPTED: March 1997
Amended: January 2001



DISTRICT PRACTICE 10650
EMERGENCY EVACUATION
PROCEDURES

DISTRICT PRACTICE:

EMERGENCY EVACUATION INCLUDING BOMB THREATS

1. Receiving and Tracking Calls:

- 1.1 The school should ensure that the bomb threat policy checklist attached to this policy is immediately available and known to staff that answer the phone.
- 1.2 Training for receptionist(s) / staff as it relates to taking calls and the checklist should occur each year.
- 1.3 The call should be traced using Star 57 (*57).

2. Evacuation Procedures:

- 2.1 Determine safe exits - using either primary or alternate routes.
- 2.2 School is evacuated for the day.
- 2.3 Principal(s) secure the school building while teachers take attendance as per fire drill procedures.
- 2.4 Student runners take attendance list to collection point. Runners return to classroom teachers with bomb threat code so that teachers are aware to take students to safe site.
- 2.5 Teachers take their classes to safe site(s) determined in 'School Evacuation Plan'.
- 2.6 Principals will call Board Office with names of missing students.
- 2.7 Safe site(s) will have 'School Site Evacuation Plan' including student/staff names and phone numbers and map of school.

3. Principal Communication Responsibilities:

- 3.1 Secretary to call RCMP. 9-1-1
- 3.2 The Principal to call Superintendent or designate.
- 3.3 Superintendent or designate will execute the Emergency Response procedure

4. School Site Evacuation Plan:

- 4.1 This is to be developed by each school and should include a checklist of information to be completed by the school:
 - name of safe site;
 - current list of students and staff names and phone numbers;

POLICY 10650 EMERGENCY EVACUATION PRODEDURES
FORM 10650.1 FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST
10650.2 FORM EMERGENCY EVACUATION PROCEDURES

ADOPTED: March 1997
Amended: January 2001



DISTRICT PRACTICE 10650
EMERGENCY EVACUATION
PROCEDURES

- method of communication with parents;
- transportation arrangements;
- teacher responsibilities for day of Emergency Evacuation/Bomb Threat;
- method of communication to staff re: day two duties/plans;
- plans for school site plan to be communicated to staff, TOCs, students and parents at beginning of school year;
- clear understanding to staff, students and parents that school will be closed for day so that school can be made safe;
- clear understanding of where the safe site is and how to communicate with safe site(s);
- clear indication that unless otherwise stated through the media, school will resume the next day;
- clear indication that RCMP, Administration, District Office and staff reps will consult about the school being safe to re-enter before anyone returns to the school;
- clear indication that any personal items left in the school will remain until the school is authorized for re-entry;
- staff debriefing plan after re-entry;
- info sharing plan for students, parents and community;
- evacuation process assessment.

5. School Search:

- 5.1 To be conducted by the RCMP and (if applicable) trained volunteer firemen.
- 5.2 Staff/student list available for RCMP at safe school along with school maps and pictures.

POLICY 10650 EMERGENCY EVACUATION PRODEDURES
FORM 10650.1 FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST
10650.2 FORM EMERGENCY EVACUATION PROCEDURES

ADOPTED: March 1997
Amended: January 2001



DISTRICT PRACTICE 10650
EMERGENCY EVACUATION
PROCEDURES

6. School Re-entry:

- 6.1 No re-entry on the day of the evacuation.
- 6.2 Expectation that school will be open the day following the evacuation.
- 6.3 Media notification if the school is not to be open on day two.
- 6.4 RCMP/Superintendent or designee/Operations Rep/ Staff rep/CUPE rep/Operations rep to meet at call of RCMP to authorize school re-entry for day two.

7. Post Evacuation:

- 7.1 Staff debriefing plan after re-entry.
- 7.2 Info sharing plan for students, parents, and community.
- 7.3 Evacuation process assessment.

POLICY 10650 EMERGENCY EVACUATION PRODEDURES
FORM 10650.1 FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST
10650.2 FORM EMERGENCY EVACUATION PROCEDURES

ADOPTED: March 1997
Amended: January 2001



DISTRICT PRACTICE 10700
AUTOMATIC EXTERNAL
DEFIBRILLATORS PAD PROGRAM

DISTRICT PRACTICE:

Automatic External Defibrillators (AEDs) are portable devices that are applied in an emergency to a person's chest and used to treat sudden cardiovascular arrest. When the heart stops beating normally, AEDs are used to deliver an electric shock that can restore normal rhythm to a heart.

1. Roles and Responsibilities:

Each site must:

1.1 Conduct monthly visual checks of the unit:

- a) Turn off the alarm with the key.
- b) Open the AED lid.
- c) Wait for the AED to indicate status: observe the change of the **Status Indicator** to **Red**. After 5 seconds, verify that the **Status Indicator** returns to **Green**.
- d) Check to ensure the pads are unopened and attached to the AED.
- e) Check the expiration date on the pads.
- f) Listen for voice prompts.
- g) Close the lid and observe the change of the **Status Indicator** to **Red**. After 5 seconds, verify that the **Status Indicator** returns to **Green**.
- h) Check to ensure the spare pads and pediatric pads are present in the carrying case and verify the expiration dates.
- i) Complete the monthly check form and provide that information to the site based health and safety committee.

1.2 Change the AED pads (electrodes) and batteries as required.

1.3 Perform Annual Maintenance (each September) of the unit:

- a) Turn off the alarm with the key.
- b) Immediately after opening the AED lid, press and hold the **Shock** button and confirm that the Service LED is lit.
- c) Release the Shock/Continue button.
- d) Close the lid.
- e) Verify that the Status Indicator remains **Red**.
- f) Open the lid and confirm that no diagnostic indicators are lit.

DISTRICT PRACTICE 10700.1 AUTOMATIC EXTERNAL DEFIBRILLATORS STUDENTS
FORM 10700 AED MONTHLY CHECKLIST

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 10700
AUTOMATIC EXTERNAL
DEFIBRILLATORS PAD PROGRAM

- g) Close the lid.
- h) Verify that the Status Indicator turns **Green**.
- i) Check the integrity of the case.
- j) Contact the AED supplier if you require any replacement parts.

1.4 Maintain CPR/AED training for staff:

- a) This is normally done when first aid tickets are renewed.

1.5 Registering the AED with the BC AED registry and keeping registration information current.

2. Recording:

- a) The monthly visual checks must be recorded in the facilities log section of the monthly safety minutes. Training for staff members must be recorded. These documents must be kept on file.

3. Monitoring:

If the AED unit is used by anyone you must:

- a) Inspect the AED for damage.
- b) Clean the AED with a damp sponge or cloth if required. Use PPE equipment if the AED has been in contact with bodily fluids (potential bio-hazardous material).
- c) Replace the pads and make a note to order a new set from the AED supplier.
- d) Check the AED status indicator is **Green** once it has completed its automatic self-test after the lid has been closed.
- e) Contact your BCAS PAD Facilitator (leisha_lake@hotmail.com).
- f) Connect the serial cable to the PC and to the AED's serial port under the blue rubber data access cover. The voice prompt will say "**Communications Mode**".
- g) Run the RescueLink software program on a computer.
- h) Select **Communications, Get Rescue Data** on the Rescuelink software program.
- i) Select Internal Memory of AED then select OK.
- j) Select a rescue by clicking on the date and press OK.
- k) Ensure the AED data is downloaded and data package is sent to the BC PAD registry at: AEDdata@bcas.ca.
- l) If you have technical questions call 1.800.426.0337.

DISTRICT PRACTICE 10700.1 AUTOMATIC EXTERNAL DEFIBRILLATORS STUDENTS
FORM 10700 AED MONTHLY CHECKLIST

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 10750
CONCUSSION AWARENESS AND
MANAGEMENT

DISTRICT PRACTICE:

This practice is implemented at all schools in connection with District Policy 5100 – Student Safety. The purpose of the practice is to provide staff with clear information and direction when a student suffers a significant impact to the body or head while at school or while participating in a school-sanctioned activity. It is also intended to provide clear information to staff about how to manage a student’s return to school after a concussion is diagnosed, consistent with the plan outlined by the student’s medical health professional.

1. RECOGNIZE

A concussion occurs when there is a significant impact to the head or body that causes the brain to move inside the skull. Common causes of concussion include falls, sport, and recreational-related activities, and motor vehicle crashes. Refer to the concussion recognition tool ([Concussion Awareness Training Tool CATT](#)).

The signs and symptoms of concussion in individuals include, but are not limited to:

- headache; dizziness; nausea; blurred vision; light/sound sensitivity; imbalance; ringing in the ears; seeing “stars”; irritability; fogginess; fatigue; difficulty concentrating; poor memory; neck pain; sadness; confusion.

2. RESPOND

Following a potential concussion-causing event, the individual should be removed from activity immediately and assessed for Red Flags. If any of the Red Flags are present, call an ambulance or seek immediate medical care. **Either way, contact the Parent/Guardian or emergency contact person as soon as practicable.**

Red Flags: neck pain or tenderness; double vision; weakness or tingling/ burning in arms or legs; severe or increasing headache; seizure or convulsion; loss of consciousness; deteriorating conscious state; vomiting; increasingly restless, agitated, or combative.

If no Red Flags are present: do not leave the individual alone; continue to monitor for Red Flags and signs and symptoms of concussion; do not let the individual return to their activity; do not give the individual any immediate medication; do not let the individual leave by themselves; do not let the individual drive or ride a bike.

FORM 10700.1 CONCUSSION RECOGNITION TOOL
10750.2 CONCUSSION GUIDE FOR PARENTS AND GUARDIANS

ADOPTED: April 2018
Amended: MAY 2019



DISTRICT PRACTICE 10750

CONCUSSION AWARENESS AND MANAGEMENT

Note: The Concussion Guide for Parents and Caregivers will provide parents with additional information.

3. MANAGE

Once diagnosed, a concussion can have a significant impact on physical, cognitive, and emotional functioning. The recovery process involves balancing activities such that they do not trigger or worsen symptoms. The recovery process is best done in collaboration with key individuals, such as medical professionals, family members, friends, employers, teachers and school staff, and coaches.

The first and most important step in recovery from a concussion is to rest for 48 hours. The individual will need both physical and cognitive rest in order to allow the brain to heal.

- Physical rest includes participation in activities that do not result in an increased heart rate or breaking a sweat. Restrict: exercise, sports, running, biking, rough play, etc.
- Cognitive activity should be limited, minimizing activities that require concentration and learning. Restrict: reading, electronics (computers, smartphones, video games, TV), work/schoolwork, playing musical instruments, listening to loud music, etc.
- Once symptoms start to improve, or after 48 hours of rest, the individual should begin a step-wise process to return to regular activity, including school, work, sports, etc.
- Symptoms should decrease over the course of time. If you are worried that the individual is not improving, follow-up with a licensed medical professional, such as a physician or nurse practitioner.
- **On average, an adult takes 7 to 10 days to recover from concussion, while children and youth typically take 2 to 4 weeks.** While most concussions resolve within 3 months, persistent symptoms have the potential to cause long-term difficulties. Individuals dealing with symptoms lasting longer than 2 weeks in adults and longer than 4 weeks in children and youth may require additional medical assessment and multidisciplinary management.

FORM 10700.1 CONCUSSION RECOGNITION TOOL
10750.2 CONCUSSION GUIDE FOR PARENTS AND GUARDIANS

ADOPTED: April 2018
Amended: MAY 2019



DISTRICT PRACTICE 10750
CONCUSSION AWARENESS AND
MANAGEMENT

- The recovery period may be influenced by: prior concussions; history of headaches or migraines; learning disabilities; mental health issues; ADHD; use of drugs or alcohol; returning to activities too soon; lack of family or social supports.
- Proper management of a concussion can reduce the risk of complications. It is important that the individual has successfully returned to school or work before fully returning to sport and physical recreation activities. Returning to activity too early may result in more severe symptoms and potentially long-term problems.

[Concussion Awareness Training Tool CATT online](#) has additional information and training materials.

FORM 10700.1 CONCUSSION RECOGNITION TOOL
10750.2 CONCUSSION GUIDE FOR PARENTS AND GUARDIANS

ADOPTED: April 2018
Amended: MAY 2019



DISTRICT PRACTICE 10800

GENDER NEUTRAL WASHROOM

DISTRICT PRACTICE:

1. School District No. 6 (Rocky Mountain) and school administration shall ensure the existence of at least one washroom for use by everyone in every newly-constructed or significantly-renovated building.
2. School District No. 6 (Rocky Mountain) and school administration will ensure an existing washroom is designated for use by everyone in existing buildings.
3. All school district facilities must include signage that makes it clear that the gender neutral washroom(s) are not restricted by gender.

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 10850

SEVERE WINTER WEATHER OR UNSAFE ROAD CONDITIONS

DISTRICT PRACTICE:

- Schools will be open and regular instruction will continue to the greatest extent possible.
- School bus service will not normally be cancelled because of cold weather.
- Individual bus runs may be cancelled because of dangerous road conditions or extremely cold weather resulting in a bus not starting.
- Cancellation of bus runs will be broadcast on local radio stations, CBC, and on Twitter and through School Messenger.
- Students are not expected to wait for a school bus for more than 10 minutes beyond the scheduled pickup time. If a bus has not arrived by that time, students should return to their homes or to another location which has been pre-arranged by the parents.

If enrollment is significantly reduced or staff are unable to get to school due to extreme weather or unsafe road conditions:

- Schools will remain open.
- Staff will notify their supervisor and report to the nearest school that they can access.
- If there is an extraordinary circumstance related to a school and the school must be closed a notification will be sent to parents using School Messenger and will be broadcast on local radio stations, CBC, and on Twitter and School Messenger.
- The decision to send students to school rests with the parents/guardians.
- The educational program will be adjusted based on the number of students at school and the staff who are able to report to work.

PARENTS ARE REQUESTED TO:

- Check for txt/email from school district.
- Listen to radio stations for bus and school information.
- Ensure that children are aware of winter weather expectations.
- Give their child clear instructions of an alternative place they are to go if their bus does not arrive within 10 minutes of the expected time.
- If the child is not a bus student and is not attending school, phone the school to report the child's absence.



POLICY 1400

FRAMEWORK FOR ENHANCING STUDENT LEARNING

POLICY:

The Board of Education recognizes its responsibility to work together with education partners to enhance the learning and success for all students in School District 6 (Rocky Mountain). To that end, and in response to the authority of the Minister of Education to require school districts to establish policies for planning, reporting and capacity building through Sections 8.3 and 81 of the School Act, the Board of Education sets out a local framework for enhancing student learning. This framework reflects a public commitment by education partners to work together to continuously improve student learning in relation to intellectual, human, social and career development as outlined in Statement of Education Policy Order (Mandate for the School System) OIC1280/89. The framework seeks to align local practice with provincial K-12 accountability requirements and other ongoing transformation efforts (curriculum, assessment, reporting). This framework replaces previous mandatory planning, reporting and accountability requirements, specifically Superintendents' Reports on Student Achievement.

The Framework for Enhancing Student Learning...

- Reflects the [Ministry of Education mandate - Educated Citizen](#)
- is to be grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities.
- is to bring a system-wide focus on student learning, to ensure each student in the district achieves his or her full potential.
- is to be designed to be meaningful, impactful, flexible, realistic, and sustainable.
- is to address differences in performance among particular groups of students, most notably Indigenous students, children in care, and students with diverse abilities.
- is to be strength, support-, evidence-, and results-based.
- is to reflect a system-wide commitment to continuous improvement and life-long learning.
- is to reflect our local context.
- is to utilize existing structures and build new ones as required to support provincial and local priorities for enhancing student learning.
- is to build public confidence in our work as a District.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: The School Act (Sections 8.3 and 81) Statement of Education Policy Order – OIC 1280/89

ADOPTED: DATE
Amended:



POLICY 3000
**BUDGET DEVELOPMENT,
MONITORING AND REPORTING**

POLICY:

The Board of Education “Board” recognizes its responsibility for the effective use of public funds in providing the best possible education to the students in the communities it serves. The Board has a duty to govern the district in a fiscally responsible manner, while carrying out the strategies required to achieve its goals.

The annual operating budget is a financial plan reflecting the implementation and maintenance of the Board’s educational and operational objectives. The financial allocations included in the budget should be consistent with the strategic directions identified in the Board’s Strategic Plan.

In accordance with [Section 156\(12\) of the School Act](#), the Board must not incur a deficit of any kind unless the Board has approval of the Minister of Education or meets criteria prescribed by order of the Minister of Education.

Under [Section 156\(1\) of School Act](#), the Board is required to maintain budgetary control over expenditures, develop an annual budget and submit it to the Ministry of Education in a prescribed form at the time required by the Minister of Education.

A budget reflects the best estimate of planned revenues and expenses as of a point in time. Salary and benefit increases, inflation and other estimated changes must be budgeted. In addition, the budget must include all recurring and one-time revenues and expenditures for the full fiscal year.

AUTHORITY

The Board authorizes the Superintendent and the Secretary Treasurer to develop and implement all procedures required for the development and monitoring of budgets.

RESPONSIBILITIES FOR MANAGING THE BUDGET

The Superintendent and the Secretary Treasurer are delegated responsibility for the overall management of the educational and operational programs that are supported by the annual budgets. The Secretary Treasurer is specifically responsible for the financial management of the budget, and all financial reports.



DISTRICT PRACTICE 3000

BUDGET DEVELOPMENT, MONITORING AND REPORTING

DISTRICT PRACTICE:

BUDGET DEVELOPMENT

Annual budgets shall be developed based on instructions received from the Ministry of Education. At the beginning of each budget development cycle, the Secretary Treasurer, in collaboration with the Superintendent, shall prepare and present, to the Finance and Audit Committee a recommendation to the Board, for final approval of the budget development plan or budget process.

The original annual budget and 3-year financial plan form the financial planning process and are aimed at ensuring transparency and accountability for the development of the financial forecast of the school district. The process shall include a proposed schedule of engagement activities to sharing the Board's budget information with partner groups and the public as well as receiving budget balancing proposals and feedback on proposed budget balancing options.

The annual budget process for the development of original (preliminary) budgets shall include the following:

- Proposed preliminary budget including base budget estimates and detailed proposed budget balancing proposals presentation.
- Opportunities for local First Nations, Métis Community, partner groups and the public to provide input in budget development.
- Preliminary budget including detailed budget balancing proposals presentation

Board approved preliminary, amended budget and financial planning documents shall be posted on the school district website.

In the development of the annual budget, the following must be observed:

- The budget for any fiscal year shall not deviate materially from the Board's policies and strategic priorities.
- Annual recurring expenditures must not be funded from non-recurring revenues.
- Revenues and expenditures must be projected in a manner that avoids fiscal jeopardy.
- Ancillary programs and activities must be operated to cover all direct and indirect operating costs.
- The Board shall not proceed with major building projects unless funding for the full capital and operating costs has been identified.

POLICY 3000 BUDGET DEVELOPMENT MONITORING AND REPORTING

ADOPTED: 2022

Amended:



DISTRICT PRACTICE 3000
BUDGET DEVELOPMENT,
MONITORING AND REPORTING

BUDGET IMPLEMENTATION, MONITORING AND REPORTING

The Superintendent and the Secretary Treasurer are responsible for the communication and the implementation of the Board approved budget.

The budget is a “living” document. To this end the Board, through policy, intends to provide appropriate flexibility in budget management to enable the senior leadership team to maximize the use of fiscal resources while exercising effective budget control.

The Secretary Treasurer or designate is authorized to approve budget transfers within the Board approved budget in order to facilitate meeting contractual obligations, statutory requirements, approved staffing complement, or approved educational/operational objectives.

Permanent budget transfers that are not formula driven and result in increased or decreased staffing levels must be approved by the Board. In addition, budget transfer requests that would materially alter the Board approved fiscal plan must be approved by the Board.

Under the approval of the Secretary Treasurer, expenditure estimates may be exceeded where directly related revenue sources fully provide for the increased expenditure.

Unless otherwise instructed by the Board, monthly financial reports shall be presented to the Board providing a summative status of the performance against budget. Reporting will include an analysis and explanation of significant budget variances.



POLICY NO. 3100
TENDERING OF AUDIT SERVICES

POLICY:

The Board of Education believe that audit services should be tendered in an attempt to ensure that it is receiving the best service available at a competitive rate.

DISTRICT PRACTICE 3100 TENDERING OF AUDIT SERVICERS
REFERENCES:

ADOPTED: February 2018
Amended: January 2020



DISTRICT PRACTICE 3100
TENDERING OF AUDIT SERVICES

DISTRICT PRACTICE:

1. At least once every three years the School District’s auditing service may be placed on tender, subject to the recommendation of the Finance and Audit Committee and the approval of the Board of Education.
2. In addition to cost, in selecting the successful firm, consideration will be given to previous service to the school district or other school districts, locality, reputation, and availability of otherservices.
3. The Secretary Treasurer shall make a recommendation to the Board of Education, as a result of the tendering process, as to the appointment of auditor.

POLICY. 3100 TENDERING OF AUDIT SERVICES

ADOPTED: February 2000
Amended: January 2018



POLICY 3200
ACCUMULATED OPERATING SURPLUS

POLICY:

The Board of Education “Board” is responsible for ensuring fiscal stability, continuous measurement of the district’s financial health, and protecting against unforeseen circumstances which could negatively impact the education of students.

This policy establishes the Board’s objectives in terms of its accumulated operating surpluses. Accumulated operating surpluses are the result of spending less than the revenue that the district earned. Accumulated operating surpluses are an indicator of financial health in that they represent the net resources that can be used to provide future services, support educational goals, and mitigate short-term volatility.

[The Framework for Enhancing Student Learning](#) (Framework) directs the Board to develop and implement a multi-year strategic plan that is aimed at improving educational outcomes for students. The [Financial Planning and Reporting Policy](#) directs the Board to develop multi-year financial plans that identify how resources and operational funding will support their strategic plans.

The financial plans and budgets, including the use of operating surplus, should clearly identify how they support strategic plans and other operational priorities of the school district. The Board must follow the guidelines and rules prescribed in the [Accounting Practices Order](#) and the [School Act](#) that describe the conditions under which surplus can be accumulated, restricted, used and transferred.

GUIDING PRINCIPLES

The following guiding principles form the basis for this policy:

- Healthy surplus levels are important in achieving educational goals including financial health and stability.
- Actual surplus balances need to be considered in regard to other school districts, especially those with similar rural and remote context, on an ongoing basis to gauge whether financial health is being achieved.
- Surplus goals need to be consistent with, and aligned to realistic longer-term financial plans (5 Year Capital Plans and the Long-Term Facility Plan), and the goals of the District Strategic Plan in context of the supporting strategic objectives.
- Provide a contingency for financial risk, unexpected costs, and unforeseen circumstances.

DISTRICT PRACTICE:

The ~~School District's~~ Secretary Treasurer shall be responsible for:

1. Recommending the appropriate balances to be maintained in the internally restricted, contingency reserve and unrestricted accumulated operating surpluses.
2. Recommending any increases/decreases and transfers to/from the operating surplus. Approval by the Board ~~of Education~~ shall be through the ~~school~~ district's annual budgeting process.
3. Recommending any revisions or amendment to this policy, as may be required from time to time, as a result of changes in Ministry of Education (Ministry) directives, accounting standards or economic conditions.
4. Present in the annual budgeting process transfers to local capital which are sufficient to allow efficient replacement or acquisition of assets consistent with the school district's capital plan. Transfers to local capital should be authorized through the budget bylaw or by separate board motion. They should be supported by a planned use of the local capital balance.
5. Present any transfer of funds between the operating fund and the capital fund not included in the ~~school~~ district's annual budgeting process to the Finance and Audit Committee and for approval by the Board ~~of Education~~.
6. Reporting to the public and Board ~~of Education~~.

INTERNALLY RESTRICTED

The accumulated operating surplus built up in the ~~school~~ district's operating fund that has been designated for specific uses. The following are examples of internally restricted categories:

1. Internally restricted due to nature of constraints on the funds. In recognition of some monies having constraints as to how they can be spent, funds may need to be internally restricted at the end of the fiscal year. Funds with external restrictions are to be included in Special Purpose Funds. Examples of categories are as follows:
 - Contractual obligations;
 - Aboriginal education; and
 - Education plan.

2. Internally restricted due to anticipated unusual expenses identified. To support effective planning, there may be situations where Senior District Management has identified unusual non-recurring expenses anticipated to be spent in the upcoming fiscal year that will not be funded by revenues of that year. Examples of categories are as follows:
 - Exempt staff compensation;
 - Staffing and labour relations;
 - Employee benefits;
 - Anticipated severance; and
 - Implementation of new curriculum.

3. Internally restricted due to operations spanning the current school year:
 - Future years operations;
 - Schools and department surpluses and carry-forwards;
 - Distributed learning and international student programs;
 - Operating projects in progress;
 - Technology, financial software transition, utilities, equipment and capital projects not specifically identified for specific initiatives; and
 - Strategic planning in context to the long-term facilities plan.

CONTINGENCY RESERVE

A portion of restricted surplus established to mitigate any negative impact that short-term volatility or emergent needs might cause.

1. Upon review of the annual financial statements, the Board ~~of Education~~ will restrict a portion of accumulated operating surplus for the purpose of forming a contingency reserve.

2. The contingency reserve will be sufficient to reduce, to an appropriate level, financial forecast risk and/or unforeseen circumstances.
 - a. For major emergent operating situations. Such emergent situations cannot be anticipated and budgeted for (inclement weather, forest fires, and major equipment failure) and it may not be feasible to absorb the cost of such events in other budget areas in any given year.

- b. For one-time and intermittent projects. The school district undertakes certain one-time and/or intermittent projects that are larger in terms of costs. If these projects were funded from annual per-pupil based operating grants from the Ministry ~~of Education~~, annual fluctuations in educational service levels may result; therefore, it is not prudent to fund these projects from current annual per-pupil based operating grants from the Ministry ~~of Education~~.
 - c. To offset unrealized revenues. Some of the school districts revenue sources (International Student Program, facility rentals) are cyclical in nature and thus are subject to downturns in the economy. The school district tries to anticipate economic downturns by budgeting for a base dollar amount of these revenues in its general operations. Despite its best efforts, the school district is exposed to the possibility of unrealized revenues and/or declines in base revenues from year to year. It is not always possible to count on budgetary savings or other revenues to offset these shortfalls.
3. If accumulated operating surplus available and restricted for the purpose of the contingency reserve is not sufficient, the Board ~~of Education~~ will allocate additional funds from the annual budget of the subsequent fiscal year to increase the contingency reserve.
 4. The contingency reserve is to be used only to fund additional cost pressures that result from circumstances beyond the school district's control, or, with the Board ~~of Education~~'s approval, in response to unforeseen circumstances.
 5. When use of the contingency reserve reduces the balance below what is determined to be sufficient, the Board ~~of Education~~ will adopt strategies for replenishing the contingency reserve within an appropriate timeframe.

UNRESTRICTED

The accumulated operating surplus built up in the school district's operating fund that has not been designated for specific uses.

1. The school district needs to maintain unrestricted operating surplus balances for working capital purposes to maintain operating expenditures before operating grants from the Ministry ~~of Education~~ are received.
2. Maintaining minimum working capital levels eliminates or reduces the need to borrow externally and/or internally for operations.
3. The school district may also require emergency funds from time to time, from its unrestricted operating surplus balance, for unforeseen costs.

4. The amount of Unrestricted Operating Surplus at the end of a fiscal year should be no less than 1% and no more than 3% of total operating budget.

REPORTING AND COMMUNICATION TO PUBLIC

1. Accumulated Operating Surplus balances and changes will be reported in the Annual Financial Statements.
2. The District must provide the Ministry with an annual report on the budget allocation decisions (including operating surplus and local capital) demonstrating that approved allocations support boards' strategic objectives. Appendix A will be used to report on operating surplus and Appendix B to report on Capital surplus.
3. To ensure the Ministry receives all information relevant to operating surplus the Secretary Treasurer will provide additional information explaining how the funds were accumulated and how the operating surplus will be used through the Financial Statement Discussion and Analysis (FSD&A). The FSD&A will explain how operating surplus was used to support Board strategic plans.



POLICY 3300
GRANT APPLICATIONS

POLICY:

The Board of Education of School District No. 6 (Rocky Mountain) recognizes that the resources to fully fund public education in the K – 12 sector are the responsibility of the provincial government through the Ministry of Education. However, in order to provide enhanced or enriched educational opportunities for students or develop positive relationships with the community, the Board may seek or accept external funding through donations or grants.

DISTRICT PRACTICE 3300 GRANT APPLICATIONS

ADOPTED: May 14, 2019
Amended: March 10, 2020



DISTRICT PRACTICE 3300 GRANT APPLICATIONS

DISTRICT PRACTICE:

1. The District or schools may apply for grants from foundations and/or granting agencies by submitting an application providing that the proposed project/activity:
 - a) is consistent with the values, goals, directions of the school and District;
 - b) responds to a clearly understood educational need;
 - c) supports and does not undermine, either implicitly or explicitly, existing programs;
 - d) is beneficial to the school and/or community;
 - e) does not directly benefit in a material way an individual student or staff member;
 - f) does not require matching District funds unless prior approval from the Board has been obtained (school-generated funds can be used for matching requirements);
 - g) is subject to District procedures regarding accounting and tax receipts; and
 - h) neither exploits a captive audience nor exerts direct pressure to compel students, parents or the school community to support any commercial enterprise.
2. Principals may commit to grant applications in aggregate for a single project for up to \$5,000 and manage the project locally. Any grant submissions in aggregate for a single project for greater than \$5,000 must come to the Secretary Treasurer (or designate) for consideration and will be managed at the District level.
3. Only Principals (up to \$5,000), the Secretary Treasurer or the Superintendent may sign grant applications on behalf of the school or the District. **All** contracts in the name of the District must be executed by approved representatives of the District (i.e., Secretary Treasurer, Superintendent or designate).
4. Use of the District's charity number will be limited to those grants for which the District, school, or an intermediary (an agent or contractor) is an applicant and the District is the beneficiary.
5. School Parents' Advisory Council (PAC) or District Parents' Advisory Council (DPAC) should work with the school Principal or Superintendent prior to applying for grants that will impact the school/District. This will help ensure that if the grant is received, the school/District will support the project's implementation.



POLICY 3400

FEES FOR EDUCATION PROGRAMS

POLICY:

The Board of Education shall provide free of charge to every student, of school age, resident in the district and enrolled in an education program, to meet the general requirements for graduation set out in the [Ministerial Order M302/04](#):

- Any education resource materials necessary to participate in a standard education program.

For special projects in an educational program or field trips, if optional, participants may be expected to provide some of the associated costs.

Fees may be charged for non-education programs for such items as Students' Council, agenda books and lockers.

To ensure that fees do not become a barrier to student participation in educational programs, schools will establish fair, sensitive and confidential procedures which will allow participation by students who would otherwise be excluded due to financial hardship.

Principals, in consultation with senior staff, are to determine and shall advise parents how to access assistance when ability to pay is a concern.

DISTRICT PRACTICE 3400: FEES FOR EDUCATIONAL PROGRAMS

REFERENCES: [The School Act, Section 82](#), [Ministerial Order 236/07 \(M236/07\)](#).

ADOPTED: Nov. 1997
Amended: Feb. 2021



DISTRICT PRACTICE 3400

FEES FOR EDUCATION PROGRAMS

DISTRICT PRACTICE:

1. Educational resource materials are material sources of knowledge or expertise that relate to education or educational programs. School supplies which the student owns and uses personally are not educational resource materials within the meaning of the [School Act](#).
2. This district practice and accompanying policy pertains to curricular programs only.

POLICY 3400: FEES FOR EDUCATIONAL PROGRAMS

REFERENCES: [The School Act, Section 82](#), [Ministerial Order 236/07 \(M236/07\)](#).

ADOPTED: Nov. 1997
Amended: Feb. 2021



POLICY 3800

EXPENSES ON BOARD OF EDUCATION BUSINESS

POLICY:

The Board of Education (“Board”) recognizes that there are occasions when Trustees and other personnel in the District are required to travel within and outside the District in the performance of their duties. Where a Trustee, an employee, or other persons, approved by the Board or its senior leadership team, incur out-of-pocket expenses in the performance of such duties, the Board agrees to make reimbursement consistent with the regulations contained herein. The rate will be updated in accordance with the Rocky Mountain Teachers’ Association collective agreement.

POLICY 3800 EXPENSES ON BOARD OF EDUCATION BUSINESS
FORM 3800.1 EXPENSE CLAIM FORM – STAFF
FORM 3800.2 EXPENSE CLAIM FORM – SENIOR LEADERSHIP TEAM

ADOPTED: February 1996

Amended: March 2001, March 2003, June 2006, April 2011, April 2016, January 2017, April 2017, May 2018, April 2019, March 2020, June 2020, September 14, 2021



DISTRICT PRACTICE 3800
EXPENSES ON BOARD OF
EDUCATION BUSINESS

DISTRICT PRACTICE:

1. Information Regarding Claiming Expenses When Traveling:

Receipts

The School District will provide reimbursement for the expenses incurred in the course of District business. The School District will not provide reimbursement for alcoholic beverages. **Receipts are required for all expenses except meals where the meal allowance is claimed** (meal allowances cannot be claimed when meals are provided during the event/activity). All receipts must indicate that the amount claimed has been paid including the detail of the items consumed. Personal expenses must not be included on receipts. If paid by credit card, the receipt or comparable proof of payment (i.e. copy of credit card statement) must be attached. Do not include expenses which were paid for other persons accompanying the individual. Each person must claim their own expenses.

Tips

Tips to a maximum of 15% of the cost of the meal, as per the cost limits outlined in section 4 below, may be claimed with proof of payment. If there is a desire to tip more than 15% the additional cost will be covered by the individual personally.

2. Mode of Transportation

The most economical method must be utilized considering travel time during the workday and other allowances eligible within this policy. If an individual opts to use their ~~own~~ own vehicle rather than travel by commercial transport, they may will claim the equivalent airfare if the cost is less. Meals, overnight costs and any other charges may only be claimed in accordance with what they would have been if they had travelled by air. Travelers must minimize interruption to learning when making travel arrangements.

2.1 By Car

Reimbursement is set at the rate ~~of \$.58~~ per kilometer as defined the BCTF/RMTA collective agreement. Where possible, carpooling should be used. Receipted parking charges will be reimbursed.

2.2 By Air

Receipts or tickets must be attached for airfare.

2.3 By Ferry

Receipts are required when vehicles are used. (Walk-on passengers do not need to submit a receipt.)



DISTRICT PRACTICE 3800
EXPENSES ON BOARD OF
EDUCATION BUSINESS

2.4 By Taxi

The most economical method of transportation should be used where possible (e.g. airport bus). If taxis must be used, please attach receipts.

3. Accommodation

- Individuals who stay with a friend or relative may claim \$30.00 per night without a receipt.
- Please ask for government rates when making hotel reservations.
- Hotel bills are required as proof of payment.
- If family is travelling with the individual, only the single rate ~~can be charged~~ will be reimbursed for hotel stays.

4. Meals When Traveling for Board Business

- Employees are only eligible to claim meals when they are traveling for Board business outside of their regular duties.

4.1 Out of District:

FULL DAY	\$60.00
Breakfast	\$16.00
Lunch	\$19.00
Dinner	\$25.00

4.2 In District (out of zone travel only):

FULL DAY	\$47.00
Breakfast	\$13.00
Lunch	\$15.00
Dinner	\$19.00

4.3 On the Day of Departure (out of zone travel only):

- To claim breakfast - leave before ~~7:00~~ 6:30 a.m. and be away for more than 4 consecutive hours.
- To claim lunch - leave before ~~12:11:00 noon~~ 12:00 p.m. and be away for more than 4 consecutive hours.
- To claim dinner - leave before ~~64:00~~ 6:00 p.m. and be away for more than 4 consecutive hours

* for Kimberley Zone-based employees, travel to Cranbrook is considered to be "in-zone".

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**DISTRICT PRACTICE 3800
EXPENSES ON BOARD OF
EDUCATION BUSINESS**

5. Miscellaneous Expenses

Telephone calls, internet charges, courier bills, photocopying charges, etc. may be claimed if they are directly related to district business.

6. Trustee Travel in District

Trustees will only be able to claim for travel within the District which occurs when travelling outside of their zone.



POLICY 6000
COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

POLICY:

It is the policy of the Board of Education (“Board”) to allow the use of school facilities and/or grounds for community purposes subject to the following guidelines and in accordance with the associated district practice.

School functions take precedence over all others and any use of facilities and/or grounds which may interfere with school instructional time will not be permitted.

The following are the priorities for the use of school facilities:

- (a) Staff use
- (b) College Use
- (c) Cultural and recreational events organizations and clubs (non-profit)
- (d) Commercial enterprises

Note: Joint use agreements between the District and other bodies/institutions supersede this policy.

The use of school facilities and grounds will be discouraged if other suitable facilities and grounds are available in the community.

DISTRICT PRACTICE 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES
FORM 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

ADOPTED: Feb.1999

Amended: Feb. 2000, Mar. 2003, Jun. 2006, Jun 2008, Feb. 2010, May 2013, Oct. 2015, Jan. 2020



DISTRICT PRACTICE 6000
COMMUNITY USE OF SCHOOL
DISTRICT PROPERTY AND
FACILITIES

DISTRICT PRACTICE:

1. BOOKING FACILITIES

- 1.1 The principal or the principal designate will be responsible for booking all activities in the school. All users will be required to sign the appropriate application form prior to use of facility. These forms are available at the school.
- 1.2 All facilities should be booked at least two weeks in advance of the event.
- 1.3 Schools will not be used, except with the approval of the Director of Operations or Operations Supervisor during the following periods: Christmas break, spring break, and summer break, in order to facilitate maintenance and cleaning. Those wishing to book facilities during these periods should submit their request one month in advance.

2. CONDITIONS

- 2.1 Groups booking school facilities will be required to have appropriate liability insurance and provide proof of insurance where required.
- 2.2 Smoking, vaping or the use of tobacco products is not permitted in School District buildings or on School District property.
- 2.3 Alcohol is only permitted on District property if permission is obtained from the Board of Education. A copy of a valid liquor license must be provided to the District Administration Office.
- 2.4 No person except a District employee authorized by the school's principal or the Director of Operations will be given keys or alarm combinations to the school.
- 2.5 On regular scheduled school days, a District employee shall be in attendance when school facilities are being used. An approved permit may need to be presented.
- 2.6 When school is not in session, a District employee will be called to open, close and clean the facility, as necessary. The user group will pay the cost of this call-out.
- 2.7 Groups using school facilities will be responsible for the costs of:
 - (a) rental of the facility, if applicable (see Schedule of User Fees);
 - (b) cleaning of the facility to a standard required by the Director of Operations or designate;

POLICY 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES
FORM 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

ADOPTED: Feb.1999

Amended: Feb. 2000, Mar. 2003, Jun. 2006, Jun 2008, Feb. 2010, May 2013, Oct. 2015, Jan. 2020



DISTRICT PRACTICE 6000
COMMUNITY USE OF SCHOOL
DISTRICT PROPERTY AND
FACILITIES

- (c) damage to school property caused by the use of the facility by the user group;
- (d) alarm call-outs caused by members of the user group;
- (e) supervision of the facilities used and seeing that the members of the user group remain in the rented area;
- (f) seeing that all equipment approved for use is returned to its rightful place; and
- (g) any extra services that are required by the user.

- 2.8 The user group shall provide proper supervision to safeguard school property and will ensure that all policies and district practices of the District and the fire marshal are complied with.
- 2.9 The use of street shoes, or other footwear which could damage gym floors, is prohibited.
- 2.10 No equipment may be borrowed and removed from school property or used within the school by outside groups or individuals without the principal's approval or, in their absence, the principal designate.
- 2.11 Where special equipment such as projectors, video conference system, public announcement systems, or stage lighting are required, a trained operator must be in attendance.
- 2.12 The principal has the authority to refuse any group or organization the use of school facilities.

POLICY 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES
FORM 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

ADOPTED: Feb.1999

Amended: Feb. 2000, Mar. 2003, Jun. 2006, Jun 2008, Feb. 2010, May 2013, Oct. 2015, Jan. 2020



POLICY 8800

FRENCH PROGRAMMING

POLICY:

The Board of Education (“Board”) is committed to providing its students with the opportunity to study French from the grade 5 to grade 12 of an educational program in programs offering various levels of proficiency in the language. Three main types of programs are offered, designed to meet the differing needs, interests, and goals of students. Two of these types are open to all students:

1. Core French (French as a second language) is mandatory for students in grade 5 through grade 8. Core French is offered as an elective from grade 9 through grade 12. It is an educational program, which enables students to acquire basic skills in the language.
2. French Immersion, which offers students the opportunity to acquire a high level of proficiency in the language, is offered in the community of Golden with entry at grade 4. Students have the opportunity to remain in the French Immersion program through grade 12.
3. Intensive French is offered in the Windermere and Kimberley communities during grade 6 and 7. Students are well prepared to be successful in Core French Programming in grades 8-12.

The Board authorizes the superintendent to design and implement the academic content of these programs, and to set admission procedures and evaluation requirements.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



DISTRICT PRACTICE:

1. CORE FRENCH (FRENCH AS A SECOND LANGUAGE)

In the Core program, French is offered as a required subject grade 5 through grade 8. Core French is then offered as a Ministry of Education elective through grade 12. Fluency or bilingualism are not goals of this program; however, students learn to communicate within the range of common everyday French vocabulary.

As students' progress through the educational program, the study of French should enable students to:

Thinking and Communicating

- (a) Comprehend key information in slow, clear speech, and other simple texts.
- (b) Comprehend simple stories.
- (c) Interpret non-verbal cues to increase comprehension.
- (d) Use various strategies to support communication.
- (e) Seek clarification of meaning.
- (f) Recognize the relationships between intonation and meaning.
- (g) Respond to simple commands and instructions.
- (h) Participate, with support, in simple interactions involving everyday situations.
- (i) Express themselves and comprehend others through various modes of presentation.

Personal and Social Awareness

- (a) Identify Francophone communities across Canada
- (b) Demonstrate awareness of connections between First Peoples communities and the French language
- (c) Identify a Francophone cultural festival or celebration in Canadian culture, particularly as experienced in Canada.

2. FRENCH IMMERSION

In the immersion program, French is taught not only as a subject but also is used as the language of instruction in other subjects. The aim of the program is to enable students to acquire fluency in French, and should a student continue in the program, to graduate with a Dual Dogwood Diploma. Immersion, beginning in the 4th grade of an educational program and continuing through to the



DISTRICT PRACTICE 8800

FRENCH PROGRAMMING

graduate program, can be expected to provide students with functional bilingualism by the time they graduate.

The French immersion program enrolls a maximum of 28 students and is offered on a first come first serve basis. If registration exceeds 28 all registrations are time and date stamped and placed on a waiting list. Once a cohort of 28 has been filled, entrance into the program in subsequent years can only be permitted if space is available and only if the student transferred in from another French immersion program.

All students registered in French immersion will participate in fall and spring District assessments in English language.

Note: It is important to understand that the program will only operate if there is sufficient enrollment. The Board has determined that the minimum enrollment be set at 25. If less than 25 students register, the program will be assessed by the Superintendent in consultation with the Zone Trustees.

Registration: Siblings of students already enrolled in the program, currently or graduated, will not be included in the lottery but will have space in the program if a registration form is received by the deadline (a sibling is defined as one of two or more individuals having one common parent, or for whom parents have legal guardianship).

3. INTENSIVE FRENCH

Intensive French (IF) is a second language teaching approach in which French is taught intensively for most of the day for five months during grade 6. The students in the first year of the program receive 80% of their instruction in French in the first half of the year. During the second half of the first year, grade 6 students in the program receive their subject area instruction in English. During the second year in the program, students receive about 5 hours of French instruction each week with their core subject instruction in English.

All students registered in intensive French will participate in fall and spring District and provincial assessments in English language.



DISTRICT PRACTICE 8800

FRENCH PROGRAMMING

Program entry at grade 6:

The following procedures are used for registration for intensive French programs:

- (a) A letter will be sent to all parents of grade 5 students within the zone in February of each school year explaining the program and the registration procedures.
- (b) There will be a deadline set for registration to the program. If more than 28 registrations for the program are received by the deadline, a lottery will be held to determine the students who will participate in the program. If this occurs, a waiting list for the program will be formed, according to the order in which the names were drawn after the class limit of 28 had been reached in the lottery.
- (c) In Windermere zone, each school will have a quota of seats out of the available 28 according to the number of students in grade 5 in the zone. Unused spaces are to be filled by lottery if necessary.
- (d) Siblings of students already enrolled in the program, **currently or graduated**, will not be included in the lottery but will have space in the program if a registration form is received by the deadline (a sibling is defined as one of two or more individuals having one common parent, or for whom parents have legal guardianship).
- (e) Late registrations will be placed on the wait list in the order that they are received.
- (f) Schools are required to inform parents of the opportunity to stay on the waiting list. However, in consideration of language acquisition challenges and student learning needs, entry into the program is closed after September 30 in each school year.

Program entry after grade 6:

Entrance into the second year of the program is only considered if the student has previous experience in French immersion or Intensive French acquired in another school district and there is available space.

Program Exit:

The organization of teaching and learning in IF classrooms is designed to accommodate the diversity of student learning needs. Sometimes, however, students and parents wish to leave the program.

The process for exiting the program will be managed by the principal, and will involve consultation with the parents/guardians, the classroom teacher, and other appropriate school and District personnel including but not limited to the school-based team.

POLICY 8800 French Programming
FORM <INSERT HYPERLINK>

ADOPTED: June 2011
Amended: June 2016, June 2017, March 2021



DISTRICT PRACTICE 8800
FRENCH PROGRAMMING

Graduation

Students who complete an Intensive French Program, graduate with a Dogwood Certificate. Dual Dogwood Certificates are only awarded to students graduating from a French immersion program.

POLICY 8800 French Programming
FORM <INSERT HYPERLINK>

ADOPTED: June 2011
Amended: June 2016, June 2017, March 2021



DISTRICT PRACTICE 8000

SELECTION OF LIBRARY RESOURCES

DISTRICT PRACTICE:

1. It is the practice in School District No. 6 (Rocky Mountain) (“District”) to provide a range of library resources to support individual student learning needs and to foster in them an interest and a love of reading. Materials will have diversity of appeal, varying levels of complexity, and present an inclusive worldview.
2. Professional staff shall make selections based on their own knowledge and experience with literature as well as a critical review of materials. In addition, staff will utilize a professional library database to determine the appropriateness of content.
3. Selected materials having a mature rating (i.e. age 16+) shall be available in libraries upon request. Students who are under the recommended age for a book shall be advised of the rating and alternate materials shall be suggested. Any student in this situation still wishing to sign out a book with a mature rating shall be provided with a parental permission form (see [form 8000.1](#)).
4. A parent/guardian wishing to request the reconsideration of a library resource may meet with staff responsible for the library and voice the concern. If the matter is not resolved informally, then the reconsideration of a library resource form (see [form 8000.2](#)) may be completed and submitted to the principal. The principal will attempt to resolve the matter with the parent and the staff member responsible. If the matter remains unresolved, the formal reconsideration process outlined in policy and district practice 8100 shall be followed.

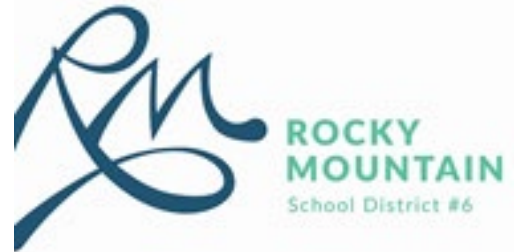
FORM 8000.1 [LIBRARY RESOURCES](#)

FORM 8000.2 [LIBRARY RESOURCES](#)

ADOPTED: February 8, 2022

Amended:

DATE: March 8, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Online Learning 2022 – 2023
ORIGINATOR: Lisa Tenta and Trent Dolgopol



REFERENCE:

- Attachment 1: MOE Draft Online Learning Policy – November, 2021
- Attachment 2: MOE Draft Online Learning Procedures Guide – Dec. 20, 2021
- Attachment 3: MOE Online Learning Info Sheet – September 2021
- Attachment 4: MOE Online Learning Schools FAQ – November 2021
- Attachment 5: MOE Provincial Online Learning Schools District Info Session – Dec. 6, 2021
- Attachment 6: MOE Online Learning LMS (Learning Management System – D2L Brightspace) FAQ – November 2021

ISSUE

The Ministry of Education (MOE) is changing the accessibility of online learning for students in BC for the 2022-2023 school year. School Districts have an opportunity to apply to be a Provincial Online Learning Schools (POLS), remain as a Local Online Learning Schools (LOLS) or have students access online learning through a POL. Rocky Mountain School District has the option of sustaining a Local Online Learning School or redirecting students/families interested in online learning to a provincial school (see attachments [1](#), [2](#), [3](#), [4](#) and [5](#)).

BACKGROUND

During the pandemic, many school districts were tasked with delivering learning at home and many students accessed online programs across the province. Many districts were not prepared to offer this type of learning which identified a significant gap in the system.

In an effort to create equitable access, the MOE is moving to a model that will include provincial hubs and a standard provincial Learning Management System (D2L Brightspace, see [attachment 6](#)). The new learning management system will house provincially approved online learning courses and materials and the POLS will be staffed with qualified BC teachers. All BC students may access courses available through these Provincial Online Learning Schools regardless of whether they are registered in a POLS or a LOLS.

The MOE changes to the delivery of online programming will now include the following:

- Provincial Online Learning Schools (POLS): Districts can apply to become a POLS and would be eligible to receive students from any school district in the province.
- Local Online Learning Schools (LOLS): Districts who are already offering online learning programs, like RMDL, can continue to operate but can only register students from their own school district.

CURRENT SITUATION

Rocky Mountain Distributed Learning School has been offering online learning opportunities for students since 2009.

RMDL offers unique programming that supports student learning:

- K-9 Learn-at-Home Program – 39 students enrolled
- Grades 10-12 online courses – 204 course enrollments (approximately 120 students)
 - 8 students with RMDL full time students
- From outside the district – 14 students enrolled (in grades 10-12) are enrolled in courses

RMDL Course Enrollments as of February 14, 2022							
	Golden Zone GSS	Windermere Zone	Kimberley Zone	Alternate School Student Course Enrollments	Out of District Course Enrollments	Courses taken by Full Time Grade 10-12 RMDL students	Total Course Enrollment
Learn at Home K – 9	20 Students	13 Students	4 Students		2 Students		K- 9 39 Learn at Home Students
Grades 10 -12 Courses Enrolled	SSS 56 Course Enrollments	DTSS 74 Course Enrollments	GSS 42 Course Enrollments	KAS, OD, GAS 5 Course Enrollments	13 Course Enrollments	14 Course Enrollments	204 Course Enrollments

Approximately 94% of RMDL’s current enrollment supports local students and families. RMDL’s current student FTE is 48.75. RMDL is currently staffed with 2 full time teachers, a 0.5 FTE Principal, and a 20 hours/week administrative assistant.

RMDL’s current enrollment did not support an application to be a Provincial Online Learning School, however, it does have the opportunity to apply to be a LOLS and continue to serve students and families. If the Board decided to discontinue RMDL, rather than sustain as a Local Online Learning School, SD6 students looking for online learning opportunities could register with a Provincial Online Learning School. POLS will be providing service to a larger audience, which will allow them to hire teachers with specific expertise to deliver courses that are in demand across the province but not always available in local communities. Funding for these student course enrollments would go to the POLS. However, Rocky Mountain School District would no longer incur the staffing costs associated with hosting a Local Online Learning School.

Our RMDL program provides students and families with several unique benefits. Every student registered with RMDL remains connected to Rocky Mountain School District schools, staff, initiatives and goals connected to the District Strategic Plan. RMDL provides students and families with access to a local teacher both online and face-to-face, allowing for a richer learning experience and stronger relationships. Our local teachers are connected with other staff who are teaching the students making the continuity of learning and supports seamless. Our K-9 Learn-at-Home Program offers students and families with both face-to-face and online interactions with RMDL staff. Individual student learning plans are co-constructed by teachers and parents; these plans outline and address individual interests and strategies to meet the learning outcomes. Although most of our program resources are located on line, in the upcoming year, a paper based Learn-at-Home option will be available to

families who do not have internet access because some of our families live in remote areas where internet is not strong. Prior to the pandemic, RMDL provided several field trip opportunities related to curricular outcomes; these trips not only provided hands on learning experiences but also an opportunity for social interactions with staff, students and other parents. RMDL staff look forward to planning local field trips in the future, recognizing how instrumental these experiences are for enhancing learning and building a sense of community.

RMDL staff are committed to ensuring the success of each learner, by working collaboratively within the entire SD6 learning community including Indigenous education support workers, school counselors and learning support services teams, and administrators. Indigenous perspectives and teachings embedded in RMDL courses remain focused on our local First Nations and Metis communities. RMDL collaborates with Learning Services teams throughout the district to support all students including those with designations; ongoing communication with school-based case managers and parents ensures updated progress reporting and implementation of Individualized Education Plan goals. Blended programming is offered to grade 8 and 9 students in SD6 to support individual learning needs. Student scheduling is completed in collaboration with standard school administrators and School-Based Teams. Providing equitable access to online learning courses has been an integral part of the RMDL strategic plan for the past two years.

Grade 10-12 students have the benefit of RMDL staff communicating directly with their local secondary school staff to ensure students meet graduation program requirements and remain on track for graduation. RMDL staff work collaboratively with other schools and district staff to ensure assessment practices align with standard schools throughout the District. RMDL also helps to sustain a connection with student athletes that enroll in online learning to accommodate their training and travel schedules. Enrollment in RMDL courses allows athletes to maintain relationships with SD6 staff and their peer group. Typically, student athletes choose to graduate in their local communities with their peers.

RMDL currently supports standard and alternate schools by providing course access to meet the needs of individual students. RMDL offers courses to SD6 secondary students that are not currently available in some of our standard schools such as Social Justice, Comparative World Religions, Equine Studies, Fashion Industry, amongst others. Students may choose to enroll in a District standard school and local online courses simultaneously. Additionally, if a Local Online Learning School does not offer a course, students can enroll in courses at Provincial Online Learning Schools while also being registered in both District standard and Local Online Learning Schools giving maximum flexibility.

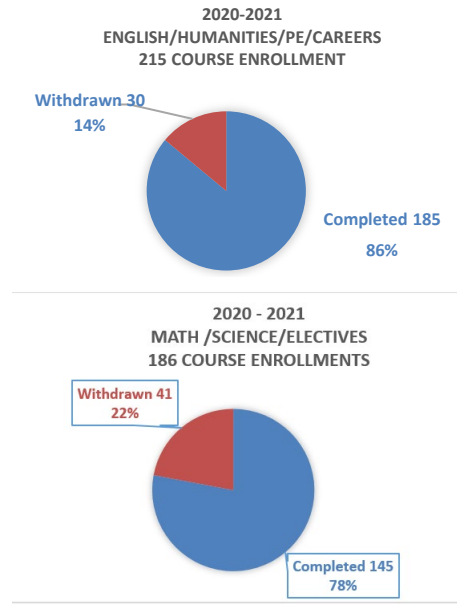
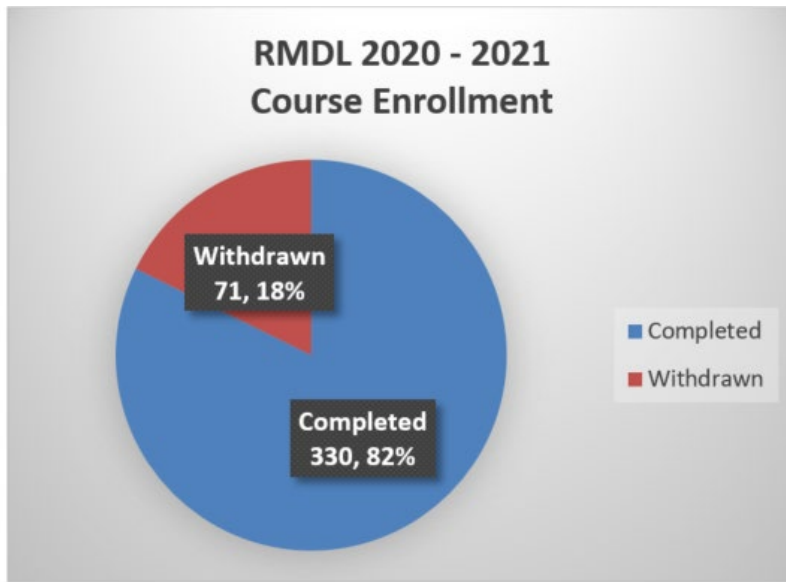
RMDL has begun to work collaboratively with teaching staff at SD6 Alternate Schools. Online course materials are accessible to support the needs of our most vulnerable learners. A variety of course options are available to meet the Ministry of Education's Dogwood Diploma requirements, and provide students with choice. RMDL and alternate school staff look forward to continuing our collaborative efforts in the upcoming year.

Future Opportunity

RMDL has the opportunity to connect and provide outreach services to SD6 students and families who have chosen the option of Homeschooling (currently we have 33 students registered for Homeschool). Students are able to transition seamlessly from Homeschool, to Learn-at-Home, and then into standard schools. Students may also transition smoothly from their standard schools to Learn-at-Home (14 students have transitioned to Learn-at-Home from standard schools in the District in January 2022).

Completion Rates

RMDL works diligently with all students and families to maintain high success and course completion rates. The following charts show information regarding 2020-2021 completion rates.



Continuing Education

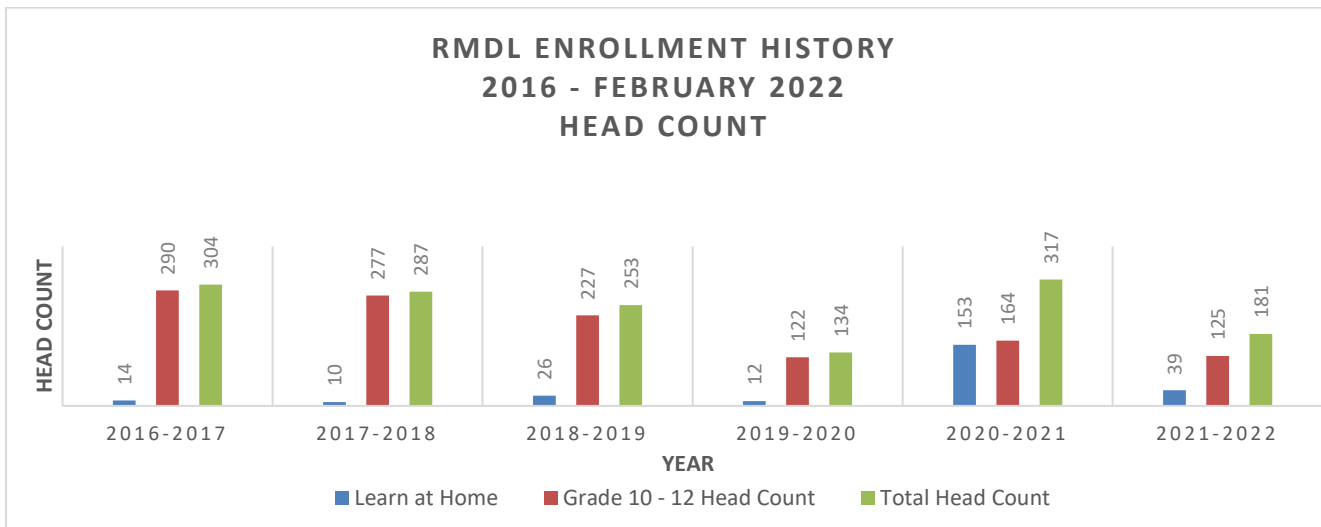
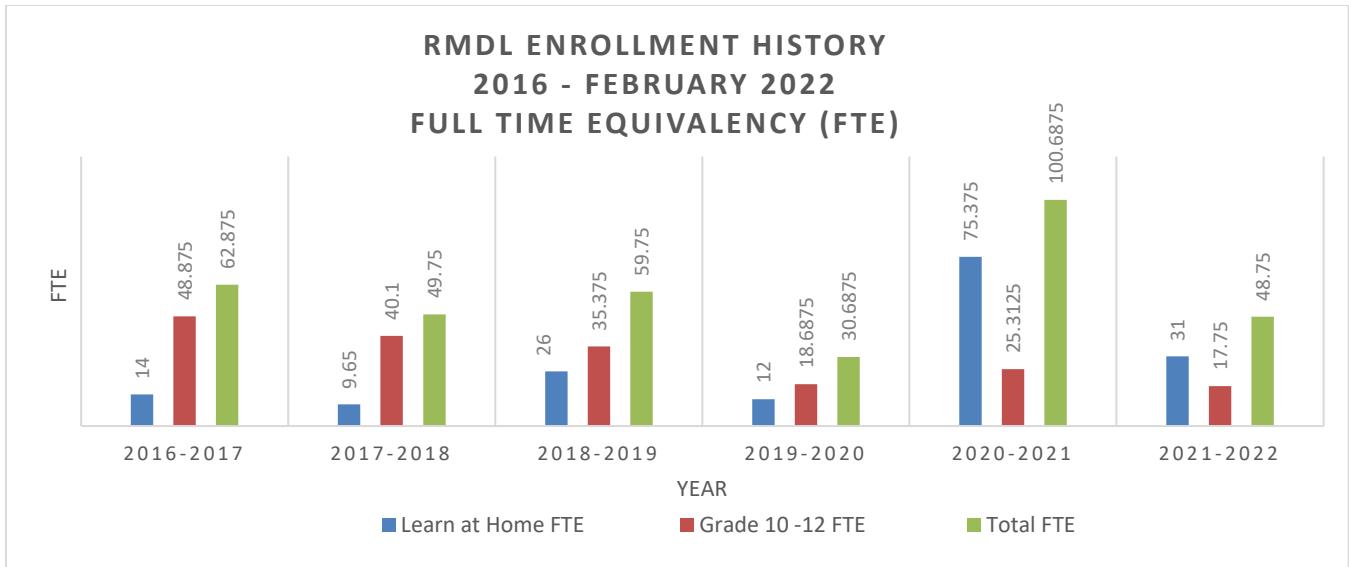
Currently, RMDL offers an online Continuing Education program that also provides adult learners with face-to-face connections, and individualized options for upgrading or meeting Adult graduation requirements. Adult learners who maintain regular face-to-face interactions with staff, and online line connections through Microsoft TEAMS are more likely to achieve success in their course.

Currently, there are 8 adult learners enrolled in online courses through our Continuing Education program; four who are working toward their Adult Dogwood, and four students who are upgrading.

FINANCIAL IMPLICATIONS

The funding received from student enrollment at RMDL and Continuing Ed currently supports the staffing and operational needs of the programs. However, enrollment can and has fluctuated as circumstances change, especially over the last two years. The risk associated with inconsistent enrollment at any school is that there is an ongoing possibility that teachers and other staff might need to be re-assigned, have time reduced, or be laid off.

Historical enrollment would indicate that we could expect that the student enrollment funding would be sufficient to sustain programming on an on-going basis. Spring enrollment projections have been accurate in the past and allowed for appropriate staff and operational planning. If Rocky Mountain School District no longer provided an online learning option, the funding for student enrollment in online programs would go to Provincial Online Learning Schools.



Online learning schools are funded at a different rate than in-person learning schools. The Ministry of Education provides funding for online schools based on the following:

Grades Kindergarten to Grade 9

Students may enroll with an online learning school at any time in the calendar year. Funding for Boards and Authorities is based on enrolment counts that take place in September, February and May through the Ministry’s 1701 data collection. Every student enrolled in Grades K – 7 full time will be funded at 1.0 FTE (full time equivalent), which remains consistent with current practice.

Next year, the MOE is changing the funding structure for grade 8 and 9 students. Starting in the 2022–2023 school year, Grade 8 and 9 students will be funded at a base rate of 0.5 FTE plus 0.125 FTE per each eligible course to a maximum of 1.0 FTE per school year.

Grade 10-12

Online learning courses for Grade 10-12 will continue to be funded at 0.125 FTE for each eligible four-credit course, which remains consistent with current practice.

*For further details about the funding model for online learning. ([Attachment 2](#), pages 15-17).

Learning Management System (LMS)

RMDL currently utilizes Moodle as their Learning Management System (LMS). RMDL is currently exploring the Ministry of Education adopted LMS system, D2L Brightspace. D2L Brightspace provides increased accessibility options to our learners, more refined assessment and communication capabilities, along with cost savings. Another benefit, is that D2L Brightspace is utilized by many post-secondary institutions in both British Columbia and Alberta.

By moving RMDL from its current LMS (Moodle) to the provincially adopted one (D2L Brightspace), RMDL would immediately benefit from a reduction in operating costs as outlined below. Currently, we pay \$5, 617.50 to the Western Canadian Learning Network for access to course materials. These operating costs will continue regardless of which LMS is utilized. Our current Moodle LMS's annual operating cost is \$8, 820. The annual operating cost for utilizing D2L Brightspace would be \$10/enrolled student, for a total projected annual cost of \$2, 000. There would be a one-time onboarding fee of \$5, 625 for D2L Brightspace. This will result in a first year savings of \$1, 195 and on-going savings of \$6, 820 in subsequent years.

CONCLUSION

Rocky Mountain School District families value the programs and courses offered by RMDL. Historical enrollment data suggests that there would be an ongoing demand for a Local Online Learning Program. A Local Online Learning Program offers students and families the opportunity to be connected, receive authentic learning, and for greater flexibility to meet individualized student needs.

If the Board of Education decides to continue to operate a LOLS there will be a need to develop a policy as well as engage in a process to formally change the name of RMDL to Rocky Mountain Online Learning School as the Ministry of Education is no longer recognizing the term 'Distributed' in relation to online learning programs.

RECOMMENDATION

- Rocky Mountain School District apply to be a Local Online Learning School
- RMDL name changes to Rocky Mountain Online Learning School
- RMDL transition to the provincially adopted Learning Management System (LMS) – D2L Brightspace
- RMDL explore new opportunities to continually enhance online learning programs to meet the unique learning needs of Rocky Mountain School District families.

POSSIBLE MOTION

That the Board of Education support an application to the Ministry of Education to become a Local Online Learning School as stated in the recommendations.

STRATEGIC ALIGNMENT

- Equity and Inclusion – creating equitable learning opportunities and equitable experience for all
- Success for All Learners – meeting the unique needs of our learners

Online Learning Policy – Draft November 2021 (public system only)

Date came into force or revised--July 1, 2022

Status--New

Policy statement

A student’s educational program may be provided through online learning or through a combination of online learning and other types of learning.

Rationale or purpose of policy

This policy sets out roles and responsibilities for online learning in the public school system. It also provides a general framework for the delivery of online learning. The framework is designed to support equitable, and consistent access to innovative, high quality, flexible online educational programming for all students in British Columbia. This policy replaces and supersedes all prior interim online learning public school policies.

Authority: legislation, regulations, orders

Public Schools

School Act, Section 3.1

School Act, Section 75 (4.01 and 4.1)

School Act, Section 79.1 (2) and (3)

School Act, Section 82

School Act, Section 81 (1)

BC Reg 314/12 – School Calendar Regulation

BC Reg 265/89 – School Regulation

M638/95 – Individual Education Plan Order

M150/89—Special Needs Students Order

M152/89 – School and Student Data Collection

Policy in full

In this policy, the term “Board” includes a board of education and a francophone education authority. Currently, the Conseil scolaire francophone de la Colombie-Britannique is the only francophone education authority in British Columbia. The term “Authority” refers to an independent school authority.

Online learning is a method of instruction that relies primarily on communication between students and teachers by means of the internet. It may also include other types of instruction at a distance from the learner, such as correspondence or teleconferencing, as well as in-person support services.

A Board may provide all or part of an educational program by means of online learning to students who are resident or ordinarily resident in the school district. The Conseil scolaire francophone de la Colombie-Britannique may provide an educational program by means of online learning to students who are enrolled with it. In certain circumstances, a student enrolled with a Board may also access online learning provided by a Provincial Online Learning School. See the section below in this policy on Provincial Online Learning Schools.

The [Online Learning Procedures Guide](#) [LINK to Guide] offers more information about these circumstances, including fulltime and part-time enrolment in online learning for different grades and [blended learning](#) [Link to definition].

Only a Board that has an agreement with the Minister of Education to operate a Provincial Online Learning School may [cross enrol](#) [LINK to definition] or [out-of-district enrol](#) [Link to definition] students for online learning. The Guide offers more information about enrolment in online learning and Provincial Online Learning Schools.

Online learning delivery roles and responsibilities

The Ministry of Education: The Ministry is responsible for setting standards for online learning. It establishes standards for Provincial Online Learning Schools through online learning agreements between Boards and the Minister of Education.

The Ministry supports online learning in several ways:

- A provincial [online learning management system](#) [Link to definition], which Provincial Online Learning Schools must use if required through their online learning agreement with the Minister and other public schools and independent schools may use to support online learning
- Technology for sharing online learning resources
- Agreements with Boards to operate Provincial Online Learning Schools
- A quality assurance framework and review process.

Boards of Education: Boards have full responsibility for the implementation, delivery and assessment of online learning programs and courses and the appropriate use of digital resources.

A Board no longer needs to enter into an agreement with the Minister to offer online learning to students who are resident or ordinarily resident in the district, unless students are already enrolled with an Authority or are homeschooled children who are registered as homeschoolers with another Board or Authority.

Only BC certified teachers or qualified Letter of Permission holders employed by Boards may lead online learning programs and courses.

Boards offering online learning must adhere to the requirements outlined in the Framework for Enhancing Student Learning Policy [LINK] and the associated ministerial order. [LINK]

Boards that offer online learning must ensure students with disabilities or diverse abilities have the appropriate supports as described in the Special Education Policy [LINK] and as required by the Special Needs Students and Individual Education Plan Ministerial Orders [LINK]. See the Online Learning Procedures Guide for more information about online learning and students with disabilities or diverse abilities.

To operate a Provincial Online Learning School, Boards must apply to the Ministry and, if approved must meet the expectations set out in an online learning agreement with the Minister.

Provincial Online Learning Schools: A Provincial Online Learning School is an online learning school operated by a Board or Authority under an online learning agreement with the Minister of Education. It may provide all or part of a student's educational program. A POLS may cross enrol students also enrolled with another Board or an Authority for part of their educational program. A Provincial Online Learning School operated by a Board may out-of-district enrol students fulltime who reside in other districts.

A Provincial Online Learning School may also provide online learning to a student enrolled in a non-independent First Nations school, which is not a certified independent school. Registered homeschoolers anywhere in the Province may also enrol with a Provincial Online Learning School for Grades 10-12 online learning courses.

Schools: Any school operated by a Board may offer all or part of a student's educational program through online learning.

In addition to instruction by means of the internet, an online learning school [LINK to definition] may offer in-person learning opportunities and support services. It may also use other types of instruction such as correspondence or teleconferencing.

Active participation in online learning

Participation in online learning is comparable to attendance in an in-person school [\[Link to definition\]](#). To receive funding, Boards must meet certain criteria to demonstrate that a student enrolled in online learning is actively participating. The Online Learning Procedures Guide [\[LINK\]](#) outlines the minimum evidence in a Board's online learning management system or other student records to demonstrate active participation.

Homeschooling and online learning

Homeschooling and online learning are different. See Homeschooling Policy [\[LINK\]](#) for more about homeschooling. For the purposes of earning credit toward graduation, homeschooled children may enrol in Grade 10, 11, or 12 online learning courses and still be considered registered homeschoolers. Homeschoolers can take online learning courses from the school with which they are registered or with a Provincial Online Learning School.

Indigenous students and online learning

Indigenous students (First Nations, Metis, and Inuit) who are enrolled in an educational program provided by a Board, including continuing education programs, should have equitable access to innovative, high quality online learning.

Students attending a non-independent First Nations school, which is not certified as an independent school, may access online learning programs and courses offered by a Provincial Online Learning School or the school district where they live. See the Online Learning Guide for more information.

Boards may offer Indigenous language and culture courses online to students living anywhere in the Province through an agreement with the Minister.

Adult students and online learning

Adult students may access online learning courses provided by the Board in the district where they live or a Provincial Online Learning School. See the Adult Funding Policy [\[LINK\]](#) for information related to enrolling adult students and funding eligibility.

Ordinarily resident students and online learning

If a Board wants to offer online learning to students located outside of BC but ordinarily resident in British Columbia it must establish its own residency policy consistent with section 82 of the School Act. Under its residency policy, a Board may offer online learning to students who are temporarily out of the Province but are ordinarily resident in B.C. It must not charge tuition fees for students who are ordinarily resident in B.C. Boards are not authorized to teach non-resident students.

Third party service providers

Online learning schools may use third party service providers to supplement students' learning experiences. For requirements and spending limits related to third party service providers, see the [Online Learning Procedures Guide](#) [Link to Guide]

Payments and reimbursements for students or parents

As per Section 83 (1) of the School Act, a Board may provide financial assistance to a student enrolled part time or full time in an online learning educational program. However, a Board should not provide financial payments or reimbursements to learners or their parents/guardians as incentives to enrol in an online school. They should not agree to spend a certain amount to support a student's educational program as an enticement to attract a student or their parent/guardian to a particular online learning school.

A Board may lend, but not give, equipment to students or parents/guardians. Equipment means any tools that have an asset value used for participating in online learning activities (e.g., computers and other information devices, hardware accessories, removeable media or other peripherals).

Quality Assurance

Educational programs provided by Boards through online learning schools should be evaluated as part of a school district's internal processes. Beginning in the 2022/23 school year, in accordance with the Board's online learning agreement, Provincial Online Learning Schools will be evaluated using the Ministry's online learning quality assurance framework and external review process. [SK1] While this process is being established, the Ministry expects Boards to continue to follow the online learning standards contained in Standards for Online Learning Content in British Columbia and Standards for K-12 Online Learning in British Columbia

Related Policies

Special Education

K-12 Funding

Homeschooling

Framework for Enhancing Student Learning

Adult Education Program

Eligibility of Students for Operating Grant Funding

Glossary of terms (will be in glossary online, not contained in the policy itself.)

BC Certified Teacher or Letter of Permission Holder —means a person who has received a certificate of qualification, an independent school teaching certificate, or a letter of permission from the director of certification under the Teacher’s Act, and is eligible to teach in the public and/or independent school systems in BC.

Blended learning—means a combination of instructional methods that includes both in-person instruction and online learning.

Cross enrolment— means enrolment in more than one board of education or independent school authority during a school year.

Dual enrolment—means enrolment of a student by a board of education in educational programs in more than one of their schools. (for example, an alternate school and an online learning school administered by the same board of education).

-In-person or non-online learning schools —means school facility types that offer a method of instruction that rely primarily on in-person communication among students and teachers (for example, standard schools, alternate schools, or continuing education schools).

Online learning agreement—means written agreement between the Minister of Education and a board of education or independent school authority with respect to the delivery of online learning.

Online learning – means a method of instruction that relies primarily on communication between students and teachers by means of the internet.

Online learning school – means a school that offers instruction to its students through online learning only.

Online learning management system— means a computer software application for the administration, documentation, tracking, reporting, and delivery of online learning educational programs or courses.

Out-of-district enrolment—means fulltime enrolment of a student with a Board in British Columbia other than the one in which the student resides.

Provincial Online Learning School—means an online learning school, established under an agreement with the Minister and administrated by a board of education, that can cross enrol and out-of-district enrol students from anywhere in the Province.

ONLINE LEARNING PROCEDURES GUIDE

Working Draft Dec 20, 2021

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Introduction

Purpose of this Guide

Online learning offers possibilities for sophisticated, interactive, and engaging learning options that address the ideals for a British Columbia secondary school graduate. Although primarily referring to learning through the internet, online learning can also include distance instruction by correspondence or teleconferencing and may even include some in-person learning and face-to-face support (see Online learning language changes on page 5).

Online learning supports equity of educational opportunities for students, particularly in rural and remote areas where course options are not readily available.

The purpose of this guide is to provide procedures and guidelines for online learning in British Columbia's public and independent schools beginning July 1, 2022/2023. It does not apply to online learning for international students residing outside B.C. Information about this group of students can be found at [Link to be determined].

The Online Learning Policy and this guide are meant to be read in conjunction with each other to convey requirements to boards of education, the francophone education authority, and independent school authorities. Together, they provide a single comprehensive resource for Boards and Authorities who provide online learning to their students. The audience for this guide is primarily professionals in the education system, but it may be of interest to parents and the public as well.

In this guide, the term Board refers a board of education or a francophone education authority (currently B.C. has only one, the Conseil scolaire Francophone). The term Authority refers to an independent school authority. A section of this guide includes information specific to Authorities.

What's happening in the 2022/2023 school year for online learning schools?

The policies and procedures in this guide come into effect on July 1, 2022. The 2022/2023 school year will be a year of change and transition to the new legislation, policy, and procedures for online learning. The following will be in place for the 2022/2023 school year only:

Public online learning schools

Some Boards will have a Provincial Online Learning School and be able to cross enrol students from around the province under and Agreement with the Minister.

Some Boards will not have a Provincial Online Learning School, nor an OL Agreement with the Minister. Without an agreement, a Board may only enrol students who reside in their school district in a Board operated online learning school. A student enrolled on or before April 30, 2022 must finish programs and courses by June 30, 2023. Any courses not completed by June 30, 2023 cannot be completed in the same school. No further funding claims may be made in the 2022/2023 school year for the student. Online learning schools should support these students to make a transition to a Provincial Online Learning School or another school.

Independent online learning schools

For the 2022/23 school year, all current independent Online Learning schools will be provided with an interim online learning agreement extension, enabling continued operation as usual. All 16 independent online learning schools will continue to follow the Interim Independent Online Learning policy and procedures required under the Independent School Act.

More information about independent online learning school selection will be made available in the 2023/24 school year.

Online learning language changes

In 2021, School Act changes introduced new language for what used to be referred to as distributed learning. In 2021/22, the B.C. school system began implementing the changes to the Act. This has meant changing terminology to the term “online learning” instead of distributed learning. This work is still underway and should be completed in the 2022/23 school year. Online learning is defined in the Act as a method of instruction that relies primarily on communication between students and teachers by means of the internet. Online learning schools may also use other types of instruction at a distance from the learner such as correspondence or teleconferencing. They may also incorporate in-person learning activities and face-to-face support services.

Active Participation

Required evidence for active participation in the school year 2022/23 is similar to the interim Online Learning Policy for Active Participation, in place for 2021/22 school year. In conjunction with the new Online Learning Quality Assurance Process, new requirements will be in place for the 2023/24 school year.

Glossary of terms

B.C. Certified Teacher or Letter of Permission Holder —means a person who has received a certificate of qualification, an independent school teaching certificate, or a letter of permission from the Director of Certification under the Teacher’s Act, and is eligible to teach in the public and/or independent school systems in B.C.

Blended learning—means a combination of instructional methods that includes both in-person instruction and online learning.

Course plan —means a document that provides links to curriculum standards for a Grade 10-12 course or for a Grade 8-9 course when a student is cross enrolled. Examples include course outlines, syllabi, and instructional designs.

Course selection/enrolment form—means a digital or paper document on file at the school listing the course(s) in which the student is enrolled and the date(s) of enrolment.

Cross enrolment— means enrolment in more than one board of education or independent school authority during a school year.

Curriculum learning standards – means the components of the curriculum, the curricular competencies and content, for a grade or course.

Dual enrolment—means enrolment of a student by a board of education or independent school authority in educational programs in more than one of its schools.

FTE—means full time equivalent.

Individual Education Plan (IEP)—means a plan designed for a student that includes one or more of the following: learning outcomes that are different from, or in addition to learning standards/learning outcomes set out in the applicable educational program guide, a list of support services, a list of adapted materials, instruction, or assessment methods.

In-person schools —means school facility types that offer methods of instruction that rely primarily on face-to-face communication among students and teachers (for example: standard schools, alternate schools, or continuing education schools).

Online learning agreement—means a written agreement between the Minister of Education and a board of education or independent school authority with respect to the delivery of online learning.

Online learning – means a method of instruction that relies primarily on communication between students and teachers by means of the internet (see changes to Legislation under [Bill 8](#) – March 2020).

Online learning school – means a school that offers instruction to its students through online learning only.

Online learning management system— means a computer software application for the administration, documentation, tracking, reporting, and delivery of educational programs or courses.

Out-of-district enrolment—means fulltime enrolment by one board of education of a student who resides in another board’s school district within B.C.

Program plan —means a document that provides links to curriculum learning standards for a K-9 grade. Examples include a teacher’s unit plans for each area of study or outlines of planned activities for each area of study.

Provincial Online Learning School—means an online learning school, established under an agreement with the Minister and administrated by a board of education or independent school authority, that can cross enrol and out-of-district enrol students from anywhere in the Province.

School of Record - for the purposes of this guide, this means the school responsible for certain functions. For online learning schools and cross enrolment, the school of record receives any eligible supplementary funding for a student with a disability or diverse ability along with the responsibilities that go with that. Only one Board or Authority receives supplementary funding within a given school year.

Standard school—means one type of school facility that offers a method of instruction that relies primarily on in-person (face-to-face) communication among students and teachers (often referred to as a neighborhood school). See also In-person schools.

Student learning plan— means a document listing the components of an individual student’s program of studies and a teacher’s planned strategies to support the student’s success.

[to match the policy]

Online Learning Policy
[to be inserted when finalized]

DRAFT

Procedures for Online Learning

Information about online learning for parents and students

Parents and students should have access to information about online learning provided by a Board's online learning school or an Authority's independent online learning school . Boards and Authorities should post this information on their websites or the websites of their online learning schools and Provincial Online Learning Schools. For Boards, this information should also be updated on [Learn Now BC](#) and for Authorities on the [Ministry website](#).

School Districts and Authorities should include the following about their programs:

- a direct link to the online learning school contact information
- the types of program and services offered to learners enrolled in the online learning school(s) or Provincial Online Learning Schools
- a statement that explains the difference between online learning and homeschooling
- the educational programs and courses available
- instructions about how to enrol in a course or school
- a clear statement that the online learning school is led by B.C. certified teachers or Letter of Permission holders, and that the program provides quality services to learners
- a direct link from the [Ministry's Course Finder](#) to the online learning school's website.

The information provided to students and parents about online learning should align with the Board or Authority's residency policy, all the elements of the Ministry's Online Learning Policy, and the procedures in this guide. It should also clearly communicate the Board or Authority's digital communication policy, code of digital conduct policy, and any policies related third party service providers or internet connection.

Blended learning

When a teacher provides an educational program or course to students that includes both in-person instruction and online learning, this combination of instructional methods is sometimes called blended learning [Link to definition]. Teachers in both online learning schools and in-person schools may utilize instructional methods that incorporate blended learning.

Scenario: A Grade 7 teacher teaching in a standard school might want to deliver a Social Studies unit to a class using the internet. Or a Biology 11 teacher teaching in an online learning school might decide to deliver a lesson in biodiversity in person to a group of students at a local park. Blended learning is not the same as cross enrolment or dual enrolment in both a standard school and an online learning school.

Except in special circumstances such as the COVID 19 pandemic, in-person schools rely primarily on in-person communication among students and teachers. Offering a blended program or course that includes some online learning is permitted, so long as the school provides most of its instruction in-person. Likewise, the educational program or courses offered by an online learning school could offer some of its program in person, so long as the school delivers instruction primarily through the internet and/or other distance education means.

Online learning contact information

Boards and Authorities should keep up to date information about their online learning programs. To facilitate this, the Ministry maintains the contact information for the current person who acts as the district or independent school's "online learning contact." By July 31 of each year, the Board or Authority must complete the Ministry's [Online Learning Contact Information Form](#) and submits it to EDUC.OnlineLearning@gov.bc.ca.

Enrolment in online learning

Boards, Authorities, or their schools should not in any way act to prevent students from enrolling in online learning programs or courses, such as the following:

- Providing inaccurate information relating to credentials, provincial assessments, transcript eligibility, invigilation or other processes
- Refusing to cooperate with other schools and/or Provincial Online Learning Schools offering online learning.

Boards should not require enrolment in a minimal number of courses within the student's schedule at a standard school to discourage cross enrolment in Provincial Online Learning Schools (See [Form 1701 Instructions](#) for exceptions).

Enrolment and the school of record

For the purposes of this guide, this means the school responsible for certain functions. For online learning schools and cross enrolment, the school of record receives any eligible supplementary funding for a student with a disability or diverse ability along with the responsibilities that go with that. Only one Board or Authority receives supplementary funding within a given school year.

Grades 8-12 students may be enrolled in more than one school. The designation of a school of record is important in determining which school is responsible for certain functions. For online learning schools and cross enrolment, it is particularly important because the Board or Authority that administers the school of record receives any eligible supplementary funding for a student with a disability; this includes the responsibilities associated with providing supports for that student. Only one Board or Authority receives supplementary funding within a given school year.

When schools cross enrol or dual enrol students for online learning courses, it creates two enrolment records (duplicate records). This is because enrolment in more than one school in Grades 8-12 is allowed if one of the schools is an online learning school in the same district or Authority or a Provincial Online Learning School. Unless the schools involved resolve it differently, the school of record for that school year is the school where a student is receiving most of their education program.

For example, if a cross enrolled student is taking four courses with a Provincial Online Learning School and three courses with another district, then the Provincial Online Learning School would be considered the school of record for that school year. If a student is taking five courses with an in-person neighbourhood school and three courses with a Provincial Online Learning School, then the in-person school would be considered the school of record for that school year. When a student is taking the same number of courses in a school year with two different schools, the issue of which is the school of record for that school year needs to be resolved by the schools. If this cannot be resolved by the schools, then

the schools involved will jointly ask the parent to decide. See the section in this guide titled Students with disabilities and diverse abilities and online learning for more information about students with disabilities or diverse abilities enrolled in more than one school and supplementary funding.

Continuous enrolment

Boards and Authorities may continuously enrol students in online learning schools throughout the school year. Students can be enrolled in an online educational program or course beginning on any date that the online learning school is able to accommodate them. Schools report to the Ministry based on [1701 form instructions](#) at the September, February, May.

In-person learning schools (such as standard, alternate, or continuing education schools) do not continuously enrol students, even if they are providing some portion of a student's educational program through online learning. In-person schools report to the Ministry based on [1701 form instruction](#) at the September and February data collections.

Grades K-7 and online learning enrolment

Boards and Authorities enrol Grade K-7 students fulltime in an online learning school. Enrolments are reported to the Ministry by the online learning school. For public school students, this may be a public online learning school in a district where the student resides or a Provincial Online Learning School. For independent school students, this may be an independent online learning school or a Provincial Online Learning School. To meet the needs of a student, a Board or Authority may decide to share a student's programming among more than one school within its jurisdiction, but the enrolment will remain with one school only.

Grades 8-9 and online learning enrolment

Boards and Authorities also enrol Grade 8-9 students fulltime, as with Grade K-7 students. However, some students in Grades 8 or 9 may also wish to be cross enrolled for online learning courses. Grade 8-9 students may be cross enrolled by a Provincial Online Learning School only. The Provincial Online Learning School would then report these enrolments in the [July 1701 data collection](#). See the section Funding and online learning for more information.

Grades 10-12 and online learning enrolment

Students in Grade 10-12 may be enrolled for online learning fulltime in one school or part time for online learning in more than one school. See the Funding and online learning and Homeschooling and online learning sections for more information. The following are possible patterns of enrolment for Grade 10-12 online learning courses:

- fulltime by a Board with an online learning school, including a Provincial Online Learning School, in the district where the student resides
- fulltime by an Authority with an online learning school or a Provincial Online Learning school administered by an Authority
- fulltime out-of-district enrolled with a Board operating a Provincial Online Learning School.
- part time dual enrolled with an online learning school and another school administered by the same Board or Authority
- part time cross enrolled for online learning courses with both a Provincial Online Learning School and a different Board or independent school.

Active participation in Online Learning

Enrolment and participation in online learning is comparable to enrolment and attendance in an in-person school.

To receive funding for students enrolled in programs and courses provided by online learning schools, Boards and Authorities must ensure evidence is present to demonstrate their active participation, just as standard schools must ensure that they have evidence of attendance. See the [Form 1701 instructions](#) for reporting enrolment. [Funding compliance audits](#) of online learning enrolment include verifying the evidence of active participation described in the following section of this guide.

Reporting active participation

Boards and Authorities report not only the enrolment of a student in an online learning school, but also the date that a student met the criteria for active participation. The date that a student is deemed actively participating in a course or program is the earliest date, supportable with evidence, which satisfies the criteria for funding.

For example, to report active participation to the Ministry, many schools use the [MyEducation](#) BC student information system. This posting can be done manually or entered in the Gradebook “active” data field. The MyEducation BC system is a useful tool for teachers and administrators to track the status of evidence and determine when to report students as active participants to the Ministry. It can also help the school track students who never become active so that they can be removed from the system.

Timelines for changes to active participation and evidence required

Required evidence for active participation in the school year 2022/23 below is similar to the interim Online Learning Policy for Active Participation, in place for 2021/22 school year. In conjunction with the new Online Learning Quality Assurance Process, new requirements will be in place for the 2023/24 school year. Both are listed below.

Evidence for active participation in 2022/23

Boards and Authorities must be able to demonstrate the following evidence that the students are actively participating to receive funding for students in online learning courses or programs. Funding compliance auditors for the Ministry will look for the following evidence.

For all students enrolled in online learning

- A completed school enrolment form and/or course selection form for the current school year
- Proof of B.C. residency

Specific to instruction, only B.C. certified teachers or qualified Letter of Permission holders employed by a Board or Authority are allowed to lead online programs or courses. Evidence of certification and any limitations to certification should be available through the human resources department of the Board or the administrator of an independent school. Names of the person leading a student’s online learning program or course should be verifiable in digital or paper-based evidence such as course or student

timetables, course selection forms, registration reports, or information gathered from other records and through interviews with teachers and other staff.

For Grades K-9 students enrolled fulltime in online learning and not cross enrolled

Verification of a student's active participation in the educational program must be in evidence three weeks after the dates listed in the 1701 enrolment instructions. For example, active participation for a Grade 3 student must be in evidence by October 21 for September 29th data collection.

The school must have recorded evidence (in the provincial Learning Management System, a local learning management system, other digital format or paper-based) of a teacher-created instructional plan. It can be either a class/group learning plan for a group of students and included in each student's file or record, a student learning plan for an individual student, or an Individual Education Plan if this document describes the entire educational program and services for the student. There must be evidence that it has been shared with parents (and with the student, if old enough to understand the plan).

The plan(s) must refer to these elements:

- The required areas of study for the program or course(s) or both
- The curriculum learning standards for the program or course(s) or both or the replacement curriculum standards outlined in the student's Individual Education Plan
- The teacher's plan for providing learning activities
- The learning resources being used to complete the program or course(s) or both
- Assessment strategies and standards for performance expected of the student(s).

For cross enrolled Grades 8 and 9 students and all students in Grades 10 – 12, including adult students

The school must have onsite, and readily available, evidence (in the provincial Learning Management System, a local learning management system, other digital format or digital or paper-based) of the course plan (course outline or syllabus). The course plan must include:

- A reference to the curriculum learning standards of the Ministry, locally developed, or Board/Authority-Authorized (BAA) course
- A list of the topics covered and activities for the course, with an indication of assignments that represent substantive activity in the course
- The learning resources being used to complete the course
- Assessment strategies and standards of performance expected of the student.

Onsite evidence of the student's current course selection or enrolment form must be dated and signed by the student or parent or both. These forms must list each eligible course that is reported for funding.

The school must have onsite evidence of substantive course activity completed by the student, submitted to the teacher, and assessed or evaluated by the teacher:

- The substantive activity or activities must represent a minimum of five percent of the course's learning activities or the replacement curriculum learning standards for that course outlined in the student's Individual Education Plan.

- The activity or activities must be clearly linked to the curriculum learning standards of the course or the replacement curriculum learning standards outlined in the student's Individual Education Plan and completed before the active participation date submitted to the Ministry. The instructions and materials associated with these activities or assignments must be accessible to funding compliance auditors.
The activity or activities must have been assessed or evaluated by the teacher with assessment or evaluation recorded in the teacher's digital or paper-based records on or before the date the student was reported as actively participating. The dated evidence could be contained in the gradebook of MyEducation BC, the Provincial Learning Management System or a local online learning management system. For example, evidence could be student work posted in the school's online learning management system, along with evidence of time spent online or a log of pages viewed, and dated teacher observations and feedback.
- Where gradebooks or tracking systems do not support dated entries, then alternative dated information is required for a funding compliance enrolment audit. This dated evidence could be a log or a paper-based/electronic record of students' substantive course activity with dated teacher observation and feedback on the activity.
- Student work itself does not have to be retained as evidence if the teacher or the school can demonstrate the criteria above have been met.

Evidence for active participation beginning in 2023/24 school year

Enrolment and active participation in an online learning school is equivalent to enrolment and attendance in a in-person school. To receive funding for students enrolled in online learning schools, Boards must ensure that evidence is available to demonstrate their active participation.

For students enrolled in online learning schools, in either programs or courses, the following dated evidence of active participation must be available in the provincial Learning Management System, a local online learning management system, MyEducationBC, or other digital or paper records. The date on the items below must be on or before the 1701 enrolment data collection that the student is reported to the Ministry or within three weeks of the 1701 Form data collection date. For example, for the September 29th 1701 enrolment report, the evidence should be dated no later than October 21 of the same year. (See Form 1701 instructions for reporting enrolment.)

Funding compliance auditors will be looking for all the following evidence:

- A completed school enrolment form and/or course selection form for the current school year
- Proof of B.C. residency
- Evidence of student engagement
- For students enrolled fulltime in Grades K-9: Examples of student work in numeracy or literacy or other dated artifacts demonstrating teacher-student involvement, such as photos of students with their project work or students engaging in a learning activity
- For students cross enrolled in Grades 8-9 and students enrolled in Grades 10-12 courses: At least one example of completed assignment connected to the curriculum learning standards for each course, or the replacement curriculum learning standards for each course in the student's Individual Education Plan, and evidence of teacher assessment/evaluation of the assignment.

Funding and online learning

The Funding and Financial Accountability Branch is responsible for developing and maintaining an equitable funding formula for the public Kindergarten to Grade 12 education system. The branch works closely with all education stakeholders to examine funding issues, ensuring that education funding is allocated on a fair and equitable basis. It develops and maintains various funding formulas to achieve government's education financing goals. [Funding](#) is provided to Boards of Education for the operation and provision of public education programs and courses in British Columbia. Funding and allocations are [updated annually](#). Online learning schools are funded at a different rate than in-person schools (such as standard schools, alternative schools, or continuing education schools).

The public online learning school rate determines the independents school online learning school rate provided to Authorities. It is 50 percent or 35 percent of the public rate, depending on the independent school type.

The Ministry of Education provides funding to Boards and Authorities for online learning schools based on the following procedures:

Grades Kindergarten to Grade 9

[For full-time Grades K-9 students enrolled in an online learning school, including Provincial Online Learning Schools](#)

Students may enrol with an online learning school at any time during the calendar year. Funding for Boards and Authorities for online learning schools is based on student enrolment counts conducted in September, February, and May through the [Ministry's 1701 student data collection](#) process.

Every student enrolled in Grades K-7 and participating fulltime in an online learning school will be funded at 1.0 FTE (full time equivalent). See the section above on Active Participation and online learning. Students in Grades 8 and 9 will be funded at a base rate of 0.5 FTE plus 0.125 FTE per each eligible course to a maximum of 1.0 FTE per school year. For Grade 8 and 9 students, there must be a plan that lists the courses students will take during the school year. Additional courses started after the September 29 enrolment data submission and are not included in the course plan will not be included in the funding calculation for that student.

For Grades K - 9 students new to a particular online learning school or Provincial Online Learning School and actively participating before the February student enrolment count, funding will be allocated at half the FTE rate for that school year (pro-rated to reflect half the school year). Similarly, new Grade K - 9 students at the May enrolment count will be pro-rated at 1/3 of the FTE rate. If a student enrolled in Grades K-7 takes part in an educational program through more than one school provided by the same Board or Authority, Boards and Authorities should make their own arrangements.

Grades 8 to 12

[For Grades 8-12 students who are dual enrolled in more than one online learning school administered by the same Board or Authority](#)

Depending on the online learning school and program offerings, students may enrol with an online learning school at any time during the calendar year. If a student in Grades 8-12 is taking courses with

two or more schools in a school district (dual enrolment), each school should report the courses for which the student enrolled in that school according to the 1701 form instructions.

If an independent school student in Grades 8-12 is dual enrolled with two or more schools administered by the same Authority, each school should report the courses for which the student is enrolled according to the 1701 instructions. Dual enrolled students in Grades 8-9 with a single Board or Authority are funded to a maximum of 1.0 FT.

Scenario: A Grade 8 student is attending a standard school administered by Board C and taking eight eligible Grade 8 courses. The student is also taking a Grade 9 course with a Provincial Online Learning School administered by Board C. Therefore, Board C would receive funding at the standard rate for 1.0 FTE for fulltime enrolment, as the maximum funding to a Board for Grade 8-9 is one FTE.

Grades 8 to 9

For Grades 8-9 students who are cross enrolled in online learning courses offered by Provincial Online Learning Schools

Students in Grades 8-9 may take courses online with the Board or Authority in the district where the students reside and in the same school year be cross enrolled with Provincial Online Learning Schools administered by another Board or Authority. [Other types of cross enrolment can only occur in special cases when a Board or Authority has an agreement with the Minister to do so.]

For funding, the courses in which Grade 8 or 9 students are actively participating with a Provincial Online Learning School are reported as described in the July count according to the [Form 1701 Instructions](#).

Scenario: A Grade 9 student is fulltime enrolled in a Group 2 independent standard school administered by Authority A. The student is also taking one eligible four-credit Math course from a Provincial Online Learning School administered by Board B.

- Authority A would receive 1.0 FTE at the [independent Group 2](#) standard rate for a fulltime student at 1.0 FTE.
- Board B administering the Provincial Learning School would receive 0.125 FTE at the public online learning rate for the OL course in which the student actively participates.

Grades 10 to 12

For grades 10-12 school-age students and non-graduated adult students (see the [Adult Funding Policy](#) for information about funding for graduated adults)

Online learning courses taken by students in Grades 10 - 12 are funded at the online rate of 0.1250 FTE for each eligible four-credit course in which a student is actively participating (see [Form 1701 Instructions](#) for course credit and FTE calculations).

A student's courses are counted for funding according to the course's grade level. For example, a student who is enrolled in Grades K-9 at one school and enrolled in Grade 10 – 12 courses in an online school is counted for funding as a Grade 10 - 12 student for the Grade 10-12 courses.

Students may combine Grade 10 - 12 courses in online learning schools with courses in in-person learning schools (standard, alternate, continuing education).

Support blocks are structured time in addition to regular courses. While online learning schools will not be funded for support blocks, other school types can report enrolment in support blocks and be funded, under certain conditions. Support blocks in an in-person school might be used to support cross enrolled students working on online learning courses in another school. However, to be funded for a support block for a student, the combined total number of courses leading to graduation in all schools plus the support block cannot exceed eight in school year. Only one support block per school year may be claimed for funding. See the [Form 1701 Instructions](#) regarding support blocks.

Scenario 1: A Grade 10 student is taking six courses in an in-person school administered by Board A and two courses through an online learning school also administered Board A, the Ministry would fund as follows:

- Board A would receive 0.75 FTE at the standard rate for the six eligible four-credit courses
- Board A would also receive 0.25 FTE at the standard rate for the two eligible OL four-credit courses in which the student actively participates for a total of 1.0 FTE.

Scenario 2: A Grade 11 student is taking four courses in an in-person school administered by Board B and 3 online courses from a Provincial Online Learning School administered by Board C. Board B also provides the student with a support block. The total number of courses plus the support block adds up to 8 courses. The Ministry would fund each as follows:

- Board B would receive 0.5 FTE at the standard rate for the four eligible courses and 0.125 FTE for the support block for a total of 0.625 FTE
- Board C would receive 0.375 FTE at the online rate for the three eligible OL four-credit courses in which the student actively participates.

Scenario 3: A Grade 10 student is taking six courses in a [Group 1 independent](#) standard school administered by Authority D. The student is also taking one course from a Provincial Online Learning School administered by Board E.

- Authority D would receive Independent Group 1 standard rate for 0.75 FTE for the six eligible four-credit courses
- Board E would receive 0.125 FTE at the online rate for the one eligible four-credit course in which the student actively participates.

B.C. residency and online learning

A Board or Authority that wants to offer online learning to students who are ordinarily resident in the Province must have a policy for determining ordinarily resident status. The Eligibility of Students for Operating Grant Funding Policy [Link] provides guidance regarding ordinarily resident status.

When deeming a student to be ordinarily resident, there is no specific time limit for absence from the Province set by the Ministry, but time may be a factor in the Board or Authority's policy. Ordinarily resident students may be enrolled in an online learning school provided by the district where they are ordinarily resident or by a Provincial Online Learning School.

A Board may consider various kinds of evidence from the student, parent, or legal guardian to determine if they are ordinarily resident in B.C. and eligible to enrol in an online learning school. For funding

compliance audits, proof of B.C. residency will be required. It must be kept in the school or student's file and be readily available.

Indigenous Students

Students enrolled in non-independent First Nations schools

Non-independent First Nations schools operate outside of the Province's jurisdiction. They are distinct from First Nation schools that choose to become [B.C. certified independent schools](#) operating under the B.C. Independent School Act.

Students who are enrolled in non-independent First Nation schools can also access online learning programs and courses offered by B.C. public and independent schools. They can be enrolled with a Provincial Online Learning School, with a public online learning school operating in the school district where they live, or with an independent online learning school.

Students attending a non-independent First Nation school should discuss their plans to enrol in a public or independent online learning school with the principal of their school or their Tribal Council administrator before enrolling in online learning at a B.C. public or independent school.

Indigenous language and culture courses

All students, especially those of Indigenous ancestry, should have opportunities to learn an Indigenous language. Some Provincial Online Learning Schools may offer Indigenous language and culture courses to Grade 8-12 students across the Province. Other Boards or Authorities that wish to make available online Indigenous language and culture courses may apply to the Ministry to enter into a limited online learning agreement with the Minister, which would allow them to cross enrol students. To apply, contact the Ministry at EDUC.OnlineLearning@gov.bc.ca.

Students in Grades K-7 may only be enrolled by one school, but Boards or Authorities may decide to share their online learning Indigenous language and culture educational programs amongst themselves.

Homeschooling and online learning

For Grades K-9

A child in Grades K-9 may be enrolled in an education program with a Board or Authority or be registered as a [homeschooler](#) at any school in the Province, but not both. This includes any online learning school administered by a Board or Authority.

When a child registered as a homeschooler enrolls in a Grade K-9 educational program provided by a Board or Authority, the child loses homeschooler status.

For Grades 10-12

Homeschoolers may be enrolled in an online learning school for Grades 10-12 courses and maintain their homeschooled status. They may take online learning courses from a public or independent online learning school where they have registered or with a Provincial Online Learning School. [For information about homeschoolers taking Grade 10-12 online learning courses with an independent school, see the section X in this Guide...].

The Board or Authority administering the online learning school or Provincial Online Learning School will receive funding for the online courses that a homeschooler takes. Credit toward graduation will be awarded for successful achievement in online courses.

If homeschoolers enrol in Grade 10-12 with an online learning school, they are considered like any other student enrolled with that school. They are taught by a B.C. certified teachers or qualified Letter of Permission holders. They are assessed and issued progress reports by the online learning school and participate in provincial assessments. For more information, see the [Homeschooling Policy](#) [Link] and the [Homeschooling Procedures and Guidelines Manual](#) and Appendix [Link].

Students with disabilities or diverse abilities and online learning

Enrolment

Boards or Authorities enrolling a student with a disability or diverse ability in online learning including Grade 10-12 homeschooled children should assess the learning needs of the student and discuss with the parents, and if appropriate the student, the following:

- the design and expectations of the online learning program
- any challenges the student might have with respect to technical competencies needed to access online learning provided by the online learning school
- any supports the student might need with respect to accessing online learning
- the learning and support services available through the program, online learning school, and Board or Authority.

When students with disabilities and diverse abilities are enrolled fulltime in an online learning school, the Board or Authority administering that online learning school has the same obligations as a standard school.

If a Grade 8-12 student is cross enrolled for online learning with a Provincial Online Learning School, the school that provides the majority of the student's educational program is considered the school of record for that school year and receives any supplementary funding, unless the school or record releases the supplemental funding to another school through a mutual agreement between schools. For more information about school of record, see the section Enrolment in online learning and school of record in this Guide.

The Board or Authority that administers a student's school of record is responsible for developing a student's Individual Education Plan (IEP) and planning support services. The Ministry expects all Boards or Authorities where a student is enrolled to be consulted by the school of record regarding services and requirements of the student's IEP. Each of the Boards or Authorities should have a copy of the IEP and cooperate with the school of record to meet the student's needs.

Boards or Authorities providing online learning are not responsible for custodial care, personal care, or behaviour support for students with disabilities or diverse abilities in the student's home. A Board or Authority should have a policy that addresses roles and responsibilities, including custodial care, for a student engaged in online learning. If appropriate for a student, frequent opportunities should be provided for individualized and timely interactions between teachers and students and among students.

Supplementary funding for students with disabilities and diverse abilities

Students with disabilities or diverse abilities may require additional support and accommodations to enable them to access and participate in educational programs. The [Basic Allocation](#), a standard amount of money provided per school age student enrolled in a school district, includes funds to support the learning needs of students with disabilities or diverse abilities. Additional supplementary funding recognizes the additional cost of providing programs certain types of disabilities or diverse abilities.

The Board or Authority that administers a student's school of record receives any applicable supplementary funding unless alternative arrangements are made with the Ministry. The Board or Authority that enrolls the student in more courses can agree to release the supplementary funding to another Board or Authority based on the needs of the student. When students are cross enrolled, the schools involved should consider the needs of a student they share and the views of their parents.

A parent of a student with a disability or diverse abilities might request that the supplemental funding go to the Board or Authority that provides most of the in-person support services outlined in the Individual Education Plan (IEP), even though the student is enrolled in more courses with a Provincial Online Learning School.

To receive supplementary funding, Boards and Authorities administering online learning schools are expected to meet the following requirements:

- Following Ministry of Education guidelines for assessment and provision of support services for students with disabilities and diverse abilities found in *Special Education Services: A Manual of Policies, Procedures and Guidelines*.
- Taking responsibility for assessment and identification of a student with a disability or diverse abilities and consulting with parents on the student's IEP
- Developing IEPs in accordance with Ministry of Education guidelines found in *Inclusive Education Policy Guide: Students with Disabilities and Diverse Abilities* (under development or link to current policy). The online learning program must comply with B.C. curriculum learning standards or the achievement of goals in a student's IEP.
- Ensuring that students enrolled in an online learning school have access that is equitable to other students for non-categorical resource services such as learning assistance, counseling, school psychology, speech-language pathology, physiotherapy/occupational therapy, and hospital services except for hospital/homebound services
- Taking responsibility for the student's IEP, providing and/or coordinating supplemental services, and being responsible for coordinating the student's participation in provincial assessments
- Making sure that a written agreement is in place identifying the roles and responsibilities of each party when a third-party is providing support service, that parents are consulted, and that planning these services is part of IEP development
- Ensuring that third party service providers are under the supervision of a B.C. certified teacher or qualified Letter of Permission holder (See the section in this Guide on third party service providers.)
- Keeping documentation on file recording the frequency and duration of the student's program and support services.

French Immersion and Francophone Education

French Immersion

Some B.C. online learning schools offer French Immersion programs or courses. French Immersion programs, including those offered by online learning schools, are eligible to receive federal funding to support French language learning as defined in the [French Funding Guide](#) [Link]. For more information about French immersion, see the [French Immersion Policy](#) [Link].

Francophone Education

The Conseil de scolaire francophone offers francophone courses online through its école virtuelle. See their website at www.csf.B.C.ca for information about francophone online learning.

Quality assurance and online learning

For many years, online learning schools administered by Boards or Authorities with online learning agreements with the Minister have been required to follow the criteria contained in the [Standards for K-12 Online Learning Schools in British Columbia](#) and the [Standards for Online Learning Content in British Columbia](#). [Links]

These documents ensure online learning is a credible option, clarify roles and responsibilities, identify the elements of quality programs, provide a framework for accountability and continuous improvement, set out how to develop course materials suitable for online learning, and guide the development and evaluation of content. The Ministry's compliance audit process has also acted as another mechanism to assess online learning in BC.

Provincial Online Learning Schools

In 2022/23, a new Quality Assurance process specific to the Provincial Online Learning Schools will be piloted. During the pilot, selected Provincial Online Learning Schools will provide input on their overall best practices and specific practices for different types of school experiences (e.g., K-7 programs, French immersion, 9-12 courses) and learners (e.g., indigenous students, students with disabilities and diverse abilities). The Quality Assurance process will be finalized and launched on July 1, 2023.

Boards and Authorities

Boards who continue to offer a local, in-district online learning program or course after July 1, 2023 will remain responsible for their quality assurance process through current accountability measures

- Framework for Enhancing Student Learning
- School District strategic plans
- Local Education Agreements (LEAs)
- Indigenous Education Enhancement Agreements (EEAs)
- Ministry-led compliance audits

In 2022/23, Authorities must meet the Standards for Delivery of K-12 Independent School Online Learning through the [Inspection process](#) until such time at the independent Provincial Online Learning Schools are in place on or before July 1, 2023.

Third party service providers

Purpose

The purpose of third-party services is to supplement the student's learning experience. It should not be used to supplement beyond what would be provided by an in-person school.

An online learning school may decide to use a third party or parties to provide educational services or learning support that the online learning school is unable to provide at a distance. This might be for curriculum areas such as Physical and Health Education or Arts Education. Boards and Authorities should develop their own policies regarding third party service providers that are consistent with the guidelines below.

Expectations

If a Board or Authority uses third parties to provide educational services for learners, the Ministry expects the Board or Authority to do the following:

- Ensure that the educational services or resources are part of an educational program led by a Board or Authority employee who is a B.C. certified teacher or qualified Letter of Permission holder
- Pay only a third party directly and not the parent, learner, or any other person
- Ensure that parents and third party service providers clearly understand their roles and responsibilities for student safety and security
- Include a description of the services and the extent of the services that are provided by any third party in a student's planning and/or reporting document (a student learning plan, Individual Education Plan, or student progress report, including how the services are related to the student's educational program)
- Ensure that the Board or Authority, not the third party or parties, remains responsible for the educational program outlined in the student learning plan or Individual Education Plan.

Based on its own policy, if a Board or Authority uses third parties the Ministry expects that the amount paid by the Board or Authority be limited to a maximum of \$600 for a fulltime student (proportionally for a part time student and pro-rated for a student who enrolls mid-school year). Exceptions to this maximum include providing career technical centre program courses, post-secondary transition program courses, and support services for students with disabilities or diverse abilities.

Support services for students with disabilities or diverse abilities

For students with disabilities or diverse abilities enrolled in online learning, the limit of spending to a maximum of \$600 for third parties does not apply. A Board or Authority may spend more than this limited amount for a third party service provider for services for students with disabilities or diverse abilities when a student is reported to the Ministry in a special needs category. The services must be to support the students in achieving the goals of their Individual Education Plans. The Board or Authority is expected to pay the third party directly and not the parent, learner, or any other person.

Financial assistance for internet accessibility

A Board or Authority should develop its own policy that clearly communicate its intentions concerning financial support for internet accessibility for students enrolled in online learning schools.

A Board or Authority may provide financial assistance for a portion of a family's internet costs if, and only if, the learner or learners in the family require the internet to participate in an educational program delivered in whole or in part through online learning.

The Board or Authority may reimburse the parent or student for internet costs based on a documented statement from the internet provider that shows the parent or student has paid for the service.

The limit of \$600 maximum total per school year per student for third party services noted above includes financial support for internet. Where more than one student in a family requires internet to participate in online learning, the \$600 maximum is for a family, not for every student in a family.

Provincial Online Learning Schools

Beginning July 1, 2022, Provincial Online Learning Schools are the only type of public online learning schools that can enrol students residing in other districts. They can both out-of-district enrol students fulltime, and cross enrol students part-time in online learning programs and courses.

Application Process

Boards that had a 2021/22 Online Learning Agreement were eligible to apply in December 2021 for their online learning schools to become Provincial Online Learning Schools. This included those school districts proposing a full range of online learning programs as well as those of a more specialized nature (e.g. French Immersion).

To be considered, applicants were required to enter into formal agreements concerning the following:

- using the new provincial Learning Management System (LMS)
- operating their Provincial Online Learning School for at least three years
- participating in a Provincial Online Learning School governance and operations committee

Requirements

For public Provincial Online Learning Schools

Public Provincial Online Learning schools are required to:

- use the new provincial Learning Management System to provide their programs and courses
- offer a number of programs or courses as determined through their online learning agreement with the Minister
- adhere to the B.C. curriculum and complying with all Ministry policies and procedures including the Framework for Enhancing Student Learning Policy
- enrol students from across the Province.

By July 1, 2023, public Online Learning Schools approved by the Minister will meet these standards:

- the design, development, and delivery of shareable online courses for both students and educators in the provincial Learning Management System
- participation in the one-year pilot for the new Online Learning Quality Assurance process
- infrastructure in place to provide province-wide equitable access and support services for all learner needs

- inclusion of online learning student outcomes in their strategic plans.

For Independent Provincial Online Learning Schools

The selection of Independent Provincial Online Learning Schools will be finalized by September 2022. Authorities that are approved to have an Independent Provincial Online Learning School will then have an additional year for implementation. They will begin offering programs and courses on or before September 1, 2023.

Online learning agreements with the Minister

Under development

Procedures unique to independent schools

The Online Learning Policy provisions that are specific to the independent school sector remain under development in order to ensure their alignment with the Independent School Act. For the 2022/23 school year, all Authorities currently operating independent online learning schools will be provided with an interim online learning agreement extension, enabling continued operation. All 16 independent online learning schools will continue to follow [the Interim Independent Online Learning policy](#) and procedures required under Independent School Act.

ONLINE LEARNING GETS AN UPGRADE

Education in B.C. continues to grow and change to support student success by introducing a new, modern approach to K to 12 online learning.



In 2022/23, the new online learning model will begin to be implemented:



Equal access for students, including personal connections with educators



Flexibility for all students that helps meet their personal learning needs



Quality learning experiences and outcomes



Support for educators across the province

Key features of the new online learning model



New provincial online learning schools will be selected and authorized by the ministry to offer quality online learning to students everywhere in B.C.



A new quality assurance process will help online schools follow and share best practices

HOW IT WILL WORK



LOCAL



PROVINCIAL



Students can do part or all of their education program in online learning and meet graduation requirements.

Sign up for online learning through your local school district or independent school authority. They will help you choose programs and courses available at:

- Local online learning schools in your school district or independent school authority area and;
- Public or independent provincial online learning schools

This means if a local online learning school doesn't have the course or program you want, you can explore other options with provincial online learning schools.

WHAT TO EXPECT DURING THE 2021/22 SCHOOL YEAR



Changes will be introduced gradually. Here's an overview of what to expect over the next year.

Online and distributed learning programs stay the same. Students continue to enrol in online learning programs just like they normally would in previous years. Talk to your school district or independent school authority about available options and program or course details.

As the **2022/23** school year approaches, support will be offered to help students transition to new courses or programs as needed.

A few things will change. During the year, some parts of the new online learning model will be implemented.

- A new provincial online course platform (called a learning management system, or LMS) will be available to all schools in B.C.
- Teachers will be able to access and share high-quality online learning resources and courses through platforms like ShareED BC.
- The term "distributed learning" changed to "online learning" on **July 1, 2021**

WHAT TO EXPECT DURING THE 2022/23 SCHOOL YEAR



In 2022/23, Provincial Online Learning Schools (POLS) will serve as centres of excellence, providing high quality online learning to students throughout British Columbia.

While some of these schools may offer larger, generalized programs to students enrolling outside of their school district boundaries, others may offer more specialized programs.

This Fall, with input from leaders from across the sector the Ministry will finalize the criteria for the POLS and the application process will begin for all current Online Learning schools by the end of 2021.

In the **2022/23** school year, the following options will be available for students:

KINDERGARTEN TO GRADE 7 STUDENTS

In the **2022/23** school year, Kindergarten to Grade 7 students can:

LEARN FROM HOME ENTIRELY | FULL-TIME

- Enrol full-time with a public or independent provincial online learning school or;
- Enrol full-time with an online learning school in their local school district or independent school authority

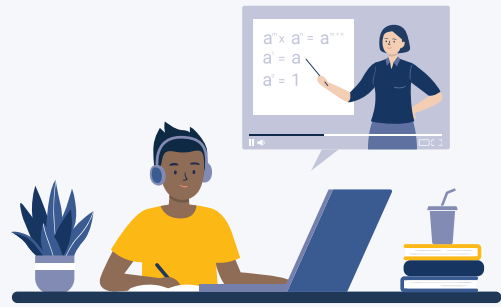


GRADE 8 AND 9 STUDENTS

In the **2022/23** school year, Grade 8 and 9 students can:

LEARN FROM HOME ENTIRELY | FULL-TIME

- Enrol full-time with a public or independent provincial online learning school or;
- Enrol full-time with an online learning school in their local school district or independent school authority



LEARN AT SCHOOL MOST DAYS | TAKE A FEW COURSES ONLINE

- Enrol full-time with a bricks and mortar (standard) school and take extra courses through:
 - A public or independent provincial online learning school or;
 - Their local public or independent online learning school (dual enrolment)

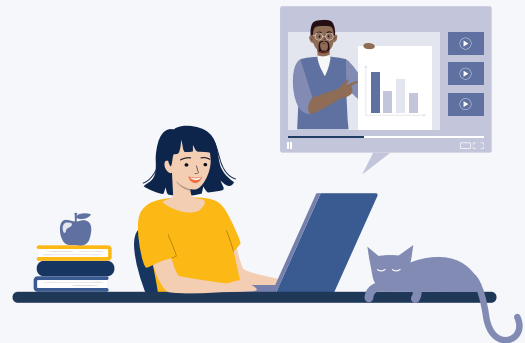


GRADE 10 TO 12 AND ADULT STUDENTS

In the **2022/23** school year, Grade 10 to 12 and adult students can:

LEARN FROM HOME ENTIRELY | FULL-TIME

- Enrol full time with a public or independent provincial online school or;
- Enrol full-time with an online learning school in their local school district or independent school authority



LEARN AT SCHOOL MOST DAYS | TAKE A FEW COURSES ONLINE

- Enrol full-time with a bricks and mortar (standard) school and take extra courses through:
 - A public or independent provincial online learning school or;
 - Their local public or independent online learning school (dual enrolment)



►► **NOTE:** Some online learning schools also offer in-person learning opportunities and support.



More information will be made available throughout this school year.

Policies, processes and other details for the new online learning model are under development with BC's education stakeholders and rightsholders including teachers and parents.

More information will be made available throughout this school year as soon as it's available.

Check for updates online: gov.bc.ca/K-12OnlineLearning

Parent Forums (October 2021)

The Ministry will be hosting Online Learning Parent Forums in October to share updates and listen to feedback. For more information on the Parent Forums, contact the following organizations:

- BC Confederation of Parent Advisory Councils
 - Federation of Independent Schools Association
 - First Nations Education Steering Committee
 - Metis Nation British Columbia
-

Email Us

Your thoughts and ideas continue to shape the future of online learning in B.C.

Email our team: EDUC.OLFeedback@gov.bc.ca

Find out more: gov.bc.ca/K-12OnlineLearning



**Online Learning
Learning Management System
Frequently Asked Questions**

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Online Learning Learning Management System Frequently Asked Questions

GENERAL INFORMATION – ALL SCHOOL TYPES

Eligibility

1. Who is eligible to onboard to the provincial LMS?

All schools are eligible to onboard to the provincial LMS solution called Brightspace from Desire2Learn. This includes both online schools and standard (e.g. bricks & mortar) schools.

2. Who is required to onboard to the LMS?

Only the Provincial Online Learning Schools (POLs) **will be required** to onboard to the LMS. All public POLs will be required to onboard and offer their online courses by September 1, 2022. All independent POLs will be required to onboard and offer their online courses on or before July 1, 2023.

Sign Up Process

3. What is the process for signing up for the LMS?

All schools who onboard to the LMS must sign a memorandum of understanding between the Ministry and the School District or Independent School Authority. The MOU will include terms and conditions for onboarding one or more of their schools to the LMS.

POLs will need to sign the MOU for a three-year term and other schools will sign for a one-year term.

4. Will a school be able to have a unique “branded” version of the LMS?

Schools will be able to have customized branded instances of the LMS. Each district/school will have an individual “child” instance of the provincial “parent” LMS, and each child will be branded to reflect the school and/or the district or Authority as required.

Getting Started / Access

5. When will a School be able to access the LMS?

The LMS site and “sandbox access” will be available in February 2022. The Ministry and D2L have created a landing page with additional information about the BC [Brightspace LMS](#) website.

Training

6. What training is available for staff?

D2L will be training key staff. This may take the form of support from D2L directly (seminars, online training, instructional videos, etc.) or “train the trainer” session on the following:

- course migration (includes a process for “pulling down” courses and resources from the Learning Object Repository (LOR))



Online Learning Learning Management System Frequently Asked Questions

- course migration (for a small number of courses followed by schools using the D2L course migration tool to move the rest)
- course development
- account sign up

Information Repositories

7. How does a school find out more information?

The Ministry will continue to update information on the [Online Learning website](#) and the new BC specific [Brightspace LMS](#) page. In December, this will include a recorded virtual demo, D2L instructional videos and documentation. Schools may also find a product overview at [D2L Brightspace](#).

Financial Costs

8. What is the cost to districts of onboarding to the provincial LMS?

The cost of onboarding to D2L is a one-time fee of \$5625.00 per school district for the K-12 site. The annual subscription fee per active student is still being finalized but will not exceed \$10.00. There is no fee for teachers, course developers or administrators on the K-12 site. The subscription fee will remain the same regardless of the number of courses taken.

9. Will there be a provincial Professional Development site?

D2L will host a provincial professional development (PD) site. School Districts and Independent Online Learning Schools will be able to sign up for their branded PD site and add PD courses as required by the district or Authority.

10. What are the costs to access the Professional Development site?

To set up a district Professional Development site, that is part of the Provincial Site, the costs are the same as for the student site – a one-time fee of \$5625.00 for onboarding, plus the annual subscription fee per staff member. In this case, staff members are considered the learners (unless they are teaching courses in the PD site).

Maintenance and Software Updates

11. When will maintenance occur on the LMS? Will student access be limited at certain times?

Maintenance will occur outside of peak use times (overnight, weekends) and take place with advance notice. Monthly feature updates will occur without any interruption of service to users.



Online Learning Learning Management System Frequently Asked Questions

Student Information System Integration

12. What kind of student information system is planned for the new LMS?

Integration between D2L and MyEducationBC will be developed over the first year.

13. Is there a firm plan for how report cards can be produced with the new LMS?

Report cards remain the responsibility of schools/districts. MyEducationBC currently provides a mechanism for producing report cards; if a school/district currently produces report cards out of a different system, they may need to change their practice. The MyEducation BC team is working to develop another template that aligns to the proposed provincial reporting order.

PROVINCIAL ONLINE LEARNING SCHOOLS

Onboarding

14. When is onboarding expected to take place?

Public Provincial Online Learning Schools are required to onboard to the new LMS by September 1, 2022. POLS courses (the number to be determined and dependent on the POLS specialization or offerings) must be ready for enrolled students on or by September 1, 2022.

15. When should course migration begin?

D2L will be assisting with the migration of a small number of a POLS current course offering in the spring of 2022. D2L will also train and assist the public POLS with the complex course instances. POLS will then be responsible for further migration, using the D2L migration tool, for any remaining courses.

Financial Costs

16. What are the costs associated for a POLS to onboard?

The one-time district costs for POLS onboarding in Spring 2022 will be supported by the Ministry.

Student Enrollment

17. When will POLS begin student enrolments in the new LMS?

POLS will be able to enrol students on or before September 1, 2022. From March 2022 to August 2022, D2L will work with the POLS to setup a school branded LMS instance and complete testing. POLS will be required to onboard to the provincial LMS for all the students they serve.

18. How will this impact current students?

Schools will not be expected to migrate existing students to the new system. Students who were enrolled prior to the new LMS onboarding will be able to complete their courses in the system into which they were enrolled.



Online Learning Learning Management System Frequently Asked Questions

Course Sharing

19. When will a POLS be required to share courses in the LMS?

POLS are required, under their Agreement with the Minister, to share their courses in the LMS. This must begin by July 1, 2023.

Note: non-POLS may choose to share courses and resources in the LMS however, this process will be determined at a later date.

20. How will a POLS get access to other POLS courses?

Following onboarding, POLS will receive access to all the courses and resource objects located in the Learning Object Repository (LOR) in the LMS. Courses housed in Brightspace will not be available to schools using another LMS.

21. Will WCLN be part of the sharable course material for POLS?

The Ministry will be working with WCLN, and ensure selected courses will be part of the course inventory within Brightspace.

22. How will the new Provincial Courses be reviewed?

All new courses may be reviewed under the new POLS Quality Assurance process. This is under development and a pilot anticipated for the 2022-23 school year.

Provincial Online Learning Schools

School District Information Session

December 6, 2021

3:00 – 4:30 PM



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Territorial Acknowledgment

I respectfully acknowledge we are on the unceded territories of the Lekwungen people – including the Songhees and Esquimalt First Nations and that I am grateful for the continued relationship with Indigenous peoples across this province.



Goal for Today

Today's agenda will include:

- Welcome & Introductions
- Key Online Learning Changes
- Provincial Online Learning Schools
- Expression of Interest Process
- Learning Management System
- Online Learning Funding
- Q&A

Key Changes

	Current State	Future State
Policies & Procedures	Seven Distributed Learning Policies	Consolidated Online Learning Policy with a Separate Online Learning Procedures Guide
Quality Assurance	Expected compliance with K-12 Standards for Online Learning	New Provincial Online Learning Schools Quality Assurance (QA) Process
Schools	69 Distributed Learning schools <ul style="list-style-type: none"> • 53 public schools (46 districts) • 16 independent schools 	Provincial Online Learning Schools (dependent on number that apply) All districts can run their own online school serving their own students.
Learning Management System	Multiple systems in use by schools	Provincial learning management system available for all school types
Courses & Resources	Numerous courses and resources available with varying levels of quality	Common set of courses and resources developed and shared by Provincial Online Learning Schools to supplement schools' resources

How did we get here?

Committee/Workstream	Stakeholders & Rightsholders
Funding Model Implementation Online Learning Working Group (2019)	FNESC, BCSSA, BCSTA, BCPVPA, BCDLAA, BCASBO, BCTF, BCCPAC
LMS Criteria (Winter 2020)	FNESC, BCSSA, BCPVPA, BCASBO, FISA, BCDLAA, BCTF, WCLN
LMS Demo Evaluations (June 2021)	FNESC, MNBC, BCDLAA, BCTF, FISA
Policy Working Group (December 2020 - Ongoing)	FNESC, MNBC, BCDLAA + FISA
Provincial Schools Focus Group (May – Sept 2021)	FNESC, MNBC, BCSSA, BCASBO, BCTF, BCPVPA, BCDLAA, FISA, BCCPAC
Sector Advisory Committee (October 2021 – December 2022)	BCASBO, BCCPAC, BCSSA, BCPVPA, BCTF, CUPE, FISA, FNESC, MNBC
Quality Assurance Framework Educator Workshop (November – December 2021)	BCTF, FISA, FNESC, MNBC

Online Learning Policy Definitions

- Method of instruction that relies ***primarily*** on communication between students and teachers ***by means of the internet.***
- May also include other types of instruction ***at a distance*** from the learner, such as:
 - Correspondence
 - Web Conferencing
 - Teleconferencing
 - In-person support services

Quality Assurance

To support the goal of high-quality online learning courses for students and to provide accountability for the province.

Review of Past and Current Practices:

- Accreditation, Quality Reviews & Compliance Audits
- Academic panel review (Oct 2020 – Mar 2021)

Creation of New Process:

- Educator workshops (Nov/Dec 2021)
- Selected POLS Input (Mar – August 2022)
- Pilot (Sept 2022 – June 2023)

Full Implementation: July 1, 2023

Provincial Online Learning Schools OVERVIEW



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What is a Provincial Online Learning School?

Definition

- An Online Learning school with an agreement with the Minister which
 - is administrated by a board of education;
 - may provide all or part of a student's education program; and
 - may provide online learning to a student whose school is a non-independent First Nations school.

Enrolment Policy

- May cross enrol and out-of-district enrol students from anywhere in the Province
 - **Cross enrol** - may enrol students also enrolled with another Board or Authority for part of their educational program
 - **Out-of-district enrol** – may enrol students fulltime (for Boards only) who reside in other districts.
- May enrol a homeschooled learner resident anywhere in the Province for Grades 10-12 online learning courses



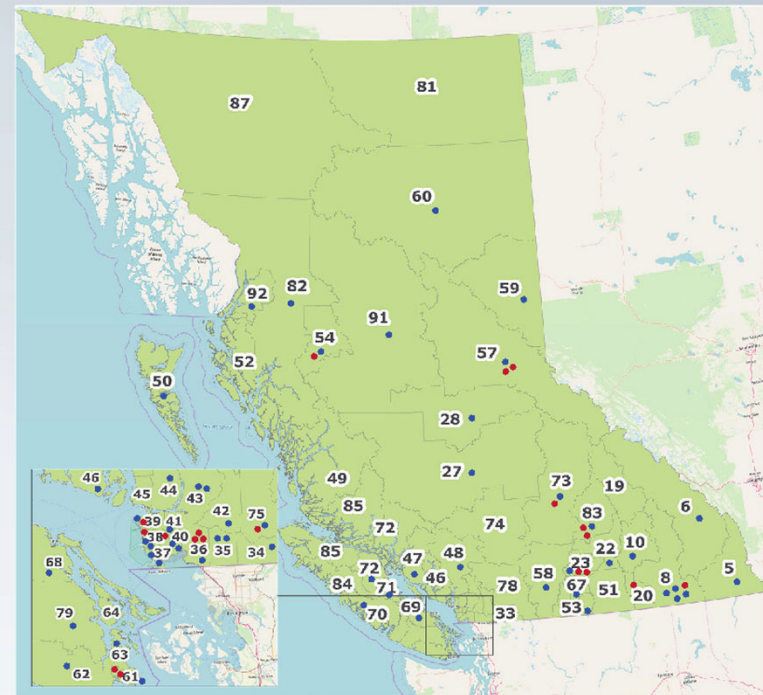
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Who can apply?

New Legislation (Bill 8) only applies to:

- The **47** Boards of Education with a **current Agreement** with the Minister to operate one of the current **52** public Online Learning Schools
- The **16** Independent School Authorities with an Agreement with the Minister to operate an online learning school



● Public Schools ● Independent Schools

Note: 93 Conseil Scolaire Francophone - DL school headquarters is located in SD 38 Richmond

*Note: Beyond these notes, any schools offering online learning/learning at a distance/hybrid/blended **are not impacted** by the new legislation and **may not become** a Provincial Online Learning School*

Eligibility & Readiness

Eligibility

- Be a BC Board of Education
- Have support of the school district authority (e.g. Superintendent's signature)
- Currently hold an Interim Online Learning Agreement (2021/22)
- Provide online learning programs or courses including
 - Full programs (e.g. K-7)
 - Specific courses or cohorts (e.g. gr 10-12)
 - Individual or specialized courses (e.g. French Immersion)

Note: POLs may offer the same courses/programs as another POLS

Eligibility & Readiness

By September 2022, POLS must

- Willingness to onboard to the LMS
- Participate in a Quality Assurance pilot
- Comply with all Ministry policies and procedures
- Maintain a record of student success (e.g. Course completion & graduation rates, FSA, Literacy and Numeracy Assessment results)

By July 1, 2023, POLS must

- Be willing to scale up to meet fluctuating enrolment demand
- Be willing to develop shareable courses using BC curriculum
- Have the infrastructure in place to province-wide equitable access and support services for all learner needs
- Include online learning outcomes in school and school district strategic plans
- Participate in the new QA process

POLS Program Delivery

Delivery Methods

- May be synchronous and/or asynchronous delivery
- Must be primarily online (51%) but may also include:
 - in person
 - web/teleconferencing
 - correspondence

Online Learning Policy: Internet Access

- There is a current limit of \$600 maximum total per school year per student for third party services which includes financial support for internet.

POLS & School of Record

A POLS is the School of Record if the student is receiving most of their education program with the school.

Example: a cross enrolled student is taking four courses with a Provincial Online Learning School and three courses with another district

A POLS maybe the School of Record when a student is taking the same number of courses in a school year.

Caveat: the issue of which is the school of record for that school year needs to be resolved by the schools. If this cannot be resolved by the schools, then the schools involved will jointly ask the parent to decide.

Provincial Online Learning Schools Q&A



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Provincial Online Learning Schools EXPRESSION OF INTEREST PROCESS



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School District: Two-Year Implementation Timeline



December 2021: Express Interest

School District must provide info on their Online Learning School including:

- Program overview
- Metrics on student success
- Information on support for Indigenous Learners
- Current school best practices
- Capacity for growth
- Any relevant additional information

Selection

- Panel reviews submissions

*Submissions due on December 17 by 4pm
Maximum of 20 pages*

January 2022: Discovery Sessions

Notification

Ministry notifies schools selected to move forward in process

Discovery Sessions

Selected schools invited to specific workshops or one on one meetings on:

- New OL Policy & Procedures (Drafts)
- Quality Assurance Process and Pilot
- Learning Management System Deep Dive
- Minister Agreements

February 2022: Selection

Finalize Agreements

School District who have expressed interest will be required to commit to the following:

- Three year MOU for LMS
- Three year Agreement with Minister to be a POLS

Extension / Termination

The Agreement may be extended or terminated upon mutual agreement.

Communication

All POLS will be confirmed in February

March – August 2022: Onboarding

Learning Management System

School District works with the Ministry to complete the following:

- Attend training sessions on course creation with D2L and Ministry staff
- Create/migrates courses in the Provincial LMS

Quality Assurance Process

POLS provide input into the 2022/23 pilot

April - May 2022: 1701 Count

Cross Enrolment Wrap Up

- Non-POLS should not be cross enrolling students after April 30, 2022
- Cross enrolled students attending a non-POLS have until April 30, 2023 to complete active courses

1701 Snapshot

- May 7, 2022: Districts submit 1701 student snapshot as the final out of district funding opportunity

July 1, 2022: Policy in Effect

Enrolment

- POLS operating on a 12-month cycle should consider enrolling students in new LMS

Policy & Procedures

- The New Online Learning Policy and Procedures Guide takes effect

September 2022: Launch of Provincial Schools

Offerings

POLS must offer their provincial programs and courses to all students in BC including:

- Students in any school district
- Students attending a non-independent First Nations school
- Homeschool learners taking grade 10 to 12 online courses (if Gr.10-12 courses offered)

Learning Management System

- All public POLS must offer online learning courses in the new LMS

Quality Assurance Pilot

- All POLS begin the pilot of the new Quality Assurance Process



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Offboarding Process

- The Agreement may be extended or terminated upon mutual agreement.
- Schools will be required to support their out of district students' transition to another POLS

Expression of Interest Q&A



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PROVINCIAL Learning Management System

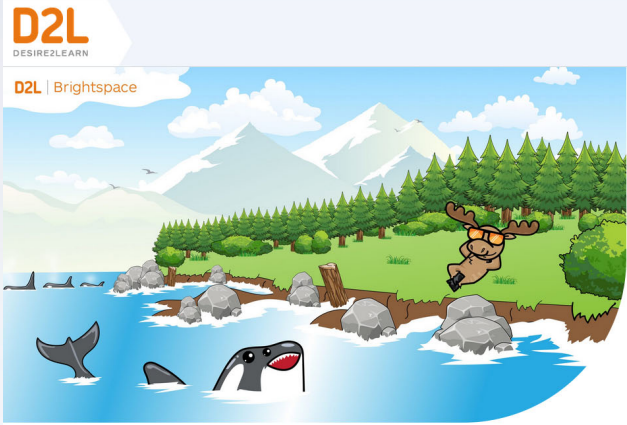


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Provincial LMS Timelines

- D2L Brightspace selected (Oct 2021)
- Demo (Dec 2)
- Technical configuration working group (Dec 2021 – Feb 2022)
- Pilots and onboarding (POLs and Non-POLs) (Spring 2022)



D2L
DESIRE2LEARN

D2L | Brightspace

British Columbia, meet
D2L Brightspace

D2L Brightspace is a dynamic learning management system for educators, schools, and districts that care deeply about ALL students reaching their potential. As a robust learning management system designed to reach all learners from K to 12, it offers a rich set of features for both your online and blended needs, including digital portfolios, alignment to B.C.'s Core and Curricular Competencies, rubrics, quizzes, and so much more!

POLS LMS Requirements

All Public Provincial Online Learning Schools must onboard to D2L by September 2022

Memorandum of Understanding

- All School Districts must sign a memorandum of understanding for a three-year term between the Ministry and the School District
- Includes terms and conditions for onboarding one or more of an SD's schools to the LMS.

POLS LMS Onboarding Information

Branded Instance

- Each district/school will have an individual “child” instance of the provincial “parent” LMS
- Each “child” instance will be branded to reflect the school and/or the district or Authority

Sandbox

- A LMS site and “sandbox access” will be available in February 2022.

Migration

- D2L will assist with migration of a small number of a POLS current course offerings and provide a Course Migration Tool for the remaining courses

Future Development Opportunities

- Integration between D2L and MyEducationBC will be developed over the first year

Updates & Maintenance

- Cloud based software: D2L is responsible for all server maintenance, upgrades, back-up and storage
- All maintenance outside of peak use times (overnight, weekends) with advance notice.
- Monthly feature updates will occur without any interruption of service to users.

POLS LMS Training

D2L Led Training (March to August 2022)

D2L will train and assist the POLS with the complex course instances through webinars, online training, instructional videos, etc. or “train the trainer” sessions on topics such as:

- course migration (includes a process for “pulling down” courses and resources from the Learning Object Repository (LOR))
- course migration (for a small number courses followed by schools using the D2L course migration tool to move the rest)
- course development
- account sign up
- roles and permissions

Provincial LMS Fee Structure

Product	One Time Fee For School District ("Child-level" org. site) Implementation	Annual Active User Fees for School District (SD) Annual Total cost for each Active User
Brightspace Core (K-12 Site)	\$5,625 per SD	\$10.00 per User*
Brightspace for Professional Development (PD)	\$5,625 per SD	\$10.00 per User**

*There is no fee for teachers, course developers or administrators on the K-12 site.

**This fee applies to educators, admin and other school/district staff using the PD site.

The subscription fee will remain the same regardless of the number of courses taken.

LMS Q&A



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Online Learning Funding



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Funding (No Changes)

		Standard Schools ("Bricks & Mortar") 2021/22	Online Learning Schools* 2020/21	Online Learning Schools* 2021/22
FTE	<u>Public</u>	\$7,885*	\$6,100	\$6,360 *
K-12 School-age Students				
Course-based School-age (Gr 10-12)	Public	\$986	\$762	\$795

*Does not include supplemental funding, such as Unique Student Needs and Geographical Factors (School Of Record only)

Time for your questions...

Or you can email your queries to
EDUC.OLFeedback@gov.bc.ca



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**Online Learning
Provincial Online Learning Schools
Frequently Asked Questions**

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Online Learning Provincial Online Learning Schools Frequently Asked Questions

Definition

1. What is a Provincial Online Learning School?

A Provincial Online Learning Schools is an online learning school operated by a Board or Authority under an online learning agreement with the Minister of Education. It may provide all or part of a student’s educational program.

A Provincial Online Learning School may provide online learning to a student enrolled in a non-independent First Nations school, which is not a certified independent school. Registered homeschoolers anywhere in the Province may also enrol with a Provincial Online Learning School for Grades 10-12 online learning courses.

Basic Requirements

2. What is required of a Provincial Online Learning School?

All future POLS must:

- Offer courses in the new Provincial Learning Management System (LMS); number to be pre-determined within the Minister’s Agreement
- Adhere to the BC curriculum and comply with all Ministry policies and procedures including the Framework for Enhancing Student Learning Policy
- Register and enroll students from across the province with their school

By July 1, 2023, Provincial Online Learning Schools must:

- Have initiated the design, development, and delivery of shareable online courses for both students and educators in the LMS
- Have participated in the one-year pilot for the new Online Learning Quality Assurance process
- Have the infrastructure in place to provide province-wide equitable access and support services for all learner needs
- Ensure the School District has included Online Learning student outcomes in their strategic plans Independent Online Learning School Process

Course offerings

3. May a Provincial Online Learning School only offer some courses or a single program?

Yes, some POLS may choose to offer only a select number of courses to students (a “specialty” POLS). These POLS will be expected to offer only those services/courses/programs for which they have applied for POLS status and be able to offer them to students around the province. For example, a school offering a particular First Nations language might only have POLS status



Online Learning Provincial Online Learning Schools Frequently Asked Questions

for the purpose of teaching that language. Students from around the province would be eligible to apply for the language course, and the school would be required to enrol them. This POLS would not be required to provide other courses/services to the students.

4. Are Provincial Online Learning Schools required to offer year-round online courses?

Yes, POLS are required to offer year-round Grade 10 – 12 courses. If a public online learning school that currently does not offer 12-month courses becomes a POLS, it will have until July 2023 to implement 12-month courses. This is intended to provide time for schools to reach summer staffing agreements with their local union chapters.

Curriculum/Course Sharing

5. Will a Provincial Online Learning School have access to other Provincial Online Learning Schools offerings?

This process is under development. The new provincial LMS, the school has the ability to share curriculum (including courses and resource objects) in the D2L Learning Object Repository [LOR]

In future, POLS may be required to share their courses and learning objects per their Agreement with the Minister. Courses housed in the LMS will not be available to users of other learning management systems.

Eligibility

6. Who is eligible to become a Provincial Online Learning School (POLS)?

School districts with a 2021/22 Online Learning Agreement with the Minister are eligible to apply to become a Provincial Online Learning School. This includes those School Districts who offer general Online Learning programs as well those of a more specialized nature (e.g. French Immersion).

Bricks & mortar/standards schools are not eligible to initiate the opening of a new Online Learning School.

Enrolment

7. Which students may enrol in the Provincial Online Learning School?

A POLS may cross enrol students enrolled with another Board or an Authority for part of their educational program. A Provincial Online Learning School operated by a Board may out-of-district enrol students fulltime who reside in other districts.



Online Learning Provincial Online Learning Schools Frequently Asked Questions

8. Will a Provincial Online Learning School be considered a student's School of Record?

A POLS may be the school of record ('home school') for students, or it may cross-enrol students who are taking courses in other schools. A POLS will have the ability to cross-enrol students who are enrolled at another board or authority school, and out-of-district enrol students from anywhere in B.C.

For example, if a cross enrolled student is taking four courses with a Provincial Online Learning School and three courses with another district, then the POLS would be considered the school of record. If a student is taking five courses with a standard neighbourhood school and three courses with a Provincial Online Learning School (POLS), then the standard school would be considered the school of record for that school year. When a student is taking the same number of courses in a school year with two different schools, the issue of which is the school of record for that school year needs to be resolved by the schools. If this cannot be resolved by the schools, then the schools involved will jointly ask the parent to decide.

9. Will a provincial online learning schools be able to refuse an enrollment?

Every POLS will be expected to offer courses/programs to students from anywhere in the province.

Any service that a POLS offers within the context of their POLS status must be offered to both local students and students from other British Columbian school districts. If a POLS enrolls a student (from in-district or as an out-of-district enrollment) and the POLS is the student's School of Record, then that POLS will be responsible for enabling providing all services and supports for that student, including any additional needs identified (neuro-diverse learners, vulnerable learners, Indigenous learners, ELL/International learners, etc.). Any POLS offering to serve as school of record for a student in Grades 10 – 12 must have program capacity (and/or partnership arrangements) to provide a full graduation program to the student.

10. What would happen if a Provincial Online Learning School is unable to meet the provincial mandate to serve all students?

There may be instances where a POLS reaches capacity in a course or a program. If the POLS is unable to upscale further (ex. inability to fill a posting), then referring the student or family to another POLS is the next course of action.

Funding for POLS

11. Will there be any additional funding to operate a Provincial Online Learning School?



Online Learning Provincial Online Learning Schools Frequently Asked Questions

No. Funding for public POLS will be consistent with current funding for public online schools: program-based funding for Grades K – 9; course-based funding for Grades 10 – 12. There is no plan in place to change the funding formula for districts in general or for online learning specifically.

Initiation Process

12. What is involved in the Initiation process?

All interested School Districts and current Online Learning Schools must:

- Have support from their district leadership and have submitted an expression of interest form to the Ministry by the deadline
- Sign the Memorandum of Understanding to onboard to the new Provincial Learning Management System (LMS)
- Sign a three-year Agreement with the Minister to operate a POLS
- Commit to participate in an ongoing POLS Governance & Operations Committee

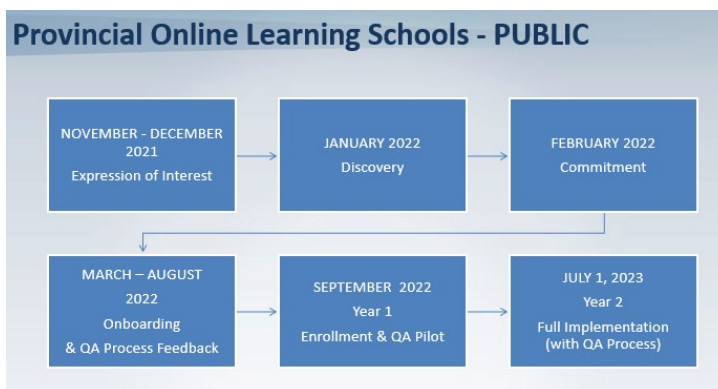
Learning Management System

See separate document: LMS Frequently Asked Questions

Timelines

13. What is the timeline to become a public POLS?

For the public POLS expressing interest in December 2021, there will be a two-year implementation timeline.





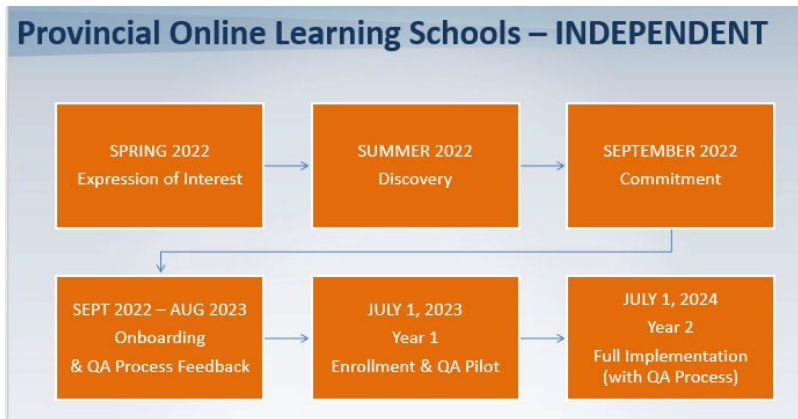
Online Learning Provincial Online Learning Schools Frequently Asked Questions

For 2021/22, there are specific initiation dates associated implementation timeline. These include:

Key Dates	School Districts ONLY
December 17	School Districts submit their completed Expression of Interest forms to the Ministry (Educ.OnlineLearning@gov.bc.ca)
January (various)	Ministry hosts additional information sessions on LMS, Quality Assurance, Policy and Procedures, etc.
February 28	Final date to sign agreement with Minister to operate a public POLS
September 1	Student enrollment and provincial LMS courses open in POLS

14. What is the timeline to become an Independent Provincial Online Learning Schools?

For the IPOLS expressing interest in the spring of 2022, there will be a three-year timeline to become an independent POLS.



The 16 independent Online Learning schools will be invited to express their interest in becoming an IPOLS in the spring of 2022 and selections will be finalized by September 2022. For the 2022/23 school year, all current independent Online Learning schools will be provided with an interim online learning agreement extension, enabling continued operation as usual. As well, all 16 schools will continue to follow [the Interim Independent Online Learning policy](#) and procedures required under the *Independent School Act*.

REGULAR BOARD MEETING MOTION

DATE: March 8, 2022

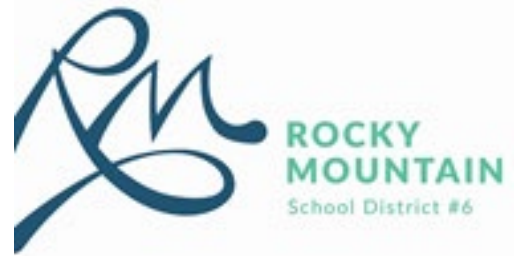
TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: Calendar 2022-23, 2024-2025

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: Calendars 2022-2023, 2023-2024, 2024-2025 in Board package



ISSUE

The Board of Education will receive feedback from the 2022, 60 day calendar consultation in order to approve a district calendar for 2022-2023 and a calendar in principle for 2024-2025.

CURRENT SITUATION

Calendar timelines are described in the [Section 87.01 of the School Act](#) and reflected in the School District No. 6 Bylaws.

Last December, the Board of Education carried a motion to each year, approve one calendar for the upcoming year and to carry calendars for the two years beyond, in principle.

Each calendar requires a 60 day public consultation period in order to comply with School Act and District Bylaw requirements by May 31, 2022. Currently, the 2022-2023 and 2024 -2025 calendars have received feedback according to the 60 day public consultation period.

Feedback

The consultation ran online from December 17, 2021 to February 15, 2022 and 22 people responded. While few responses were received, the following feedback was collected during the feedback cycle.

1. Align calendars with School District No. 5.
 - a. As a reminder, the Board addressed this request during last year's calendar survey. It was not determined to be a driving factor to consider for the SD 6 calendar.
2. Adjust the last day in 2025 from Monday, June 30 to Friday, June 27.
 - a. This is a point for future consideration for the Board. It is not typical for school district calendars to end on a Monday.
3. Retain a 2 week Spring Break holiday but move the up-front non-instructional days from before Labour Day Weekend and place them singly throughout the school year.



4. Request to align non-instructional days in April between SD5 and SD6. This requires an adjustment of the April 17, 2023 non-instructional day to April 24, 2023.
 - a. This practice is consistent with all other years in order to make the Regional Specialists Day a collaborative day between teacher in SD5 and SD6.

FUTURE CONSIDERATIONS

1. The Board of Education will need to further explore the request to adjust the June 30, 2025 end of year to June 27, 2025.
2. The current calendars include September 30 as a day of instruction. While this date has been declared National Day of Truth and Reconciliation, the District has not received notice from the Ministry of Education on how to schedule this day for the 2022-23 school year. More information is expected later in the spring and an adjustment may be required at that time.
3. In future years the Board could consider the request to move the up-front non-instructional days in to the learning year (Sept – June) however, this would cause a reduction in the 2 week spring break in order to make up the instructional time.

IMPLICATIONS

With respect to adjusting the April 17, 2023 non instructional day to align with SD5, this will significantly open up the number of possible learning opportunities for our own staff on this day. Additionally, this adjustment would support the growth of employees' professional networks between districts.

With respect to moving two upfront non-instructional days into the year, there are many points to consider.

- Schools may be able to take advantage of having professional learning time within the school year however the district would not have full control over the agendas those days would be co-planned.
- Given that this request was brought forward during the latest consultation period and it would impact families and childcare, a change of this magnitude would require additional large scale consultation, it could not be adjusted for the 2022-23 school year.

The upfront days were implemented several years ago in order to provide a 2 week spring break. The Senior Team consulted principals and the RMTA on the impact of this potential change. The principals were not convinced there would be any advantage to moving these non-instructional days. They further point out that simply adding minutes to other days in the year does not get the same educational return as 2 whole days of instruction. The RMTA requested that we consider moving the up-front days out of August and September but were not interested in a conversation about this potentially if it resulted in a one week Spring Break to make up the time lost. They were in favour of adding minutes to the remaining days and maintaining the two-week break. Another drawback may be to CUPE staff, who are paid hourly, losing out on one day of work. It is only one day of work in the next year because there is an extra day of instruction (183 days) in 2022-2023. In some years this could be two days of work lost. While this is a consideration, these staffs' schedules will also need to be lengthened to cover the lengthened days required to accommodate such a change.

FINANCIAL IMPLICATIONS

There are no significant financial implications associated with this calendar adjustment.



CONCLUSION

The District considered the suggested changes that came through the consultation process, and although the responses were low, aligning the calendar date for the April PD event to support a collaborative day with SD5 is a change that can be implemented. Moving the upfront non instructional days requires more conversation and consultation so would not be considered for the 2022-23 calendar.

RECOMMENDATION

It is recommended that the Board approve the 2022-23 calendar with the adjustment to the April PD day and approve in principle the calendar for the 2024-25 school year.

Motion:

The Board of Education for School District No. 6 (Rocky Mountain) approve the 2022-23 calendar as presented.

Motion:

The Board of Education for School District No. 6 (Rocky Mountain) approve the DRAFT calendar for 2024-25 in principle.

STRATEGIC ALIGNMNET

- Inclusion and Equity
- Accountability
- Innovation





SCHOOL DISTRICT NO. 6 (Rocky Mountain)

620 - 4th Street, P.O. Box 430
Invermere, B.C. V0A 1K0

Corporate Board Office

P: (250) 342-9243

F: (250) 342-6966

2023-2024 SCHOOL CALENDAR DRAFT

Note: NIDs may change as they are subject to agreement by RMTA

JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Canada Day - Jul 1 instructional days 0

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Civic Holiday - Aug 7
Non-Instructional Days - (Ministry Day, Pro-D) Aug 30 & 31 instructional days 0

SEPTEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Non-Instructional Day - (Pro-D) - Sept 1
Labour Day - Sep 4 Back to School - Sep 5
Ntl. Day for Truth and Reconciliation - Sept 30 instructional days 19

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Thanksgiving - Oct 9 Non-Instructional Day (for Pro-D, PSA) - Oct 20 instructional days 20

NOVEMBER

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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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Remembrance Day - Nov 11 (Nov. 13 in lieu) instructional days 21

DECEMBER

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Christmas/Boxing Day - Dec 25/26
Winter Break - Dec 25 - Jan 5 instructional days 16

JANUARY

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

New Year's Day - Jan 1 School Reopens - Jan 8 instructional days 18

FEBRUARY

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Non-Instructional Day (for Pro-D) - Feb 12
Family Day - Feb 19 instructional days 19

MARCH

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Spring Break - Mar 18 - 28 Good Friday - Mar 29 instructional days 11

APRIL

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Easter Monday - April 1 School Reopens - Apr 2
Non-Instructional Day (for Pro-D- RSA) - Apr 22 instructional days 20

MAY

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			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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Victoria Day - May 20 instructional days 22

JUNE

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30						

Last day of school for students - Jun 27
Administrative Day - Jun 28 instructional days 19

LEGEND:

- Instructional Days
- Non-Instructional Days
- Statutory Holidays

Hours of Instruction Offered:
 Kindergarten: 853
 Grades 1-7: 878
 Grades 8-12: 952

Days of Instruction: 184
 Non-Instructional Days: 7



SCHOOL DISTRICT NO. 6 (Rocky Mountain)

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S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30	31			

Canada Day - Jul 1 instructional days 0

AUGUST

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Civic Holiday - Aug 5
Non-Instructional Days - Ministry Day, Pro-D
Aug 28, 29, and 30 instructional days 0

SEPTEMBER

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Labour Day - Sep 2
Back to School - Sep 3
Ntl. Day for Truth and Reconciliation - Sept 30
instructional days 20

OCTOBER

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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Thanksgiving - Oct 14
Non-Instructional Day (for Pro-D, PSA) - Oct 18
instructional days 21

NOVEMBER

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Remembrance Day - Nov 11
instructional days 20

DECEMBER

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Christmas/Boxing Day - Dec 25/26
Winter Break - Dec 23 - Jan 3
instructional days 15

JANUARY

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13	13	14	15	16	17	18
19	20	21	22	23	24	25
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New Year's Day - Jan 1 School Reopens - Jan 6
instructional days 20

FEBRUARY

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16	17	18	19	20	21	22
23	24	25	26	27	28	

Non-Instructional Day (for Pro-D) - Feb 10
Family Day - Feb 17 instructional days 18

MARCH

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23	24	25	26	27	28	29
30	31					

Spring Break - Mar 17 -28
instructional days 10

APRIL

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27	28	29	30			

Good Friday - April 18
Easter Monday - April 21 School Reopens - Apr 22
Non-Instructional Day (for Pro-D- RSA) - Apr 28
instructional days 19

MAY

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Victoria Day - May 20 instructional days 21

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

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 Grades 8-12: 952

Days of Instruction: 183
 Non-Instructional Days: 7

DATE: March 8, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: District VP Update
ORIGINATOR: Steve Wyer, Assistant Superintendent
REFERENCE: [3 Year Strategic Plan](#)



ISSUE

The Board of Education will receive an update on the work of District Vice Principals during the month of December.

BACKGROUND

During the 2020-2021 school year the Senior Management Team developed an operational plan to address the most important priorities for the Board of Education as expressed in the District Strategic Plan. The plan included an additional organizational level – District Vice Principal – to support and multiply outcomes in key areas of the plan: literacy, numeracy, Equity and Inclusion for our learners with diverse abilities and for our learners who are Indigenous.

CURRENT SITUATION

Please see the details of the work of the District Vice Principals in the descriptions below. This month the team has been taking stock of our initiatives so far this year. We have been meeting as a team to review progress and develop a forward reaching plan for the remainder of the strategic cycle. This will provide the Board a road map for the team's work and objectives in the upcoming 18 months. Timeline for completion is April/May.

Barb Carriere – District VP Literacy

- Gathered Grade 5 teachers for grade group meeting in relation to reading results. Next meeting March 2022
- First meeting with the project team for the 4-9 literacy assessment
- Professional learning sessions at McKim
- Learning rounds in Smart Learning with Selkirk staff.
- Beginning to meet with PVP to review evidence of learning as they craft the next iteration of their school plans



Kristin Insull – District VP Numeracy

- Senior Numeracy Team monthly meeting
- K-7 Numeracy Team meeting
- 8-9 Numeracy Assessment next meeting after Spring Break – pilot in focus classes
- Meetings planned with teachers at Lindsey Park, Martin Morigeau and PVP to work on school plan
- Completed analysis of SNAP data compared with FSA to triangulate some of the reliability of our evidence

Janna Jasek – District VP for Indigenous Learning and Equity

- Completed the First draft of the LEA with Shuswap
- 4 Seasons of Truth and Reconciliation implementation for district leaders, IESWs and Trustees
- Close purchase of Indigenous Student Information System
- Every child Matters : UNDRIP weekly lessons and materials to schools
- Indigenous partner emails, meetings and plans for : drumming, elder, smudge, death, medicine wheel, talking circle protocol
- Creating plan to provide a local Indigenous perspective for the Core Competencies.

Crystal McLeod – District VP Early Learning

- Begun the survey for all K-6 families for Before and After School Care
- Provincial partners meetings for Changing Results, SEY2KT, and moved the ECE dual credit program toward implementation
- Ready, Set, Learn dates for this year and a plan with PVP for ongoing dates into the next school year.
- Setting meetings with all PVP to plan upcoming important events, K transition, effective and inclusive gradual entry, and Welcome to Kindergarten Events
- Have been invited to present our model to two other school districts in the province

Kari Mason – District VP Student Support Services

- Transition planning - grade 7-8 with PVP and staff
- Working to share and standardize data points for attendance and office referrals to support engagement work in schools
- Continuing to determine the need for PATH training across the district
- Supporting PVP to lead the establishment of a functioning SBT in all schools
- Plan for better inter agency cooperation with MCFD for students in care and protection

STRATEGIC ALIGNMNET

- Establish a district level Indigenous Education Vice Principal position to support capacity building of staff and relationship building with Indigenous Partners.
- Explore early learning options for all students in all communities.



- Identify and establish district wide Numeracy assessments at all levels.
- Establish district support positions for Literacy and Numeracy.
- Provide seamless transitions for all students at each stage of their growth and development



March 2022						
◀ February						April ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8 Board of Education meeting, Virtual, Zone Offices In camera 6:00 p.m. Regular 7:00 p.m.	9	10	11 Last Day of School before Spring Break	12
13	14 Spring Break	15 Spring Break	16 Spring Break	17 St. Patrick's Day Spring Break	18 Spring Break	19
20	21 Spring Break	22 Spring Break	23 Spring Break	24 Spring Break	25 Spring Break	26
27	28 First Day Back to School after Spring Break	29 Policy Committee meeting Virtual 4:30 p.m.	30	31		

April 2022						
◀ March						May ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5 Labour Relations Committee meeting Virtual 12:30 p.m.	6	7	8	9
10	11	12 Board of Education meeting, Selkirk Secondary School In camera 6:00 p.m. Regular 7:00 p.m.	13	14	15 Good Friday	16
17	18 Easter Monday	19	20	21 BCSTA AGM, Vancouver	22 BCSTA AGM, Vancouver	23 BCSTA AGM, Vancouver BCSTA, Provincial Council, Vancouver
24 BCSTA AGM, Vancouver	25 Non-Instructional Day for RSA	26	27	28	29	30