



MEMORANDUM

SUPERINTENDENT'S OFFICE

1401 15 Street, Vernon, BC, V1T 8S8

250-549-9226

TO: Board of Education
FROM: Superintendent, Christine Perkins
SUBJECT: Education Policy Committee Recommendations
DATE: December 13, 2023

RECOMMENDATION 1:

That Board Policies 312 International Student Program, 331 School and Student Fundraising, 340 Inclusion, 351 Expectations for Network Access be approved for circulation; and further,

That Policies 312 International Student Program, 331 School and Student Fundraising, 340 Inclusion, 351 Expectations for Network Access be distributed for comments and further input, in accordance with Board Policy 140.

RECOMMENDATION 2:

That Board Policies 222 Workplace Bullying and Harassment, 260 Parents' Advisory Councils, and 271 Video Surveillance be approved for circulation; and further,

That Policies 222 Workplace Bullying and Harassment, 260 Parents' Advisory Councils, 271 Video Surveillance be distributed for comments and further input, in accordance with Board Policy 140.

RECOMMENDATION 3:

That the repeal of current Board Policies 3.11.0 High Potential Learners Program and 3.15.0 Speech & Language Program be distributed for comments and further input in accordance with Board Policy 140.

RECOMMENDATION 4:

That the repeal of current Board Policies 8.10.0 Computer Loan and 5.11.0 Animals in Schools be distributed for comments and further input in accordance with Board Policy 140; and further,

That Board Policies 8.10.0 Computer Loan and 5.11.0 Animals in Schools be developed into Administrative Procedures.

BACKGROUND:

Each of the policies were discussed in detail and the November 27, 2023 EPAC meeting, with committee members providing thoughtful comment and suggestions. The changes, additions and deletions were incorporated within the drafts provided:

Policy 312 International Student Program (*9.0.0 Intl Students - Admission of Foreign Students*)

Policy 331 School and Student Fundraising *(2.19 School and Student Fundraising)*
Policy 340 Inclusion *(3.8.0 Special Education)*
Policy 351 Expectations for Network Access *(3.16.0 Networked Information Resources)*
Policy 222 Workplace Bullying and Harassment *(4.9.0 Workplace Bullying and Harassment)*
Policy 260 Parents' Advisory Councils *(4.3.0 Parent Advisory Councils)*
Policy 271 Video Surveillance *(8.5.0 Video Surveillance)*

Specifically, with regard to Policy 260 Parents' Advisory Councils, changes to the role were made to be consistent with role information published by the BC Confederation of Parent Advisory Councils (BCCPAC).

Subsequent to work concluding Section 300, and in particular the Inclusion Policy, it is recommended to repeal current Policy 3.11.0 High Potential Learners Program and current Policy 3.15.0 Speech & Language Program.

Upon further review, it is now recommended that Policy 8.10.0 Computer Loan be repealed and be established as an Administrative Procedure and that 5.11.0 Animals in Schools be repealed and that three separate Administrative Procedures be established, dealing separately with:

- a. Animal Visitors to Schools
- b. Assistance and Guide Dogs
- c. Animals Supporting the Instructional Program.

ATTACHMENTS:

Policy 222 Workplace Bullying and Harassment
Policy 260 Parents' Advisory Councils
Policy 271 Video Surveillance
Policy 312 International Student Program
Policy 331 School and Student Fundraising
Policy 340 Inclusion
Policy 351 Expectations for Network Access
Policy 3.11.0 High Potential Learners Program
Policy 3.15.0 Speech/Language Program
Policy 8.10.0 Computer Loan
Policy 5.11.0 Animals in Schools

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: 222

Workplace Bullying and Harassment	
Approval Date:	October 29, 2014
Amendment Date(s):	
Reference(s):	Workers Compensation Act Section 21; VTA Collective Agreement Article E.2; CUPE 5523 Collective Agreement Article 4b and 12h(iii)

The Board is committed to maintaining a respectful learning and working environment where employees are treated professionally. The Board supports an environment that is free from all forms of bullying and harassment.

This policy is intended to comply with WorkSafeBC's policies on workplace bullying and harassment.

The Board shall consider any act of bullying or harassment to be a serious threat to the work environment and will take appropriate action against any individual so engaged in workplace bullying or harassment.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: ~~4.9.0~~222

Workplace Bullying and Harassment	
Approval Date:	October 29, 2014
Amendment Date(s):	
Reference(s):	Workers Compensation Act Section 21; VTA Collective Agreement Article E.2; CUPE 5523 Collective Agreement Article 4b and 12h(iii)

Rationale

The Board ~~of Education~~ is committed to ~~_creating and_~~ maintaining a [respectful](#) learning and working environment where [people-employees](#) are treated professionally ~~-and respectfully.~~ -The Board supports an environment that is free from all forms of bullying and harassment.

~~In addition to this broad objective, this~~[This](#) policy is intended to comply with WorkSafeBC's policies on workplace bullying and harassment.

Policy

The Board ~~_of Education~~ shall consider any act of bullying or harassment to be a serious threat to the [school-work](#) environment. ~~The Board and will _shall_~~ take appropriate action against any individual so ~~involved~~[engaged in workplace bullying or harassment](#).

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: 260

Parents' Advisory Councils	
Approval Date:	November 13, 1990
Amendment Date(s):	February 3, 1998
Reference(s):	School Act Section 8; Human Rights Code Section 8; BCCPAC Roles 2001

The Board believes that parents are partners in our educational system and that parental involvement helps to promote a positive learning environment. The Board actively supports a District Parent Advisory Council (DPAC) and Parents' Advisory Councils (PAC) at each school.

Each PAC functions:

- To advise the school principal and staff on parents' views and feedback about school programs, policies, plans and activities.
- To organize PAC activities and events and endeavour to provide parent education.
- To encourage parent involvement in the school, and to support programs that promote parent involvement.
- To communicate with parents, and to promote co-operation between the home and the school in providing support for the education of children.
- To assist parents in accessing the system and to advocate on behalf of parents and students.
- To provide financial support for the goals of the PAC, as determined by its membership.
- To advise and participate in the activities of the District Parent Advisory Council (DPAC) and the BC Confederation of Parent Advisory Councils (BCCPAC).

The business of the PAC shall be unbiased in respect of Indigenous identity, race, colour, ancestry, place of origin, marital status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

The PAC is not a forum for the discussion of individual school personnel, parents, or other individual members of the school community.

Role of the DPAC

Elected DPAC representatives:

- Act as a liaison between the PAC and DPAC by attending DPAC meetings.
- Communicate and obtain information to and from the PAC.
- Bring forward issues that may be common to more than one school.

The Board will provide the DPAC, on an annual basis, funds to support its activities. The amount will be determined when the budget is developed through consultation with the DPAC. The DPAC will use any funds provided to support activities consistent with its constitution and bylaws.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: **4-3-0260**

Parents' Advisory Councils	
Approval Date:	November 13, 1990
Amendment Date(s):	February 3, 1998
Reference(s):	School Act Section 8; Human Rights Code Section 8; BCCPAC Roles 2001;

MISSION STATEMENT

The Board ~~of School Trustees of School District No. 22 (Vernon)~~ believes that parents are partners in our educational system. ~~The Board believes and~~ that parental involvement helps to promote a positive learning environment. ~~It is therefore the policy of the Board that~~The Board ~~it~~ actively supports and endorse the a District Parent Advisory Council (DPAC) and Parents' Advisory Councils (PAC) ~~for all at each~~ schools.

Guiding Principles

Each PAC functions:

- To advise the school principal and staff on parents' views and feedback about school programs, policies, plans and activities.
- To organize PAC activities and events and endeavour to provide parent education.
- To encourage parent involvement in the school, and to support programs that promote parent involvement.
- To communicate with parents, and to promote co-operation between the home and the school in providing support for the education of children.
- To assist parents in accessing the system and to advocate on behalf of parents and students.
- To provide financial support for the goals of the PAC, as determined by its membership.
- To advise and participate in the activities of the District Parent Advisory Council (DPAC) and the BC Confederation of Parent Advisory Councils (BCCPAC).

The business of the PAC shall be unbiased in respect of Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.

The PAC is not a forum for the discussion of individual school personnel, parents, or other individual members of the school community.

- ~~1—Role of the Representatives from the School Board, District Administration, School~~
- ~~2—Administrators' Association, Teachers' Association, Support Staff and other community organizations with an interest in education, specially the educational work of School District No. 22, shall be invited to attend as non-voting guests of the District Parent Advisory Council.~~

~~3 The annual financial statement of all School District No. 22 P.A.C.'s and D.P.A.C. will be provided to the School Board and kept on file in the Secretary-Treasurer's office.~~

~~Funding~~

DPAC

Elected DPAC representatives:

- ~~Act as a liaison between the PAC and DPAC by attending DPAC meetingsmeetings.~~
- ~~Communicate and obtain information to and from the PACPAC.~~
- ~~Bring forward issues that may be common to more than one schoolschool.~~

The Board will ~~endeavour to provide School District No. 22 the DPAC Parent Advisory Council,~~ on an annual basis, ~~a sum of moneyfunds~~ to support its activities. The amount will be determined when the budget is developed through consultation with ~~the D.P..C.DPAC. The~~ DPAC will use any funds provided to support activities consistent with its constitution and bylaws.

SUGGESTED ACTIVITIES FOR PARENT ADVISORY COUNCILS

~~Each Parent Advisory Council is autonomous in that it is a body formed for each school.~~

~~Parents can provide valuable feedback, suggestions and advice on a number of school matters such as:~~

- ~~— school philosophy (philosophy and objectives of school as written can also be shared with parents annually)~~
- ~~— program and curriculum priorities;~~
- ~~— facilities, grounds~~
- ~~— safety programs~~
- ~~— community use of facilities~~
- ~~— developing sense of community in the neighbourhood~~
- ~~— integration of ethnic, disabled and other special needs students (emphasis on involving parents of varying ethnic groups)~~
- ~~— counselling; guidance; career planning~~
- ~~— reporting to parents~~
- ~~— school accreditation~~
- ~~— elementary/secondary liaison~~
- ~~— transportation~~
- ~~— educational visits~~
- ~~— public relations~~
- ~~— homework~~
- ~~— assist in informing the community of decisions taken at the school, Board or Ministry level and their affect~~
- ~~— fund raising; volunteers; study groups; lunch programs, etc.~~
- ~~— block parent program~~
- ~~— school directory or handbook~~
- ~~— newsletter~~

- in-service programs
- displays of student work in school and community
- parent questionnaire
- review junk/nutritious food
- parent library
- Family Life Program
- CARE Program

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: 271

Video Surveillance	
Approval Date:	February 20, 2007
Amendment Date(s):	
Reference(s):	School Act Section 74.01

The Board recognizes their responsibility to provide a learning and working environment for students, employees and others that recognizes the right to assemble and associate without undue intrusion on personal privacy. This responsibility is balanced with a commitment to: the protection of Board property, individual safety, deterring acts of vandalism, crime, and inappropriate behaviour.

For purposes of this Policy, the term video surveillance includes an audio device, thermal imaging technology, or any other component associated with recording the image of an individual.

The limited use of video surveillance shall comply with all federal and provincial legislation and regulation.

This policy is not intended to monitor the work of employees.

In addition, the Board believes that, where video surveillance is utilized, its purpose shall be to augment, rather than to replace, direct supervision.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: 271 ~~8-5-0~~

Video Surveillance	
Approval Date:	February 20, 2007
Amendment Date(s):	
Reference(s):	<u>School Act Section 74.01</u>

~~The Board recognizes their responsibility to provide a learning and working environment for students, employees and others that recognizes the right to assemble and associate without undue intrusion on personal privacy. This responsibility is balanced with a commitment to: the protection of Board property. The Board of Trustees believes for reasons of enhancing individual student safety, deterring acts of vandalism, crime, and inappropriate behaviour, the Board authorizes the use of video surveillance equipment on School District property. The Board of Trustees recognizes their responsibility to provide a learning environment for students, staff and others that recognizes the right to assemble and associate without undue intrusion on personal privacy balanced with a commitment for the protection of Board property and the property of others.~~

~~In~~ For purposes of this Policy, the term video surveillance includes an audio device, thermal imaging technology, or any other component associated with recording the image of an individual.

~~In balancing the actions associated with these beliefs, the Board of Trustees recognizes the value of video surveillance systems and supports their limited use on Board property. Such use~~ The limited use of video surveillance ~~shall comply with all federal and provincial legislation and regulation, and with the Regulation associated with this policy.~~

~~The Board therefore authorizes the use of video surveillance on School District property, where circumstances have shown that it is necessary and its benefit outweighs its impact on the privacy of those observed.~~ This policy is not intended to monitor the work of staff~~employees~~.

In addition, the Board believes that, where ~~a~~ video surveillance system is employed ~~utilized in a school~~, its purpose shall be to augment, rather than to replace, direct supervision. ~~provided by members of a school staff.~~

DEFINITIONS:

- ~~1. "Video surveillance system" means a mechanical, electronic or digital device that enables continuous or periodic observing, monitoring, or recording of individuals in school buildings and on school premises. In this Policy, the term video surveillance system includes an audio device, thermal imaging technology, or any other component associated with recording the image of an individual.~~
- ~~2. "Video recording" means any information, however recorded, whether in printed form, on film, by electronic means or otherwise, and includes: a photograph, a film, a microfilm, a videotape, a compact disc, a machine-readable record and any record that is capable of being produced from a machine-readable record.~~

3. ~~“Real time monitoring” means the viewing of images presented on a video monitor when the events presented by those images are actually occurring.~~
4. ~~School community means school administration, staff, parents and students.~~

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BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: 312

International Student Program	
Approval Date:	November 13, 1990
Amendment Date(s):	March 28, 2006, February 20, 2007
Reference(s):	<i>School Act Section 82</i> , Ministry Policy: International Students July 6, 2001

Policy Statement:

The primary mandate of the District is the provision of educational programs and services for students who qualify as funded students as determined by the Ministry of Education and Child Care. In addition, the Board, through its International Student Program, is prepared to provide programs and services to international students who have been granted appropriate temporary resident status by Citizenship and Immigration Canada.

The Board shall charge a tuition fee to international students. The amount of this fee shall be established, at any regular meeting, by the Board.

The Superintendent or designate shall establish procedures which regulate the number and placement of students in the District's International Student Program.

DRAFTING NOTE, EVERYTHING BELOW MOVES TO AN ADMINISTRATIVE PROCEDURE

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: **9.0.0312**

International Student Program – Admission of Foreign Students	
Approval Date:	November 13, 1990
Amendment Date(s):	March 28, 2006, February 20, 2007
Reference(s):	<i>School Act Section 82</i> , Ministry Policy: International Students July 6, 2001

Policy Statement:

The primary mandate of the District is the provision of educational programs and services for students who qualify as funded students as determined by the Ministry of Education and Child Care. In addition, the Board ~~of Trustees~~, through its International Student Program, is prepared to extend these provide programs and services to international students who have been granted appropriate temporary resident status by Citizenship and Immigration Canada.

The Board may shall charge a tuition fee to international students. The amount of this fee shall be established, at any regular meeting, by the Board ~~of Trustees~~.

The Superintendent ~~of Schools~~ or designate shall establish procedures which regulate the number and placement of students in the District's International Student Program.

DRAFTING NOTE, EVERYTHING BELOW MOVES TO AN ADMINISTRATIVE PROCEDURE Admission of International Visa Students

- ~~• A system will be established by the Superintendent of Schools or designate to evaluate all applications from international students for admission to schools under the jurisdiction of the Board.~~
- ~~• For the purpose of these regulations as students who have moved from outside of Canada to British Columbia and do not meet the residency requirements of Section 82 of the School Act.~~
- ~~• Students who have been accepted will receive a letter of acceptance identifying the appropriate school.~~
- ~~• Final acceptance into the school will occur when the student submits a visitor visa or study permit from the Federal Government. Students will be advised to arrive in Vernon appropriately to allow enough time to find housing and to make some cultural adjustments.~~
- ~~• In order for international students to obtain a visitor visa or study permit from the Federal Government, they must meet all of the requirements listed by Canadian Citizenship and Immigration.~~
- ~~• The schools will receive an updated list of all accepted and confirmed students.~~
- ~~• It appears to be advantageous if the students come for two years so they can remain in Canada over the summer if their fees are paid and they have received a visitor visa or~~

~~study permit for the coming year. Students would be advised of this when their letter of confirmation is sent.~~

Placement

- ~~• When the students apply, they will be given a list of schools that are available. The students will then submit a list of priorities. Depending on available space, the Board will generally try to oblige the request.~~
- ~~• A list of the secondary schools with space for international students must be updated for each term for placement purposes.~~
- ~~• Applications should be centralized.~~
- ~~• Schools must meet minimum requirements before they qualify to add international students to their enrolment; examples of these requirements would include approval of staff, receptive principal, available space, appropriate courses, support in counselling and English as a Second Language (ESL) services, and a contact person. In addition, each school should establish a maximum of international students in order to enhance the provision of basic services required.~~
- ~~• As necessary, adjustments to staffing will be made.~~

Fees

~~Fees are based on the cost of providing an education to an individual student and are set by the Secretary Treasurer on behalf of the Board in accordance with the *School Act*.~~

**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO.22 (VERNON)**

BOARD POLICY NO: 331

School and Student Fundraising	
Approval Date:	November 15, 2011
Amendment Date(s):	
Reference(s):	

The Board supports judicious fundraising by schools or Parent Advisory Councils when it is to provide a benefit to children or the community and the program or service is otherwise not affordable within regular school or district budgets.

This policy applies to all fundraising conducted through schools or in the name of schools whether or not students are involved.

All local funds generated by school/student fundraising are public funds entrusted to the Board and must be administered in a manner that maintains the public trust.

The Board believes the types of fundraising undertaken, the conduct of the fundraising activity, the management of funds realized and expenditures are to be undertaken in an ethical, legal and safe manner utilizing sound financial and business management practices.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: **3312-19**

School and /Student Fundraising	
Approval Date:	November 15, 2011
Amendment Date(s):	
Reference(s):	

The Board supports judicious fundraising by schools or Parent Advisory Councils when it is to provide a benefit to children or the community and the program or service is otherwise not affordable within regular school or district budgets.

SCOPE

This policy applies to all fundraising conducted through schools or in the name of schools whether or not students were are involved.

1.1 This policy does NOT apply to fundraising conducted by a Parents' Advisory Council in its own names, unless students are involved (see 3.1).

2. PHILOSOPHY

2.1 The Board believes that school/student fundraising can contribute to the advancement of education in the school district.

The Board believes allAll local funds generated by school/student fundraising are public funds entrusted to the Board through school Administrative Officers and must be administered as in a manner that maintains the public trust.

The Board believes the types of fundraising undertaken, the conduct of the fundraising activity, the management of funds realized and financial accountability expenditures should are to be undertaken in an all be ethical, legal and safe manner ~~l, in harmony with the goals of public education and~~ utilizing sound financial and business management practices. ~~Accordingly, the Board has enunciated principles of fundraising which it believes satisfy this intent.~~

3. AUTHORITY

3.1 The Board assigns each school Administrative Officer primary responsibility for and authority to conduct school/student fundraising done in the name of the school. Any fundraising utilizing students must be approved by the Principal. The decision will abide by all other policies and procedures for fundraisers in line with all current School District policies.

The Secretary Treasurer shall, primarily through internal audits, ensure local funds realized from school/student fundraising are accounted for in accordance with Policies and Practices.

PRINCIPLES OF FUNDRAISING

1. Purpose. Fundraising may be conducted only for the purposes of the general welfare, education or morale of the students in the school. The purpose for which funds are raised must be clear and, in addition, should preferably be for enhancement of curricular and co-curricular activities.
2. Communication of Purpose. The specific purpose of a fundraising project must be known to all of the organizers, workers and persons from whom support is sought.
- 3.—
4. Volunteers. Fundraising is to be accomplished by voluntary not-for-profit efforts unless the Board approves otherwise.
- 5.—
6. Activities. Fundraising activities and their conduct must be consistent with the goals of public education, in good taste and comply with the law. Incentives which encourage student competition in fundraising should be discouraged.
- 7.—
8. Commercially-Oriented Activities. Fundraisers, before proceeding, should evaluate vendors, products, services and commercial terms. Potential purchasers must be informed that:
 - a.—
 - b. the school district does not warrant or guarantee products, services or vendor performance;
 - c. the product or service is not endorsed to parents as a part of their child's education program; and
 - d. _____ the sale is being solicited to realize benefits and indicate how the benefit will be utilized.
9. Location. The raising of money is generally to be limited to functions at the school or those sponsored by the school at other locations. House-to-house canvassing and solicitation at business establishments and shopping centres is strongly discouraged for student safety reasons.
- 10.—
11. Instructional Resources. The use of instructional time and resources for fundraising is to be avoided.
- 12.—
13. Project Administration. Projects shall be administered in conformity with good business practice, including sound accounting procedures. Required taxes must be collected and remitted on such sales.
- 14.—
15. Expenditures. Funds raised are to be expended for the purpose for which they were raised. ***See 4.13 for excess funds raised.***

- ~~16. Accountability. Each fundraising activity, or set of common activities, shall be separately accounted for pursuant to district standards. Those involved in fundraising are to be informed how funds were expended.~~
- ~~17.~~
- ~~18. Funds Accumulation. Funds raised are to be directed to the benefit of students and are not to be accumulated other than for specific projects.~~
- ~~19. Refund of Parent Contributions. Where a combination of fundraising and parent contributions exceeds the financial requirements of a function, surplus funds may be:~~
- ~~a. —~~
 - ~~b. retained by the school for application to other student activities; or~~
 - ~~c. — refunds provided to parents to the maximum of their cash contributions~~
- ~~20. Refund of Public Contributions. Where public fundraising exceeds the financial requirements of a particular project, the balance of funds remaining are to be utilized for a similar project or for a similar group of students. Contributions are not refundable unless an escrow arrangement was established at the time of receipt of the funds.~~

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO:340

Inclusion	
Approval Date:	March 11, 1986
Amendment Date(s):	December 7, 1999
Reference(s):	

Inclusive Education programs and services in the District are based on the assumption that every child has the fundamental right to an education regardless of their ability.

Inclusive Education programs and services enable students with diverse abilities to have equitable access to learning and opportunities to pursue and achieve the goals of their educational program.

Inclusive education provides a continuum of programs and services designed to meet the diverse abilities.

Inclusive Education – Beliefs:

- a. We believe all students, regardless of their intellectual, social and emotional abilities and capacities are valued members of the school community.
- b. We believe an individual's educational program should be based on strengths and abilities rather than labels or funding categories.
- c. We believe the 'principles of learning' apply to students with disabilities and diverse abilities as well as regular education students:
 - Learning requires the active participation of the learner.
 - People learn in a variety of ways and at different rates.
 - Learning is both an individual and a social process.
- d. We believe a problem solving process is the most effective method to coordinate services for students.

Inclusive Education Mandate:

- a. To provide assessment and program support for students identified with individual disabilities and diverse abilities
- b. To ensure that the criteria and documentation requirements are in place to identify students with diverse abilities.
- c. To implement a district vision and set of beliefs for Inclusive Education that supports meeting the range of student abilities in the classroom and improves student achievement and social/emotional well being for all students.
- d. To coordinate and liase programming goals with community services for students with diverse abilities.

- e. To enhance the skill level of inclusive education, regular teachers and support staff to enable them to meet individual abilities and support the wide range of students in regular classroom settings and specialized programs.

draft

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: ~~3403.8.0~~

Special Education <u>Inclusion</u>	
Approval Date:	March 11, 1986
Amendment Date(s):	December 7, 1999
Reference(s):	

~~Special Education~~Inclusive Education programs and services in ~~School District No. 22 (Vernon)~~the District are based on the assumption that every child has the fundamental right to an education regardless of ~~his/her~~their ability.

Inclusive Education programs and services enable students with diverse abilities to have equitable access to learning and opportunities to pursue and achieve the goals of their educational program.

~~Based on this assumption, the major goal of Special Education in School District No. 22 (Vernon)~~the District is toInclusive education provides a continuum of programs and services designed to meet the unique diverse needs~~abilities. and abilities of all students with special needs.~~

~~Students with special needs will be provided services within the framework of general education utilizing the least restrictive environment within available resources. These services will allow for the achievement of their specified learning goals and needs. In addition, specific goals related to Special Education include:~~

Inclusive Education – Beliefs:

- a. We believe all students, regardless of their intellectual, social and emotional abilities and capacities are valued members of the school community.
- b. We believe an individual's educational program should be based on strengths and abilities rather than labels or funding categories.
- c. We believe the 'principles of learning' apply to students with disabilities and diverse abilities ~~special needs~~ as well as regular education students:
 - Learning requires the active participation of the learner.
 - People learn in a variety of ways and at different rates.
 - Learning is both an individual and a social process.
- d. We believe a problem solving process is the most effective method to coordinate services for students.

Inclusive Education Mandate:

- a. To provide assessment and program support for students identified with individual disabilities and diverse abilities ~~special needs.~~
- b. To ensure that the criteria and documentation requirements are in place to identify students with disabilities and diverse abilities~~diverse abilities-needs.~~

c. To implement a district vision and set of beliefs for Inclusive Education that supports meeting the range of student abilities in the classroom and improves student achievement and social/emotional well being for all students.

~~a. To coordinate and liaise liaise programming goals with community services for students with diverse abilities.~~

~~d.~~

a. To enhance the skill level of inclusive special education, regular teachers and support staff to enable them to meet individual abilities and support the wide range of students in regular classroom settings and specialized programs.~~To foster a positive sense of self worth in students with special needs.~~

~~b. To provide students with special needs with the basic rights of education commensurate with their capabilities and needs.~~

~~c. To encourage, promote and evaluate the development and provisions of special services and programs which accommodate the strengths and needs of the students and which take into account the functional level of the children.~~

~~d. To foster the total development of all children by providing adaptations /modifications to meet their needs.~~

~~e. To encourage the development and provision of adequate educational support services in the district.~~

~~— The Board of School Trustees (S.D.#22) supports the establishment of School Based Teams in each school. The School Based Team is an ongoing team of school based staff which plays a formal role as a problem solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and co-ordinate support resources for students with special needs in the school. Specific School Based Team roles are outlined in the Special Education Handbook. The School Based Team may also included parents, and community district support personnel as needed.~~

~~— The Board of School Trustees (S.D. #22) expects the appropriate development of Individualized Education and Behaviour Plans for students identified as requiring support, services and/or programming. Individualized Education and/or Behaviour Plans for students with special needs must be developed based on the student's strengths and needs rather than on generalized labels or categories.~~

~~—~~

~~— Student Support Services~~

~~— The Board of School Trustees (S.D.#22) has established Student Support Services under the direction of a Director of Instruction who reports to the Board through the Superintendent of Schools. Student Support Services will provide services to all schools in order to assist in establishing programs which support students with special intellectual, physical, behavioural, social or emotional needs.~~

- ~~— The purpose of these services is to help the schools select appropriate education programs for students within their care. This may include consultation with school staff, assessment and/or direct services to students.~~
- ~~— School Based Support Services~~
- ~~— In order to support a continuum of services in schools, additional staffing may be assigned to schools to meet the needs of students with special needs. Schools receiving additional resources are expected to organize resources to maximize the effectiveness of staffing to meet the needs of individual students.~~
- ~~— Staff hired is expected to have appropriate qualifications based on those established for Learning Assistance/Special Needs and/or Counsellors.~~

e.

**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO.22 (VERNON)**

BOARD POLICY NO: 351

Expectations for Network Access	
Approval Date:	January 16, 1996
Amendment Date(s):	June 16, 2009
Reference(s):	

The Board recognizes that digital technologies impact the ways that information may be accessed, communicated, and transferred. Digital literacy skills are fundamental to the preparation of educated citizens; therefore, the Board will make network access available to students and staff.

Students and staff are responsible for their behaviour on devices when utilizing the network. The District Code of Conduct applies to all digital communication.

The Superintendent or designate may suspend or terminate a person's access if they violate the Code of Conduct or expectations for acceptable use.

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.22 (VERNON)

BOARD POLICY NO: **3513.16.0**

Student and Staff Access to Networked Information Resources <u>Expectations for Network Access</u>	
Approval Date:	January 16, 1996
Amendment Date(s):	June 16, 2009
Reference(s):	

The Board recognizes that ~~as telecommunications digital and other new~~ technologies ~~change impact~~ the ways that information may be accessed, communicated, and transferred ~~by members of the society, those changes may also alter instruction and student learning. Because electronic Digital information research literacy skills are now fundamental to the preparation of educated citizens; therefore, the Board generally supports access by students and staff to information resources along with the development of appropriate skills to analyze and evaluate such resources. To that end, the District will make the provincial network access (PLNet) available to students and staff.~~

~~The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Board Policy and Procedure 3.6.0 and will honour the criteria for selection of instructional materials contained therein.~~

~~Communications on the PLNet will often be public in nature. Students and staff are responsible for their behaviour on school computers devices and PLNet when utilizing the network, just as they are in a classroom or a school hall way. General school! The District Code of Conduct applies to all digital communication.~~

~~rules and standards for behaviour and communications apply. The network is provided for students to conduct research and communicate with others for educational purposes. Access to network services will be provided to students and staff who agree to act in a considerate and responsible manner. The Superintendent or system administrator designate may suspend or terminate a person's access in accordance with the PLNet Acceptable Use Regulations if they violate the Code of Conduct or expectations for acceptable use.~~

~~Access to telecommunications will enable students to explore thousands of libraries, databases, and bulletin boards and exchange messages with people throughout the world. The Board believes that the benefits to students from access in the form of information resources and opportunities for collaboration exceed the disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Board of Trustees supports and respects each family's right to decide whether or not each child has access to telecommunications at home or school.~~

~~Student use of telecommunications and electronic information resources will be permitted upon submission of approved acceptable use forms signed by both parents and by students. Such access will normally be granted only on school equipment. Independent access by modem from~~

~~other locations such as a home computer will only be granted at the discretion of the Superintendent and then only in unusual circumstances.~~

~~Independent staff use of telecommunications and electronic information resources will be permitted upon submission of approved acceptable use forms.~~

~~The Board authorizes the Superintendent to prepare appropriate procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.~~

draft

School District No. 22 (Vernon)

POLICY

Please file in By-Laws, Policy & Procedure Manual

No. 3.11.0

Adopted: 03 Feb. 1998
Amended:

HIGH POTENTIAL LEARNERS PROGRAM

MISSION STATEMENT

To enable HPL learners to:

- 1) develop their potential for academic excellence;
- 2) develop their creative abilities and extraordinary talents;
- 3) develop their personal and social skills;
- 4) develop attitudes that promote a lifelong pursuit of learning.

PHILOSOPHY

The philosophy of the High Potential Learners Program is to maximize the potential of highly able and gifted students in the district. As with all students defined as having special educational needs, this may require modifications/adaptations to their educational programs. The specific needs of an individual learner should determine the appropriate modifications/adaptations to his/her educational program. A variety of modifications/adaptations may be necessary to respond to the varied and changing needs of students with gifted abilities.

DEFINITION

Our definition of the High Potential Learners is meant to be inclusive rather than exclusive. Research has shown that many of the pitfalls associated with gifted programs can be avoided by acknowledging multiple intelligences rather than adhering to a narrow definition of giftedness. For our purposes HPL are those possessing demonstrated or potential abilities which are extraordinary. Extraordinary ability can be in one area or in several areas, such as leadership, athletics, thinking strategies, academic learning, visual or performing arts. This definition allows us to include students who show an exceptional interest, talent or knowledge of specific subject areas.

IDENTIFICATION

Referral of students with extraordinary ability is to be made through the school-based team process. Every effort should be made to ensure that referrals are unbiased with regard to gender, language, culture, physical ability, learning disability and social skills. No single criterion is to be used to establish services for gifted students. Identification will be based on a combination of the following:

- 1) interviews;
- 2) projects/portfolios;
- 3) observations by teachers, parents, peers, self, and others;
- 4) assessments of academic, creative, cognitive and social-emotional strengths;
- 5) demonstrated excellence in one or more of the following:
 - i) leadership
 - ii) visual and performing arts
 - iii) athletics
 - iv) academic activities in the school and/or community
 - v) thinking strategies.

INTERVENTION

The decision to intervene must focus on the whole child and should take into consideration activities in which the child may already be involved in the home or community. The responsibility for the decision to intervene lies with the school. Appropriate planning may include:

- 1) a flexible learning plan (IEP);
- 2) involving the student, parent, and classroom teacher in goal setting and in providing special opportunities;

PROGRAM

Purpose

- 1) To be responsive to the needs of the highly able learner.
- 2) To provide for the needs of the High Potential Learner in affective education as well as cognitive education.
- 3) To provide educational programming, experiences, activities, guidance and resources for highly able learners.

Goals

- Intellectual Development

Consideration should be given to the understanding that students of gifted abilities learn at a pace, depth and breadth that is different from other learners.

- Creative Development

Consideration should be given to the understanding that students of HPL abilities need opportunities to use and develop their creative thinking.

Learning experiences should be provided which encourage and value creative and original thought or production.

- Personal and Social Development

Consideration should be given to the understanding that HPL need to strive for realization, understanding and appreciation of self and others.

Learning experiences should be provided to enhance the development of the affective domain commensurate with individual needs, interests and abilities.

- Career Development

Consideration should be given to the understanding that students with HPL abilities may need:

- 1) earlier, more intensive and extensive exposure to career goals;
- 2) exposure to a multiplicity of specialized career options and an understanding of the skills needed in these options;
- 3) specific counselling for gifted female students in regard to career options is indicated by a review of the literature.

CURRICULUM DESIGN

A review of literature indicates appropriate educational models for meeting the needs of HPL students should include development in the intellectual, creative, personal/social, and career domains. While one particular model may not address all of these needs, a combination of models which will allow for the following should be utilized:

Intellectual Development

- 1) Study of abstract concepts.
- 2) Study of complex subject matter.
- 3) The compacting of basic skills and data.
- 4) Integration of knowledge within and across disciplines.
- 5) Development of critical and logical thinking skills to a high degree.
- 6) Development of problem finding and solving abilities.

- 7) In-depth study / pursuit of appropriate topics.
- 8) Flexible pacing of curriculum to match ability.
- 9) The learning of advanced research skills.
- 10) Appropriate use of resources - beyond those in regular curriculum.

Creative Development

- 1) Development of divergent / creative thinking.
- 2) Opportunities for group creative expressions / productions.
- 3) Individual, creative production of the student.
- 4) Opportunities to study the lives and works of creative people.

Personal and Social Development

- 1) Development of a positive self-concept.
- 2) The awareness and development of individual strengths and learning styles.
- 3) Counselling to address some of the special needs, problems and choices encountered.
- 4) Opportunities to become a self-directed learner.
- 5) Excitement in and enjoyment of learning.
- 6) Interaction with intellectual peers.
- 7) Interaction with chronological peers.
- 8) Opportunities to develop leadership.
- 9) Opportunities to develop social responsibility.

Career Development

- 1) The in-depth pursuit of student interests.
- 2) Opportunities to examine careers and personal future.
- 3) Opportunities to pursue future oriented studies.

PROGRAMMING OPTIONS

A multi-option approach is necessary to provide a flexible program to meet the various needs of the students, school and the school community. Some of the following options may be considered:

- 1) a variety of differentiated in-classroom programs;
- 2) mentorships;
- 3) small group, short term, issue-centered programs;
- 4) seminars;
- 5) independent study;
- 6) acceleration;
- 7) retreats, exchanges;
- 8) correspondence courses;
- 9) Knowledge Network;
- 10) peer counselling;

- 11) clubs / extra curricular activities;
- 12) work experience / exploration;
- 13) special opportunities within or between schools (science fairs, Odyssey of the Mind, Brainwave Clubs, student conferences, etc.).

School District No. 22 (Vernon)

POLICY

Please file in By-Laws, Policy & Procedure Manual

No. 3.15.0

Adopted: 12 Mar 1991
Amended:

Speech/Language Program

Mission Statement:

The Speech/Language Program is designed to provide service to students whose communication problems have an adverse effect on their academic, emotional and/or social progress within the educational system.

Goals:

The Speech/Language Pathology Program supports students in acquiring the communicative competence necessary to achieve the goals of school through:

- Assessment of language difficulties which impact on the learning and adjustment of children in school.
- Consultation with teachers, concerning adaptations to the program of language Arts instruction to accommodate the special needs of students with language delays or disorders.
- Consultation with teachers to facilitate treatment or educational support programs implemented by the Speech and Language Pathologist.
- Direct speech and language therapy intervention for high-priority cases within school settings.

SCHOOL DISTRICT NO. 22 (VERNON)

POLICY

Please file in By-Laws, Policy & Procedure Manual

No. 8.10.0

Adopted: 28 Mar. 2006
Amended:

COMPUTER LOAN POLICY

This policy covers the loan of computers and computer software to students enrolled in specific programs to support education and research required for the student's enrolled courses.

Eligibility

1. Students must be enrolled in a program of study with School District #22 (Vernon).
2. Loan of Computer hardware and software must meet the established criteria of the educational program and must be approved by the principal responsible.
3. Students and parents must sign a loan agreement, and the SD22NET Access Agreement Consent, Waiver and Indemnity Form.

Terms and Conditions

1. Computer hardware and software loaned remain the property of School District #22 and must be returned upon request of at the end of the applicable school term.
2. Students and Parents and/or Guardians must take full responsibility for the protection hardware and software against theft and damage.
3. All repairs are to be completed by School District #22 and hardware and software must be returned to School District #22 for repairs and maintenance. Students, Parents and/or Guardians will be responsible to cover the cost or repairs due to lack of care or negligence on the part of the student.
4. Breach of the acceptable use policies as outlined in the loan agreement and the SD22NET Acceptable Use Policy will result in the suspension of loan privileges.
5. Students and parents will agree to indemnify and hold harmless School District #22 (Vernon) from all claims arising from the use of School District computer hardware and software.

School District No. 22 (Vernon)

POLICY

Please file in By-Laws, Policy & Procedure Manual

No. 5.11.0

Adopted: 19 June 2001

Amended:

ANIMALS IN SCHOOLS

Policy:

Accommodation of animals in school buildings for educational reasons is permissible subject to regulations concerning approval, safety, care and responsibility.

Regulations:

- 1) Live animals in a classroom must have direct relevance to the goals and objectives of the instructional program.
- 2) The teacher must receive prior approval from the principal before bringing any animal into the school or classroom.
- 3) Prior to introducing any animals into the school or classroom, the teacher shall confirm to the principal that:
 - a) students and school personnel are not allergic to the presence of the animal.
 - b) the animal is free from any disease or parasites;
 - c) the animal will present no physical danger to students;
 - d) students will be instructed in the proper care and handling of the animal.
- 4) Animals shall be housed in suitably self-contained enclosures appropriate to the size of the animal. (SPCA guidelines should be consulted)
 - a) The teacher is responsible for ensuring the enclosures are kept in a sanitary condition.
- 5) If after being in the school, it is determined that the animal constitutes a health risk or a student or a staff member suffers from an allergy that is aggravated by the presence of the animal, the animal must be removed.
- 6) The animal shall not be allowed to roam freely in the school.

- 7) Care for the animal, including on weekends and holidays, is the responsibility of the classroom teacher.
- 8) If, in the opinion of the principal in consultation with the custodian, hygiene becomes a factor, the animal shall be removed.
- 9) Staff and students shall not bring their own household pets into district facilities except for educational reasons.
- 10) Any questions concerning the health and safety of animals should be referred to the Society for the Prevention of Cruelty to Animals.
- 11) Approval for the animal to be in the school shall be given for a period of time, as judged by the principal, that best supports the educational program. In any event, approvals must not be for longer than one school year.