**BOARD OF EDUCATION OF**
**SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**EDUCATION COMMITTEE**
**AGENDA**
Wednesday, May 23rd, 2018 from 2:30-4:00 p.m.
School Board Office – Gibsons, BC

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1. Goal 3.f. – Sechelt Indian Band/Squamish Nation
2. Goal 1.j. – Indigenous Learning
3. Goal 1.h. – Experiential Learning
4. Regulation 2800 - Special Education
5. Regulation 2200 - Assessment and Evaluation
6. Regulation 2920 - Students over School Age (to be repealed)
7. Regulation 2150 - Alternative Programs (to be repealed)
8. Curriculum (standing item)
9. Parent Engagement (standing item)

## Additional Materials:

For Goal 1.j. Indigenous Learning
If possible, please view the video featuring Dr. Marie Battiste explaining "What is Learning Spirit?"
https://www.youtube.com/watch?v=OOxIfB7KLxQ

If time, please listen to at least part of the podcast about Monique Gray Smith and "Speaking Our Truth" (on CBC *The Next Chapter*)
http://www.cbc.ca/news/monique-gray-smith-on-speaking-our-truth-1.4503021

# We Embrace Our Community!

f. **enhance relationships** with
the shíshálh Indian Band, the Skwxwú7mesh Nation
and other cultural groups

shíshálh first nation

# Aboriginal Programs and Services

## Four Directions

## RESPECT • HONOUR • VOICE

### What We Do:

Hear and respond to the voice of the Indigenous Peoples' communities. The voice of students, parents, and the communities guide how best to support students in school.

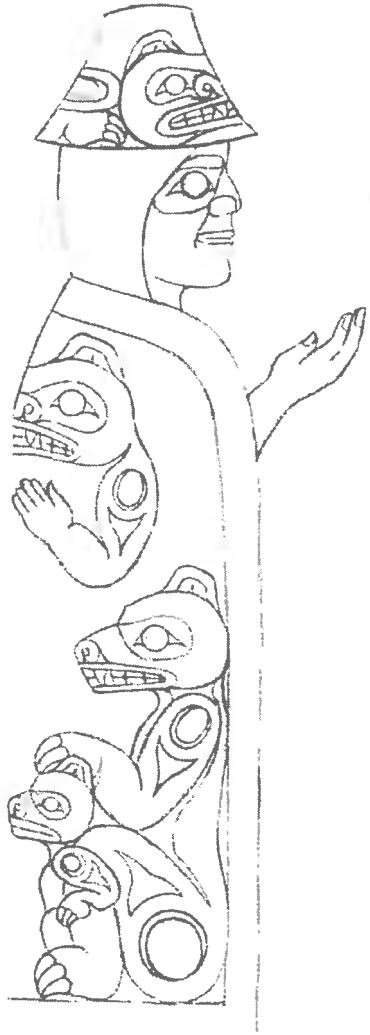
Respond to the Truth and Reconciliation Calls to Action.

# In This We Journey Together

**Work with Education Department and Community Services Division**

- Aboriginal Support Workers
- Post-Secondary and Training
- Community Living
- Health
- Vulnerable students
- Psych Ed assessments
- Supporting Parents
- Sharing Data and Information
- Supporting Language and Culture

# Cultural Presence



# Cultural Presence

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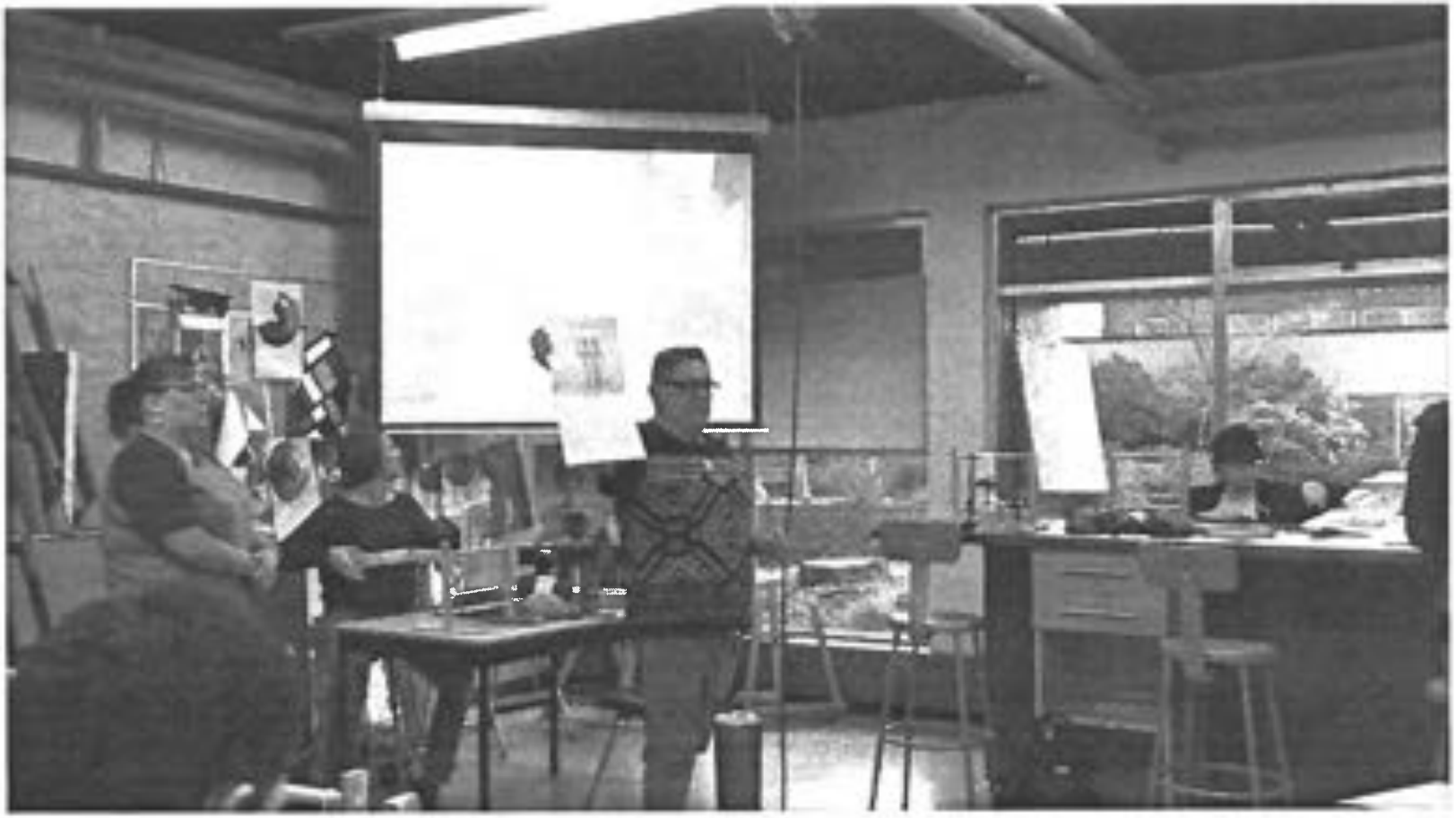


CoastReporter SUNSHINE COAST ≡ MENU

# Reconciliation movement launches at longhouse

shíshálh Nation

Sophie Woodrooffe / Staff Writer

MAY 1, 2018 03:12 PM

Like 17

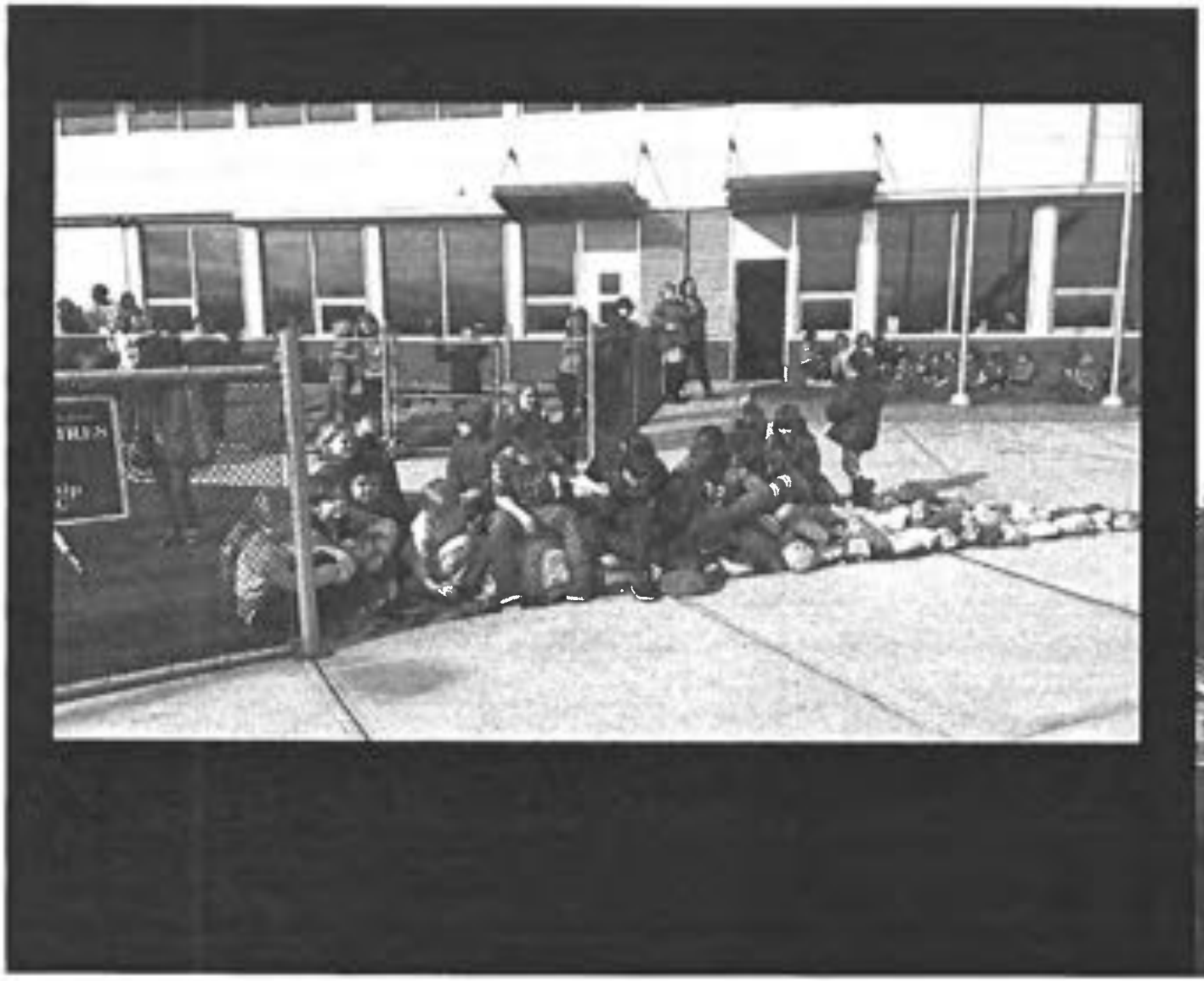
Former shíshálh Nation chief Garry Feschuk (left) gives his opening remarks with former Sechelt mayor Cam Reid at the Syiyaya Reconciliation Movement launch on April 23.
- SOPHIE WOODROOFFE PHOTO

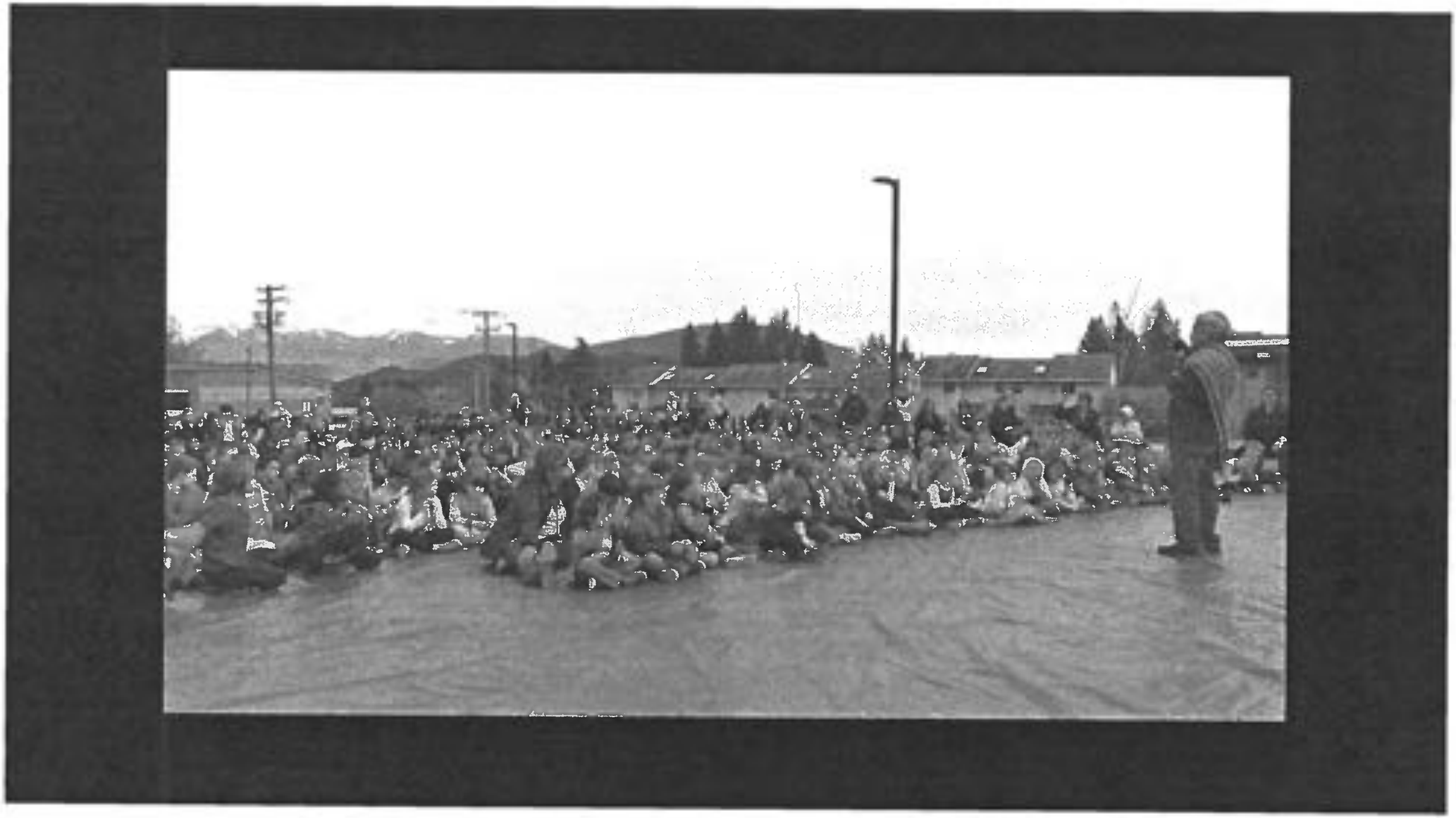
## Work with Skwxwú7mesh Education Department and SD44, 45, and 48

- Sharing Vision for Education and Reconciliation
- Supporting Vulnerable Students
- Data Collection Application
- Sharing Data and Information
- Canoe Journeying
- Language and Culture visits to SD46 schools

# Cultural Presence

# Cultural Presence





# Aboriginal vs. Indigenous

## Bob Joseph

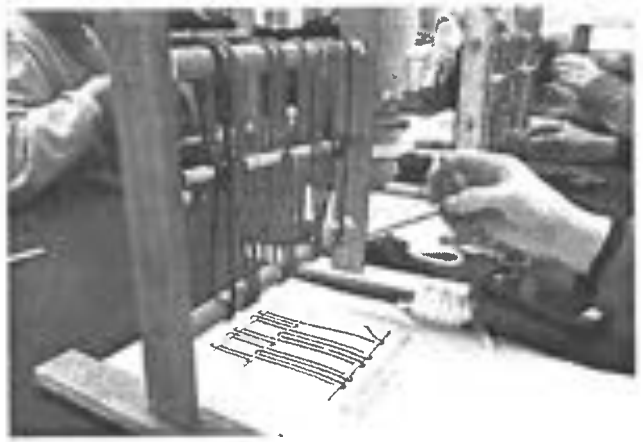
Working Effectively with Indigneous Peoples

a Gwawaenuk Nation member who is a certified master trainer, with a background in business administration and former associate professor at Royal Roads University

"Refer to the People as they refer to themselves"

# Our Students Excel!

j. explore **Indigenous cultures** in our community
and the **diversity of cultures** in the world
through experience, instruction, and language learning



# Aboriginal Programs and Services

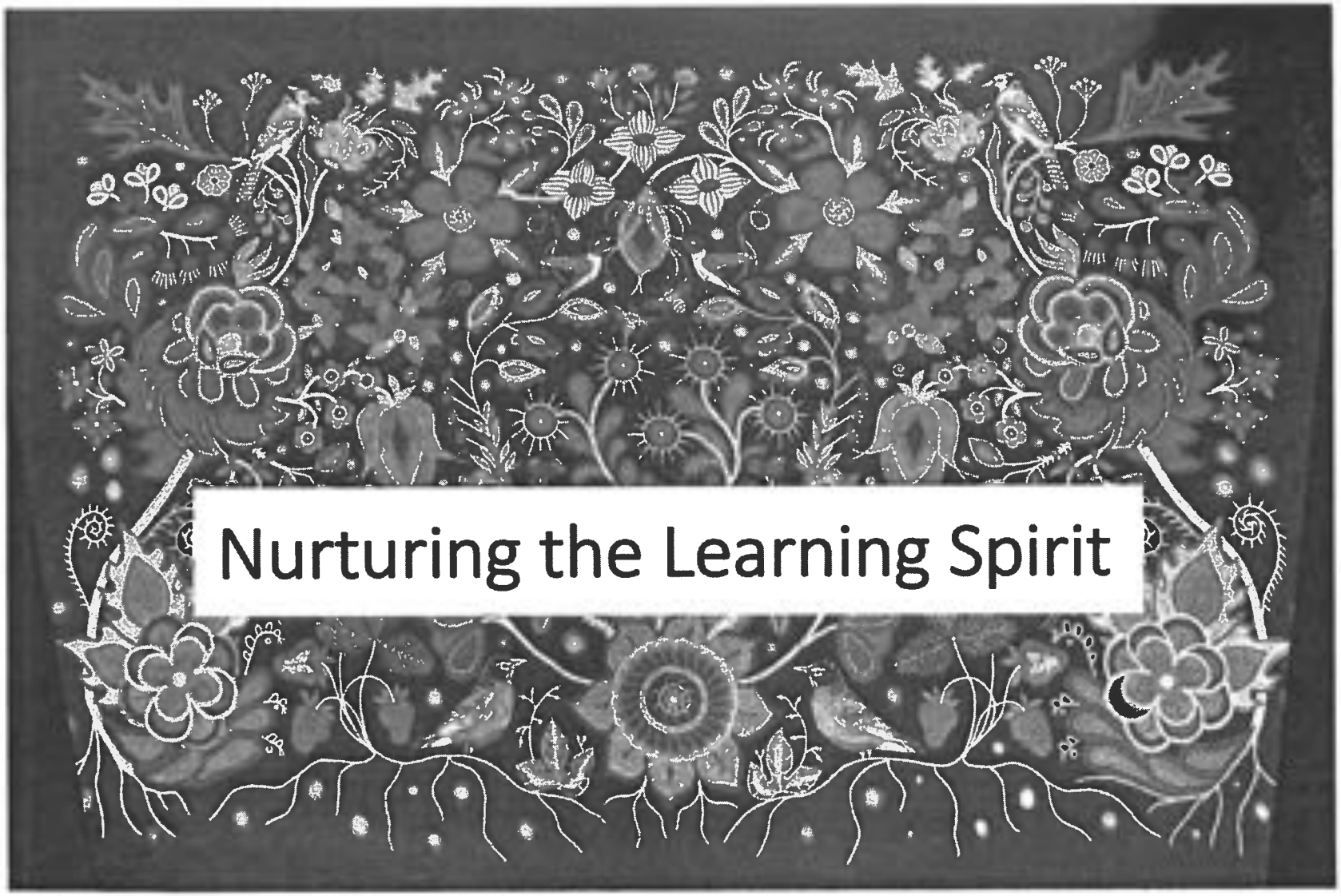
## Four Directions

## THE STUDENTS

### What We Do:

Develop relationships with and support for Aboriginal students in order to create social-emotional connections, personalize learning, and enhance opportunities for academic success.

Provide language and/or cultural experience for Aboriginal learners and offer cultural experiences for all learners.


Nurturing the Learning Spirit

## Curriculum

*Indigenous Peoples'*

*World Views, Perspectives, Knowledge*
*Ways of Learning and Doing/Principles of Learning*
*Elements/Truths/Complexities of History and Present*
*Truth and Reconciliation Events and Processes*
*Language and Culture*
*First Peoples' Approaches (Math/Science) and Courses (English/Social Studies)*

*Education about Indigenous Peoples in BC and Canada*

## Two Hands of Aboriginal Education

*Education of Aboriginal Students*

*Overcoming Racism*

## Two Themes Central to the Notion of Aboriginal Education

*Strengths-Based, Learner Centred Practice*

## First Peoples

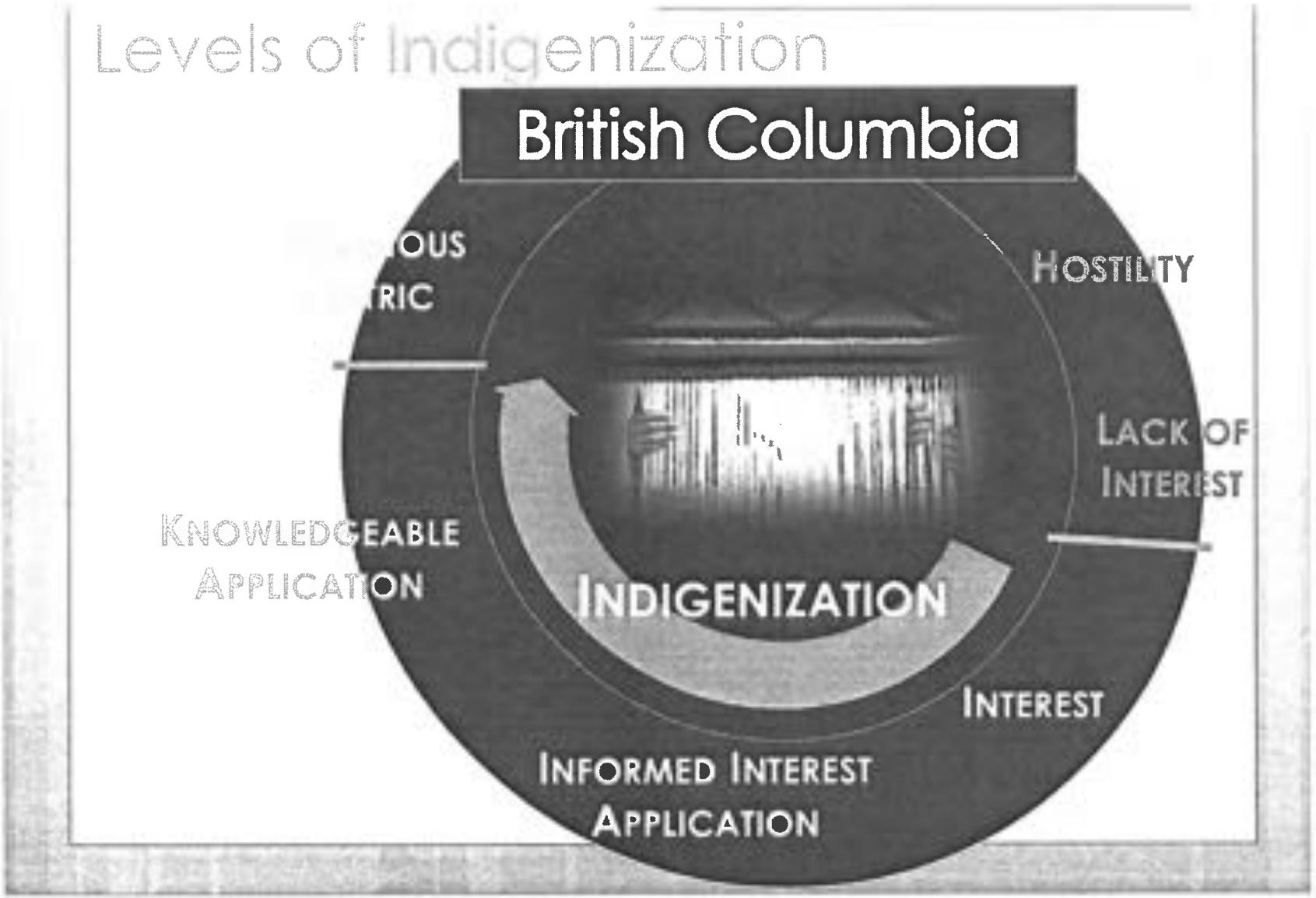
*Equity/Access/Cultural Respect*
*Voice/Consultation/Influence*
*Direct Support to Students*
- *Academic/Social/Emotional*
- *Welfare/Safety/Success*

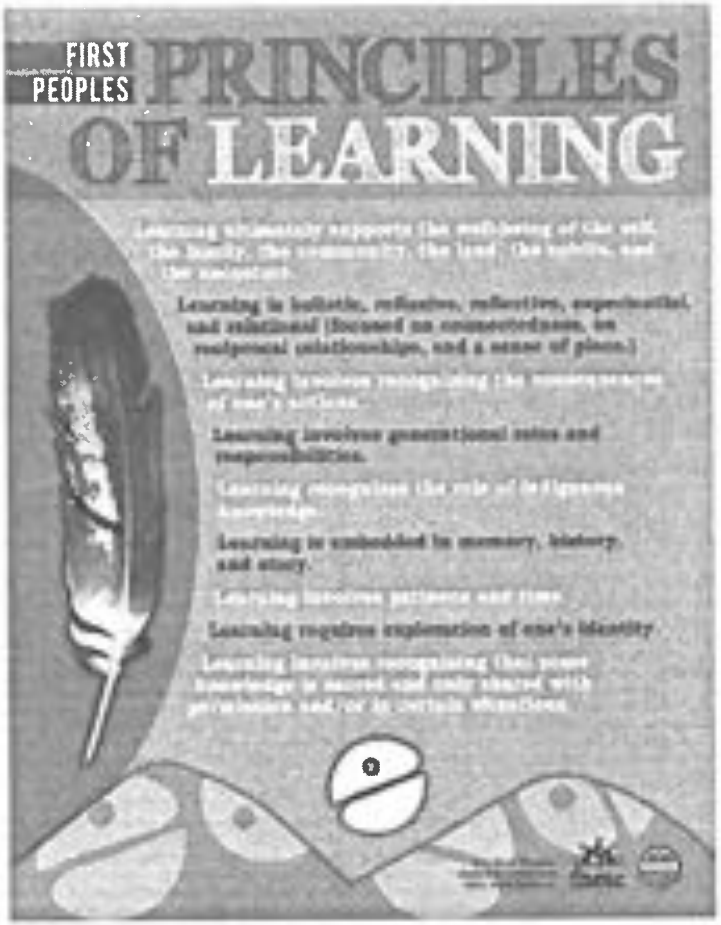
*Cultural Presence*
- *Aboriginal People and Culture*

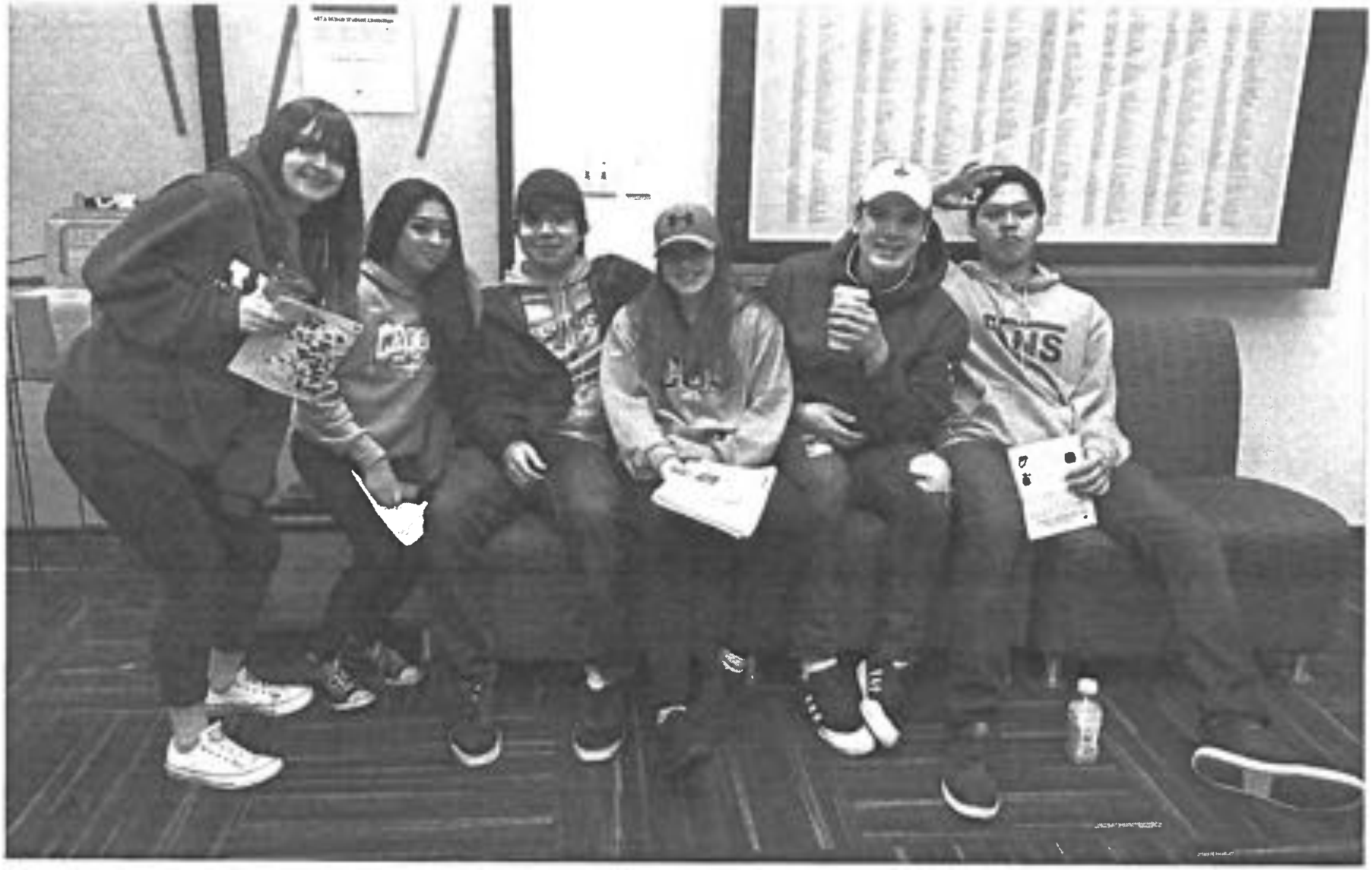
*Cultural Responsiveness*
- *Socio-Cultural Consciousness*
- *Deep Knowledge of Students*
- *High Expectations*
- *Inclusiveness*

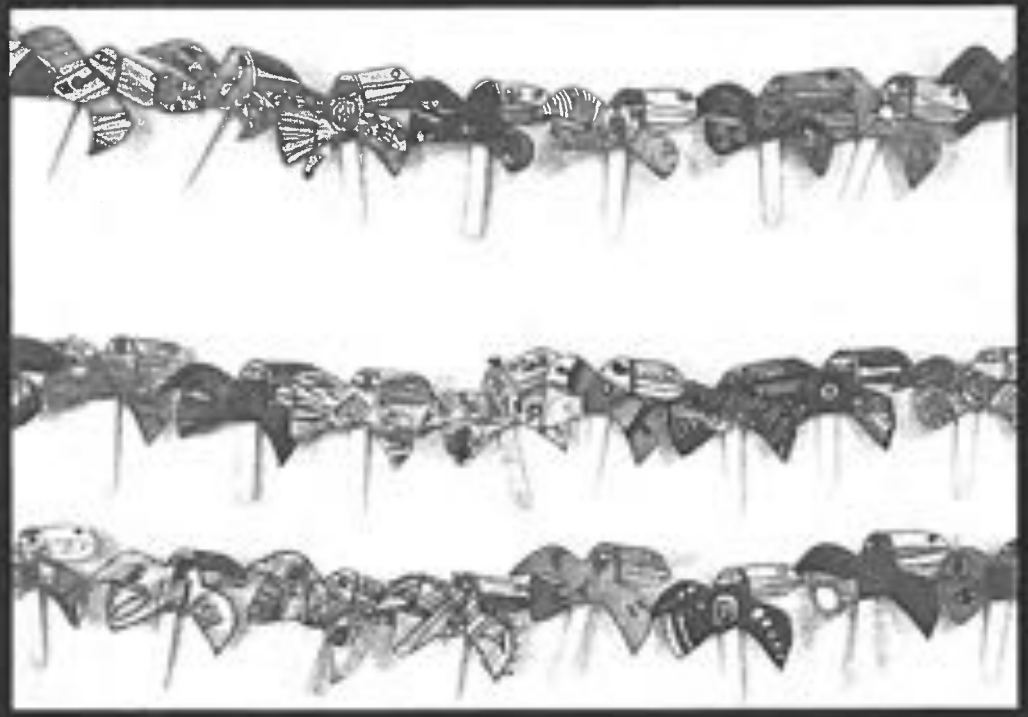
- *Desire to Make a Difference*
  - *Building on Lived Experience and Inquiry Based Learning*

Levels of Indigenization




FIRST PEOPLES
PRINCIPLES OF LEARNING
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)
Learning involves generational roles and responsibilities.
Learning is embedded in memory, history, and story.
Learning requires exploration of one's identity.





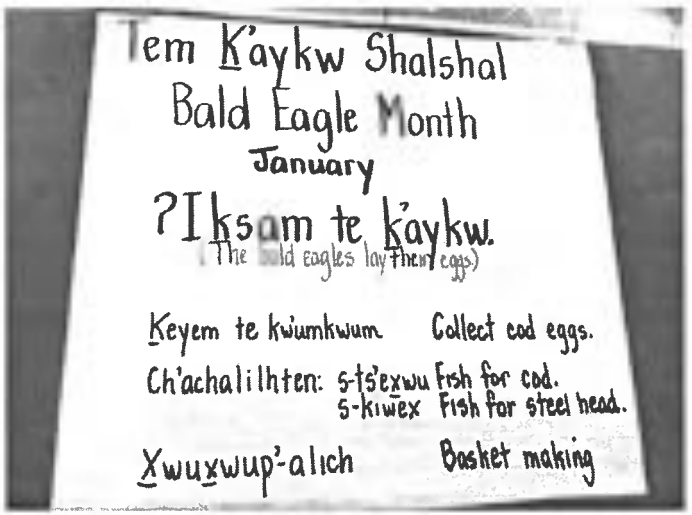
2017-18

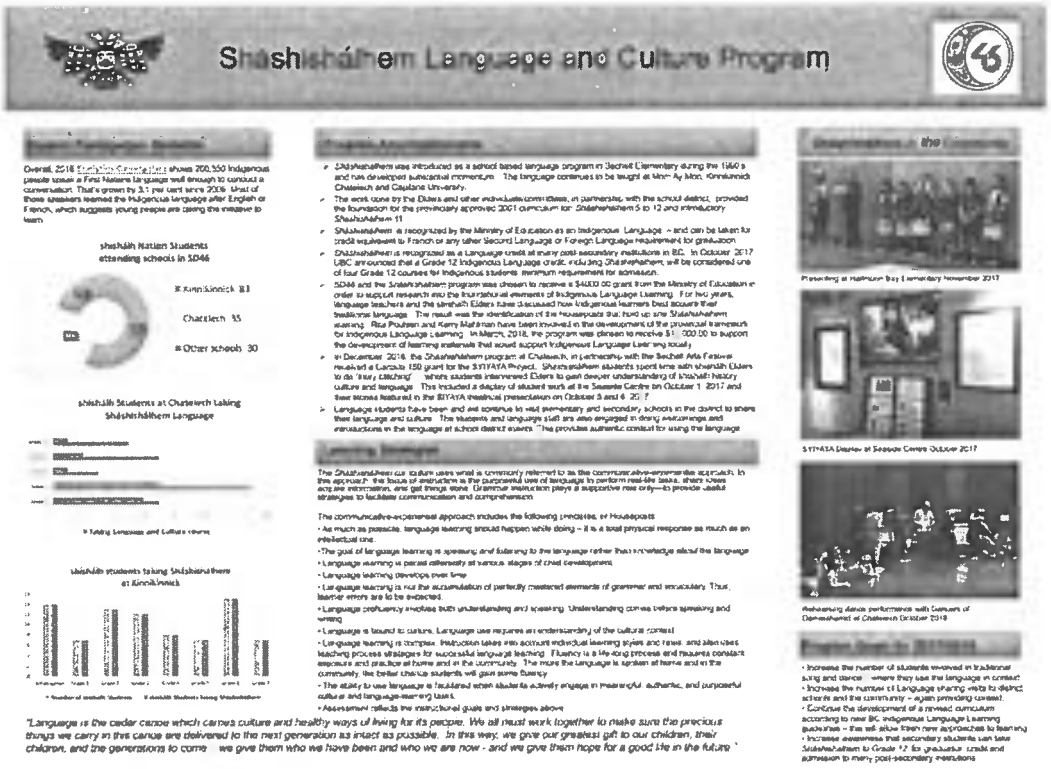
# STUDENT PLANNER

## Our Journey Together

Sakinaws

syiyaya
Our families. Our stories
SECHELT ARTS FESTIVAL
Canada
SECHELT ARTS FESTIVAL
Sechelt


Tem K'aykw Shalshal
Bald Eagle Month
January
?Iksam te k'aykw.
(The bald eagles lay their eggs)
Keyem te kwumkwum Collect cod eggs.
Ch'achalilhten: s-ts'exwu Fish for cod.
s-kiwex Fish for steel head.
Xwuxwup'-alich Basket making


Shashishálhem Language and Culture Program
shishálh Nation Students attending schools in SD46
Kinnikinnick 81
Chatelech 35
Other schools 30
shishálh Students at Chatelech taking Shashishálhem Language
shishálh students taking Shashishálhem at Kinnikinnick
"Language is the cedar canoe which carries culture and healthy ways of living for its people. We all must work together to make sure the precious things we carry in this canoe are delivered to the next generation as intact as possible. In this way, we give our greatest gift to our children, their children, and the generations to come – we give them who we have been and who we are now - and we give them hope for a good life in the future."

## Week long "in house" at schools

- Once a month out of the regular cycle of Programs and Services
- Whole team visits during the week
- Collaboration with classroom colleagues and principals
- Two Hands of Aboriginal Education
- Two Themes of Aboriginal Education
- Experiential/Place Based
- More Cultural Resource People into schools
- Culture and Language of This Place
- Professional Development

Cultures
Blanket Exercise
Secret Path
Foraged Tea Lab
Crafting
Puppetry and Storytelling
Beading
Weaving
Carving
Forest Walks
Animal Tracking
Planting
Visits to see Poles
Canoes

# Monique Gray Smith

- Partnership with SCFWA
- Visits to schools
- Professional Development Workshop
- Community Presentation

NURTURING THE LEARNING SPIRIT

# Chekwelhp origin story pole raised at Gibsons Elementary

Skwxwú7mesh

Sophie Woodrooffe / Staff Writer

APRIL 26, 2018 11:59 AM

Witnesses cleanse the Chekwelhp story pole with cedar boughs drenched in water at the April 19 welcoming ceremony for the pole at Gibsons Elementary.
- SD46 PHOTO

A long time ago, when only one man and his family lived near what's now called Gibsons, a brother appeared as if out of thin air. Motivated by greed, he sought to take all that he could, until a sea lion transformed from cedar arrived on the scene.

So begins the Skwxwú7-mesh origin story of Chek-welhp, the area around Gibsons and Langdale, and as of April 18, a totem pole stands at Gibsons Elementary School to commemorate that story.

“My vision was to tell the story of Chekwelhp … one of our creation stories about the beginning of time and first man,” said carver Wes Nahanee, whose traditional name is Chiaxsten.

The first man, Tskan-chtn, stands at the bottom of the nearly 18-foot (5.5-metre) pole. The sea lion is the second figure, and at the top of the pole is Sxelàltn, known as the greedy brother.

The idea for the welcome pole came as Gibsons Elementary was being built. “We wanted something that would be an opportunity for Indigenous students to walk on the campus and understand their culture is respected here,” said Kerry Mahlman, district principal, Aboriginal education.

The raising ceremony took place on April 19, but it took four years to complete the pole. The cedar was sourced from Twin Creek log sort, and because it was drenched with water it had to dry for two years until cracks could close up and form a smooth surface for carving. Nahanee then set to work. Eventually, the pole was sent back to North Vancouver, where Nahanee lives, so that he could work on it more consistently. It was shipped over with the help of Gibsons Building Supplies.

In order to get it ready for the raising, Nahanee recruited family members to help. After several 12- to 18-hour days of sanding and staining, the pole was ready.

“It was pretty emotional,” Nahanee said. “I’ve done other projects before but they’ve never affected me the way this one did.” His daughter attended Gibsons Elementary before his family moved to North Vancouver. “I felt so relieved it was done.”

By brushing the pole and carver with cedar boughs dipped in fresh water, a separation can occur, allowing the feelings wrapped up in the experience of carving to be washed away when the boughs are placed in a stream. Alroy Baker of the Skwxwú7mesh Nation spoke to the crowd about the ceremony and invited Nahanee to tell the origin story.

“Of course in an afternoon ceremony with kids sitting outside we didn’t want to spend as much time as we would love to hear the entire story, which is quite lengthy,” Mahlman said. Ceremony witnesses were Andy Johnson of shíshálh Nation, Keith Julius, SCRD director for shíshálh Nation, Patrick Bocking, superintendent of School District No. 46, and Deborah Luporini, principal of Gibsons Elementary School.

Origin stories are sacred, and Mahlman said SD46 staff is planning to meet with elders who will tell them the story in its complete form. That story may then be shared with the public. Mahlman is also planning a math unit that will draw on the physics and mathematics involved in raising the pole.

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# Reconciliation movement launches at longhouse

shíshálh Nation

Sophie Woodrooffe / Staff Writer
MAY 1, 2018 03:12 PM

Former shíshálh Nation chief Garry Feschuk (left) gives his opening remarks with former Sechelt mayor Cam Reid at the Syiyaya Reconciliation Movement launch on April 23.
- SOPHIE WOODROOFFE PHOTO

Former shíshálh Nation chief Garry Feschuk, who is recovering from a stroke, sat under two totem poles inscribed with legends of his people at the shíshálh Longhouse. Next to him stood his project partner, Cam Reid, a former Sechelt mayor and RCMP staff sergeant. The unlikely pair is spearheading what they call Syiyaya Reconciliation Movement, and on April 25, more than 200 people joined them at the longhouse to launch it.

Feschuk dedicated the evening “to the people who aren’t here to see it, and can’t share their story.”

Reid emphasized the movement's grassroots origins. "It's a fantastic opportunity, the [local] governments are behind us, but we need money," said Reid. The pair plans to involve members of shíshálh Nation and non-Indigenous Sunshine Coast residents in carving a Reconciliation Totem Pole and weaving Reconciliation Blankets.

It's not rare that public events take place at the longhouse, but it doesn't happen as often as it used to, Feschuk told *Coast Reporter*. He said he also wants more opportunities to bring non-Indigenous residents into the longhouse. "As part of this movement we're hoping to do some cultural awareness workshops," he said.

The evening began with a blessing and the calling of witnesses, followed by a feast of salmon, salads, desserts and coffee. After Feschuk and Reid introduced the movement, members of the Tl'ikw'am Dance Group performed under the guidance of Andy Johnson, cultural ambassador for shíshálh Nation and language teacher. Later in the evening, audience members were encouraged to participate in dances mimicking húpit (deer), s-chálilhten (salmon) and other animals.

The evening was punctuated by the accounts of elders and shíshálh community members, who spoke about what reconciliation means, as well as the experiences they endured as students of residential school, and the after-effects they have worked to overcome.

In 2012, a class action lawsuit was launched by the shíshálh Nation and Kamloops (tk'emlúps) Nation to seek compensation for residential students and their descendants, as well as bands that housed residential schools in or near their communities. The lawsuit is intended for those left out of the Indian Residential Schools Settlement Agreement, the largest class action settlement in Canadian history, because they or their descendants did not board at the schools but instead attended as day scholars. At the event, Feschuk spoke about the settlement, telling *Coast Reporter* afterwards, "It's ongoing and we're hoping to reach settlement soon."

Representatives from local government were also in attendance. Sechelt Mayor Bruce Milne spoke near the end of the event. "It's the truth we can't change that makes reconciliation so difficult," said Milne. "Reconciliation is about those truths that cannot be changed and won't be changed, but we have to bring together."

The organizing committee, which includes Randy Joe, Valerie Bourne, John Denham, Nancy Denham, Dale Sankey, Richard Till, Glen Martin, Siobhan Smith and Steven Feschuk, are collaborating on fundraising. They are selling T-shirts and asking for donations. They have

also sought the support of local governments and plans are in the works to apply for grants. “These are just some of the ideas we have but we haven’t worked out those details yet,” said Feschuk.

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Title: **Inclusive Education**
Category: **Education**
Number: **2800** **REVISED**

## I. RATIONALE:

The Board of Education of School District No. 46 (Sunshine Coast) believes that we have the capacity to enable each of our students to excel. Our philosophy is based on best practice, inclusionary strategies and is complementary to the Ministry of Education's Special Education Manual. Our service delivery model is based on the tiered model of intervention.

## II. GENERAL:

A. Staff will use the Student Support Services Handbook as their guiding document. This handbook will be kept on the District Engage site.

B. Staff will use the Handbook in conjunction with best practices and strategies as listed in the Ministry of Education's Special Education Manual (https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf).

**Received:**
**References:**

Title: ~~Special Education~~**Inclusive Education**
Category: **Education**
Number: **2800** **REVISED**

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~~See the School District No. 46 (Sunshine Coast) Student Support Services Handbook.~~

**Received:**
**References:**

Title: **Assessment and Evaluation of Student Learning**
Category: **Education**
Number: **2200** **Revised**

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## I. Rationale

The District believes that effective assessment and evaluation of student learning are an integral part of attaining educational excellence for its students.

*(As prescribed by the School Act, the Superintendent will prepare and submit an annual report on student learning to the Board each Spring in accordance with the B.C. Framework for Enhancing Student Achievement. The report can be found at www.sd46studentexcellence.ca.)*

## II. Reference

*BC's new curriculum requires a new approach to assessment. The Ministry of Education's assessment page provides detailed information on integrating assessment with reporting and curriculum delivery.*

*https://curriculum.gov.bc.ca/redesigning-assessment*

### Principles of Quality Assessment

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning

Title: **Assessment and Evaluation of Student Learning**
Category: **Education**
Number: **2200** **Revised**

- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Title: **Assessment and ~~,~~ Evaluation ~~and Reporting of Student~~of Student Learning ~~Results~~**

Category: **Education**

Number: **2200** **Revised**

## I. Rationale

The District believes that effective assessment and~~,~~ evaluation ~~and reporting~~ of student ~~achievement~~ learning are an integral part of attaining educational excellence for its students.~~.~~

*(As prescribed by the School Act, the Superintendent will prepare and submit an ~~Annual Report~~annual report on ~~Student~~ student ~~Achievement~~ learning to the Board ~~by December 15~~each Spring in accordance with the B.C. Framework for Enhancing Student Achievement. The report can be found at www.sd46studentexcellence.ca[1].)* ~~The report is to focus on student results, and to identify areas of student achievement that are improving, and to provide evidence of this improvement.~~

## II. ~~Definitions~~Reference

*BC's new curriculum requires a new approach to assessment. The Ministry of Education's assessment page provides detailed information on integrating assessment with reporting and curriculum delivery.*

*https://curriculum.gov.bc.ca/redesigning-assessment*

~~*Assessment for Learning* refers to a teacher's ongoing collection of data regarding his/her students' abilities to demonstrate the expected learning outcomes of an activity, concept or subject at grade level. The teacher uses the data in order to plan for further instruction so students have the opportunity to master the expected learning outcomes.~~

~~*Assessment as Learning* refers to the use of assessment rubrics and scoring guides to assist students in their use such that students are capable of assessing their own performance relative to the expected learning outcomes of the activity, concept or unit under study. Students perform individual self-assessments, peer assessments or collaborative group assessments as they learn to use the scoring guides and assessment tools.~~

Title: **Assessment and ~~,~~ Evaluation ~~and Reporting of Student~~of Student Learning ~~Results~~**

Category: **Education**

Number: **2200** **Revised**

~~*Assessment of Learning* refers to after-the-fact evaluation of student demonstrations of their mastery of expected learning outcomes. *Assessment of Learning* is used to communicate and report students' levels of mastery relative to the expected learning outcomes.~~

~~*Integrated Resource Package (IRP)* refers to the B.C. Ministry of Education prescribed learning outcomes which set the learning standards for the provincial K-12 education system and form the prescribed curriculum for British Columbia. They are statements of what students are expected to know and do at the end of an indicated grade or course.~~

## ~~III.~~ ~~Purpose~~Principles of Quality Assessment

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
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- involves student in their learning
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- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

~~A. The purpose of assessment is to:~~

Title: **Assessment and , Evaluation and Reporting of Studentof Student Learning Results**

Category: **Education**

Number: **2200** **Revised**

1. Guide instruction for the purpose of improving student learning, and to support student self-assessment of their learning as per Ministry performance standards and IRP learning outcomes;
2. Guide evaluation and to provide reports to parents, the Board and the Ministry.

B. Communications about student learning occurs through assessment practices that are ongoing, clear and relevant to the learning outcomes studied.

C. Classroom, school, District and provincial level assessment data is used to inform decision-making.

D. Effective assessment practices are regularly reviewed and refined by individual teachers; departments or grade-level groups; schools; and the District as applicable.

E. Staff development, professional development and teacher collaboration support assessment.

**IV.** Procedures

**A.** Guidelines For Assessment Practices

1. District Assessment Practices – Roles and Responsibilities of Professional Staff

a) District Personnel

(1) The Superintendent will direct District assessment programs.

(2) The Superintendent, in consultation with principals, vice-principals and teachers, will develop or select assessment instruments, establish procedures for their use and make evaluation analysis of data.

Title: **Assessment and ~~,~~ Evaluation ~~and Reporting of Student~~of Student Learning ~~Results~~**
Category: **Education**
Number: **2200** **Revised**

~~(3) Reasons for assessment may include:~~

~~(a) Monitoring effectiveness of school assessment and evaluation procedures.~~

~~(b) Monitoring student achievement.~~

~~(c) Monitoring program effectiveness.~~

~~(d) Establishing baseline data for new programs and subsequent assessment of new program effectiveness.~~

~~(4) To avoid disruption of school programs, the Superintendent will consult with school administrators regarding the frequency and timing of District assessments.~~

~~(5) A variety of assessment instruments and sampling procedures are to be used to collect assessment data.~~

~~(6) The Superintendent will ensure that District assessment and evaluation procedures are reviewed periodically.~~

~~b) School Personnel~~

~~(1) The Principal will be responsible for:~~

~~(a) Implementing District assessment procedures at the school level.~~

~~(b) Leadership and assistance to school professional staff in assessment and evaluation.~~

~~(c) Establishing a process within the school to facilitate a student and the student's parents examining all records kept by the District on that student.~~

Title: **Assessment and ~~,~~ Evaluation ~~and Reporting of Student~~of Student Learning ~~Results~~**

Category: **Education**

Number: **2200** **Revised**

~~(2) School professional staff are responsible for:~~

~~(a) Assessing and evaluating student progress in both core and supplemental skills and concepts.~~

~~(b) Consulting with colleagues to ensure continuity in skill and concept scope and sequence.~~

~~(c) Maintaining student records and related information, such as achievement data and supportive work samples, frequency of testing and types of measurement instruments used.~~

~~(d) Communicating to students and parents the procedures used to evaluate students.~~

~~(e) When requested by a Principal, assisting a student or parents in interpreting the student's school records.~~

~~2. School-based Assessment Practices – Roles and Responsibilities of Professional Staff.~~

~~a) The Principal, in consultation with professional staff, is responsible for developing overall procedures on assessing, evaluating, and reporting student achievement. The procedures are to be consistent with provincial and District guidelines, and be filed in the school office with a copy sent to the Superintendent.~~

~~b) Professional staff are responsible for testing and evaluating the progress of individual students with respect to the curriculum.~~

~~c) Professional staff are responsible for communicating student progress to parents throughout the school year.~~

Title: **Assessment and ~~,~~ Evaluation ~~and Reporting of Student~~of Student Learning ~~Results~~**

Category: **Education**

Number: **2200** **Revised**

~~d) Reporting practices and procedures related to student progress must be in accordance with Ministry policies. The reporting form must be approved by the District.~~

~~e) The teacher, in consultation with the parent, student and Principal, is responsible for specifying what the school, the parent, and the student can do to promote learning gains.~~

~~f) Each school is responsible for implementing a screening and diagnostic program that will:~~

~~(1) Use District screening and diagnostic resources.~~

~~(2) Consider the total growth and development of the child.~~

~~(3) Identify children who require learning assistance or enrichment.~~

~~(4) Serve as a basis for individualizing instruction.~~

~~(5) Ensure articulation between elementary and secondary school regarding strength and weaknesses of individual students.~~

~~g) In addition to assessing and evaluating individual student progress, professional staff are responsible for assessing and evaluating the effectiveness and quality of school programs.~~

~~B. Students and parents have the following entitlements and responsibilities:~~

~~1. Interpretation of any formal school records that exist on that student.~~

~~2. Return of any performance and portfolio kinds of "authentic" assessments.~~

Title: **Assessment and ~~,~~ Evaluation ~~and Reporting of Student~~of Student Learning ~~Results~~**

Category: **Education**

Number: **2200** **Revised**

~~3. Review of any school department cross-grade examination or classroom test for the purpose of recording the marks and reviewing the questions.~~

~~4. Return of any school cross-grade examination or classroom test when it does not compromise a test bank or violate contractual arrangements by the District.~~

~~5. Recourse to the District appeal process if access to student records or assessment results is not consistent with these guidelines.~~

~~6. Duty to consult with the school about the assessment of the student's educational program when requested to do so by a teacher or an administrative officer.~~

~~Effective: January 1996~~
~~Revised: January 2010, March 2011~~
~~References: Legal References: Section 7, 8, 17, 20, 22, 64, 79, 85 School Act~~

School District No. 46 (Sunshine Coast)

# Administrative Regulations

## EDUCATION 2920

### STUDENTS OVER SCHOOL AGE

1. "School Age" shall mean "the age between the date on which a person is permitted under Section 3 (1) to enrol in an educational program provided by the Board and the end of the school year in which the person attains the age of 19 years".

2. Under normal circumstances, a person over school age who has not graduated is expected to enrol in an alternative program, e.g. community college or Sunshine Coast Alternative School program; however, subject to space availability, persons over school age who have not graduated may attend regular school classes, either full or part-time, in accordance with the conditions noted below:

    2.1 The student has met and discussed alternatives with the principal.

    2.2 The student has attained the approval of the principal.

    2.3 The student agrees to comply with the School Code of Conduct. Violation of the Code may lead to removal from the educational program.

    2.4 The student maintains a satisfactory level of performance and attendance.

To be repealed



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| **Date adopted:** August 15, 2000<br>**Revised:** | **Reference:** School Act, Sec. 1, Board Policy 1.3 |
| | **Supt. Signature:** |

School District No. 46 (Sunshine Coast)

# Administrative Regulations

## EDUCATION 2150

**ALTERNATIVE PROGRAMS**

1. Alternative programs/courses are defined as those that include any or all of the following:
   a. The suggested class size differs from the normal size for the age group;
   b. Additional financial support is required;
   c. A need is identified for the recruitment of teachers with specialized skills other than those that would normally be found amongst teacher applicants;
   d. The suggested curriculum is other than the usual British Columbia curriculum;
   e. The location for the program/course is other than a school;
   f. Students are to be drawn from outside the catchment area of the suggested location;
   g. Specialized equipment is necessary to support the program/course;
   h. The method of delivering the program/course is markedly different from normal classroom practices.

2. If any of these factors are present, Board approval of the program/course is required.

3. Requests to the Board for programs for the following year shall be presented to the board office by March 30TH of each year and provide answers to the following questions:
   a. What evidence, if any, is there of the need or demand for the proposed program/course?
   b. Is this an appropriate offering in public schools at the level suggested?
   c. Is the program/course significantly different from existing ones?
   d. Is the program/course supported by students, parents, staff and administration?
   e. Has a sound educational rationale been developed and written?
   f. Has a clear set of goals and learning outcomes been developed and written?
   g. Is the proposed program/course congruent with the mission and goals of the province and the purpose and principles of the district?
   h. Is the program/course consistent with the guidelines contained in relevant district policies, regulations, legal requirements and contracted agreements?
   i. Are facilities and resources available to support the program/course in both the short and long term?
   j. To what extent is the program/course accessible to all eligible students?
   k. Does the program/course meet Ministry requirements regarding special needs students?
   l. To what extent will the proposed program/course impact on other programs/courses? What research has been done to support assurances?
   m. Is the proposed program/course capable of being offered in other schools?
   n. Is the staff available to provide the specialized instruction required?
   o. Have the developers identified available textbooks and/or materials?

To be repealed



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| **Date adopted:** January 1996<br>**Revised:** April 20, 2001; July 15, 2002; January 25, 2006 | **Reference:** Board Policy 4.3.4<br><br>**Supt. Signature:** |