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

EDUCATION COMMITTEE
AGENDA
Wednesday, February 27th, 2019 from 2:30-4:00 pm
School Board Office – Sechelt, BC

1. Math (1.c.)

2. Leaders (2.f)

3. Board / Authority Authorized Courses:

4. Regulations for review:

Insert Board/School Logo

Board/Authority Authorized Course Framework Template
Psychology 11

School District/Independent School Authority Name: Sunshine Coast School District #46	**School District/Independent School Authority Number (e.g. SD43, Authority #432):**
Developed by: Glen MacPherson	**Date Developed: January, 2019**
School Name: Elphinstone Secondary	**Principal's Name: John Brisebois**
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Psychology 11	**Grade Level of Course: 11**
Number of Course Credits: 4	**Number of Hours of Instruction: 120**

Board/Authority Prerequisite(s): None.

Special Training, Facilities or Equipment Required: Regular classroom with white board or chalk board, computer projector, regular student access to internet-connected computers.

Course Synopsis: Psychology 11 presents an introduction to the history of Psychology, the science of human behaviour and experience, its key concepts, procedures, findings and theories. This course samples the field of psychology with an overarching goal of introducing students to the how and why of human thought and behaviour with an emphasis on regularly connecting what they have learned to their daily lives.

Goals and Rationale:

- Develop an understanding of the how the field of psychology evolved by studying its origins, important theorists, significant scientific experiments and their contributions to the present
- Develop an understanding of the scientific method and psychological research techniques as demonstrated by a formal research study which includes: reading and presenting the background to the topic, reviewing related research literature, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings
- Understand modern approaches to memory, learning, testing, and intelligence
- Develop an understanding of adolescent psychological development
- Develop an understanding of effective coping and wellness strategies for dealing with stress, anxiety, and depression
- Develop an understanding of prevalent psychological disorders: how they are manifested and treated
- Develop an understanding of consciousness, including sleep, dreaming, meditation, and hypnosis
- Provide an overview of Social Psychology and its key variables and features

Psychology 11 prepares students interested in teaching, social work, nursing and other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth outreach, geriatrics and early childhood education. In addition, understanding human behaviour is crucial to other careers such as marketing and business management, the military, public relations, politics and government, and international relations. The courses will give students lifelong skills for better understanding of self and others.

Aboriginal Worldviews and Perspectives:

Psychology 11 is intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives, including the Indigenous ways of knowing which will benefit all students. Topics weave in the historical, social and political issues that affect First People and many holistic and reflexive teaching strategies are used. For example, the trauma of imposed European culture and the loss of Indigenous culture and lifestyle is still causing debilitating major depression amongst Indigenous youth at twice the Canadian national average. These kinds of discussions will allow students the opportunity to examine their own embedded assumptions to discover unexamined constructions about gender, disability, sexual orientation, class and age.

BIG IDEAS

Understanding and approaching the study of Psychology as a unique and evolving **social science**.	Understanding the application and benefit of Psychology to one's life and relationships.	Understanding the causes, manifestations, and treatments of **mental disorders**.	Understanding the stages and cyclical nature of the **research process**.	Understanding that stress, anxiety, and maladaptive functioning can be ameliorated through psychotherapy and lifestyle changes.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following::	*Students are expected to know the following:*
• Define Psychology, state its scientific underpinnings and discuss its history, development, and **applications** • Use the scientific method to distinguish science from **pseudo-science**, and to investigate hypotheses and speculations. • Discuss major issues in memory, learning, and psychological testing • Assess the effects that biological and environmental factors can have on socio-emotional development • Demonstrate a working knowledge of major mental disorders, including their complexity, causes, and treatments • Discuss major components of childhood and **adolescent development** • Provide an overview of **Social Psychology**, including its major features and variables • Conduct a **formal psychological research** study	• Identify techniques used to gather information about behaviour and how to analyze the information • States of **consciousness** in psychology • Understand psychoactive **drugs** and their effects • Types of **memory** and memory techniques • Types of **intelligence** and intelligence testing • Understand the stage theories of developmental, cognitive, psychosocial, and moral theories • Understand social dimensions of behaviour, group processes, and social influence. • Understand common characteristics of **abnormal behaviour** and their major categories.

Big Ideas – Elaborations

social science: Psychology is the science of behaviour and mind. It is a unique amalgam of the classical Scientific Method and careful observation of human behaviour, informed by social, cultural, and historical norms. It recognizes the massive complexity and unpredictability of human beings and the changing societies in which they live.

mental disorders: - an examination, guided by the DSM 5 and peer-reviewed research, of the major mental disorders affecting members of society, with an emphasis on depressive-related and anxiety-related disorders. Includes causes, manifestations, and treatments.

research process: - the formation of research questions, reliance on evidence-based research literature, research design, the gathering and analysis of data, and the presentation of knowledge claims.

Curricular Competencies – Elaborations

- **applications:** the applications of Psychology include psychotherapy, vocational and aptitude testing, relationship counselling, school counselling, identifying learning disabilities, and institutional wellness
- **pseudo-science**: the use of scientific-sounding language and trappings to masquerade as legitimate science
- **adolescent development:** includes the physical, sexual, and emotional development of the adolescent phase of life
- **Social Psychology:** the study of the forces and features in human groupings, with an emphasis on conformity, propaganda, and groupthink
- **formal psychological research**: includes the formation of research questions, the evaluation of evidence-based, peer-reviewed research, research ethics, the gathering and analysis of data, and the presentations of the final research product

Content – Elaborations
• **consciousness:** our state of awareness and its qualities; includes sleep, dreaming, sleep disorders, meditation, hypnosis, and stress reduction methods • **drugs**: substances taken medically or recreationally that affect the typical functioning of the mind and body, including, but not limited to: anti-depressants, anti-anxiolytics, alcohol, cannabis, caffeine and stimulants in general, barbiturates, and opiates. • **memory:** includes discussion short-term and long-term memory, amnesia, automaticity, and specific techniques for memorization including word chunking, mnemonics, visual association, and over-learning • **intelligence:** includes the history of intelligence testing, multiple intelligences, the abuses and misuses of IQ testing, and emergent conceptions of intelligence • **abnormal behaviour:** includes maladaptive function and behaviours that negatively impact social, financial, and familial life - stemming from primary mental disorders and/or personality disorders

Recommended Instructional Components:

- Direct Instruction

- Demonstrations

- Student Presentations

- Simulations

- Peer Teaching

- Experiential Learning

- Reflective Writing

- Socratic Seminars

- Guest Lectures and Presentations

- Educational Games

Recommended Assessment Components:

Assessment provides information about students' attitudes, knowledge, and skills. They should be diverse and flexible, providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer

communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning. One approach is to separate assessments based on their intent. Formative assessments provide feedback to students and teachers during the learning process, giving them the chance to reflect and adjust strategies so as to improve teaching and learning. Summative assessments occur at the end of a unit of study or the course itself, and give information about a student's mastery of the course material. Evaluation measures a student's performance against a set of standards, typically using a final percentage or letter grade.

Formative

- Teacher questioning during lectures and presentations
- regular feedback during the research process
- formative quizzes and tests
- written assignments
- Journal reflections
- Oral presentations
- Discussion
- Individual conferences with students

Summative

Unit tests

Formal research study

Final Examination.

Evaluation

The evaluative weightings of summative assessments should be flexible and left largely to the classroom teacher, because teaching can and should adjust to the needs of learners and systemic requirements. Nevertheless, Psychology is an academic discipline, and the nature of the course traditionally lends itself to having summative tests and quizzes comprising more weight than any other single category of classroom assessments, often as much as half the final grade in the course. The formal research study is also a crucial, on-going, and ultimately summative statement of what the student has accomplished in the course, and this should be reflected in evaluative weightings.

Learning Resources:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
Knowledge Evolved (NOBA). University of Kentucky Open-Source Psychology Textbook Series.
The Mayo Clinic Medical Website and Database.
The Canadian Psychological Association Website.

Additional Information: None.

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: School District #46 (Sunshine Coast)	**School District/Independent School Authority Number (e.g. SD43, Authority #432):**
Developed by: Glen MacPherson	**Date Developed:** January, 2019
School Name: Elphinstone Secondary	**Principal's Name:** John Brisebois
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Psychology 12	**Grade Level of Course:** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s): It is preferable that the student has taken an introductory course, such as Psychology 11 (BAA).

Special Training, Facilities or Equipment Required: Regular classroom with white board or chalk board, computer projector, and regular student access to internet-ready computers.

Course Synopsis: Psychology is the science of mind, giving insight into our cognition, behaviour, and emotions. Psychology 12 builds on and extends the foundation created in Psychology 11, preparing students for the formal study of Psychology at the college and university level. The foci of this course are relationships and their dynamics, a rigorous examination of depression and anxiety-related disorders, the applications of psychology including psychotherapy, and the production of a formal piece of psychological research. This course aims to teach students how to use psychology to improve their lives and the lives of others.

Goals and Rationale:

- Develop an understanding of the how the field of psychology evolved by studying its origins, major schools of thought and their important theorists, and significant scientific experiments.
- Develop an understanding of the scientific method and psychological research techniques as demonstrated by conducting a formal research study which includes: formulating a research question, locating and reviewing related research literature, collecting, analyzing and interpreting data, formulating a conclusion and presenting the findings.
- Develop a comprehensive understanding of depression-related and anxiety-related disorders: their causes, manifestations, and treatment.
- Develop an understanding of relationship dynamics as they operate in platonic friendships, romantic partnerships, and familial groupings.
- Develop an understanding of how Psychology is applied in psychotherapy, experimental research, counselling, education, and in governmental and military contexts.
- Develop an understanding of how psychological research and practice can be applied to benefit individuals and society.

Psychology 12 prepares students interested in teaching, social work, nursing and other medical fields, counselling and clinical psychology, criminology and police work, rehabilitation, youth outreach, geriatrics and early childhood education. In addition, understanding human behaviour is crucial to other careers such as marketing and business management, the military, public relations, politics and government, and international relations. The courses will give students lifelong skills for better understanding of self and others.

Aboriginal Worldviews and Perspectives:

Psychology 12 is intended for both Indigenous and non-Indigenous learners and will explore content from many perspectives, including the Indigenous ways of knowing which will benefit all students. Topics weave in the historical, social and political issues that affect First People and many holistic and reflexive teaching strategies are used. For example, the trauma of imposed European culture and the loss of Indigenous culture and lifestyle is still causing debilitating major depression amongst Indigenous youth at twice the Canadian national average. These kinds of discussions will allow students the opportunity to examine their own embedded assumptions to discover unexamined constructions about gender, disability, sexual orientation, class and age.

Course Name: _____ **Grade:** _____

BIG IDEAS

Understanding **Relationship Dynamics** and how they affect friendships, family life, and partnered relationships.	Understanding how the **research process** generates knowledge claims in Psychology.	Understanding the causes, manifestations, and treatments of the most prevalent **mental disorders** affecting teenagers.	Understanding how the principles of Psychology inform the **applications of Psychology**	Understanding how **psychotherapy** can help individuals achieve higher states of functioning - emotionally, socially, and vocationally.

Learning Standards

Curricular Competencies	Content

Students are expected to do the following:

Research and the Scientific Method:

- Distinguish science from **pseudo-science**
- Evaluate the validity of knowledge claims by using the **Scientific Method** to design studies and experiments
- Use evidenced-based literature to design and generate an original and formal piece of psychological research

Relationships:
- Discuss the major features and variables involved in the dynamics of relationships: platonic, romantic, and familial
- Discuss the sources and statistics surrounding cohabitation, marriage, and divorce in Canada
- Discuss the principles of relationship counselling and conflict resolution

Mental Disorders:
- Provide a good working knowledge of the causes, manifestations, and treatments of depressive and anxiety-related disorders as described in the **DSM 5**.

Applications:
- Summarize the main applications of psychology: therapy, aptitude and career testing, advertising, experimental psychology, and governmental and military uses.

- Summarize the major **Schools of Psychology** - their fundamental assumptions, notable figures, and how they inform present day psychological treatment.

Students are expected to know the following:

- The signs and indicators of fraudulent knowledge claims and pseudo-science
- **Heuristics** for evaluating the quality of evidence-based research literature
- The stages of the **research cycle**
- The diagnostic criteria for **depressive** and **anxiety**-related disorders
- The important role of physical exercise and lifestyle changes in the treatment of mental disorders
- How conformity and propaganda can shape behaviour in beneficial and non-beneficial ways.
- How social groupings can result in social facilitation, social loafing, seeding, and attribution
- The main sources of conflict in relationships and methods used to reduce that conflict

Big Ideas – Elaborations

Relationship Dynamics refer to the formation of friendships and romantic partnerships, conflict resolution, goal setting, parenting, and the evolution of relationships throughout life.

r**esearch process:** the formation of research questions, evaluation of extant research, qualitative and quantitative research design, searching full text databases, research ethics, and the presentation of completed research.

mental disorders: includes an overview of the Diagnostic and Statistical Manual for Mental Disorders (DSM 5), the concept of maladaptive behaviours, and an overview of the major mental and emotional disorders affecting members of society.

Applications of Psychology includes corporate, governmental, and institutional propaganda, early screening for learning disabilities, aptitude and ability testing, and military psychological warfare.

psychotherapy: an examination of the assumptions and traditions undergirding the major schools of psychology, the cognitive tradition, the role of psychotropic medication, and the increasing role of adjunct therapies and techniques.

Curricular Competencies – Elaborations

- **pseudo-science:** the use of scientific-sounding language and trappings to masquerade as legitimate science
- **Scientific Method:** testable versus non-testable claims, blind and double-blind controlled experiments, causation versus correlation, isolating variables, identifying confounding variables
- **DSM 5:** Diagnostic and Statistical Manual for Mental Disorders (DSM 5) - the primary legal and medical document surrounding the diagnosis and treatment of mental disorders
- **Schools of Psychology:** Behaviourism and Radical Behaviourism, Gestalt Psychology, Humanism, Cognitive Psychology, Adler, Psychoanalysis, and Functionalism

Content – Elaborations

- **Heuristics:** generalized approaches, methods, and "rules of thumb" for arriving at reasonably valid conclusions
- **depressive:** includes Major Depressive Disorder, Bipolar Disorder, Seasonal Affective Disorder (SAD), Postpartum Depression
- **anxiety:** includes Generalized Anxiety Disorder, Specific Phobia, Agoraphobia, Panic Disorder, Obsessive-Compulsive Disorder
- **research cycle:** formulating research questions, locating and evaluating evidence-based, peer-reviewed literature, design studies, gathering, analyzing, and presenting data, presenting conclusion, and returning to stage of formulating new research questions.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Student Presentations
- Simulations
- Brainstorming
- Reading and writing
- Written assignments
- Peer Teaching
- Experiential Learning
- Independent Research
- Reflective Writing
- Socratic Seminars
- Guest Lectures and Presentations

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Assessment provides information about students' attitudes, knowledge, and skills. They should be diverse and flexible, providing opportunities for students to demonstrate their understanding in a variety of meaningful and engaging ways. Rubrics are often created together in order to provide opportunities for students to deepen their understanding of the content and to fully understand the learning outcomes. Personal and peer communication, anecdotal feedback along with self-reflection are also valuable in helping students set appropriate goals to foster an upward cycle of learning. One approach is to separate assessments based on their intent. Formative assessments provide feedback to students and teachers during the learning process, giving them the chance to reflect and adjust strategies so as to improve teaching and learning. Summative assessments occur at the end of a unit of study or the course itself, and give information about a student's mastery of the course material. Evaluation measures a student's performance against a set of standards, typically using a final percentage or letter grade.

Formative

- Teacher questioning during lectures and presentations
- regular feedback during the research process
- formative quizzes and tests
- written assignments
- Journal reflections
- Oral presentations
- Discussion
- Individual conferences with students

Summative

Unit tests

Formal research study

Final Examination.

Evaluation

The evaluative weightings of summative assessments should be flexible and left largely to the classroom teacher, because teaching can and should adjust to the needs of learners and systemic requirements. Nevertheless, Psychology is an academic discipline, and the nature of the course traditionally lends itself to having summative tests and quizzes comprising more weight than any other single category of classroom assessments, often as much as half the final grade in the course. The formal research study is also a crucial, on-going, and summative statement of what the student has accomplished in the course, and this should be reflected in evaluative weightings.

Learning Resources:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: Author.
Knowledge Evolved (NOBA). University of Kentucky Open-Source Psychology Textbook Series.
The Mayo Clinic Medical Website and Database.
The American Psychological Association (APA) Website.

Additional Information: None.

Board/Authority Authorized Course Framework Template
Applications for Learning 11

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#46
Developed by: Rae-dene Pednaud adapted from D. Galazka, J. Marquis	Date Developed: November 2018
School Name: All Schools in SD #46	Principal's Name: Kate Kerr
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning	Grade Level of Course: 11
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

None.

Special Training, Facilities or Equipment Required:

Staff should be familiar with aspects of personal learning support and goal setting for a variety of needs and purposes.

Course Synopsis:

This course may build on skills developed in Applications for Learning 10 or may be a stand-alone course. It is intended for a wide variety of students including those with an identified need for extra time and/or learning support and those who have demonstrated a desire to enhance their independent and autonomous learning. Goal setting and follow through are key features of this course. In this course, students will receive instruction in study skills, organization and time management strategies. They will receive assistance in utilizing these strategies as they apply to everyday work from the regular classroom as well as to developing additional learning opportunities. Where necessary, they will receive instruction and assistance in developing skills in areas of learning that are of concern to struggling students. They will work both independently and cooperatively with staff, peer tutors and other students. Students in this course will recognize their own unique learning style and how to

"tap" into it by being provided with the time and independence to develop their own skills. Students will also develop social relationships with other students and in group work settings. Finally, students will receive effective monitoring and support for their own learning goals.

Goals and Rationale:

This course is designed to facilitate students with unique learning needs including but not limited to the need for extra time for learning or personalized learning support. Students may require remediation or may have a recognized desire to enhance their individual and autonomous learning. This course is intended for both students seeking extra support and those seeking an opportunity for individualized learning or enrichment.

This course was originally developed by teachers in North Vancouver School District as a Board Authorized Course in 2006. It has been adapted and modified by a variety of districts in the province and has supported many students through to successful graduation. We have adapted the organizational structure, instructional component and assessment component to suit our own district's needs.

Students taking this course may have learning difficulties or identified learning disabilities, difficulty learning course content, a need for support with their course work or may be students who have been recommended through School Based Team and/or the Counsellor. This course has been designed to help meet the learning needs and emotional needs of students with learning difficulties, chronic health issues, physical disabilities and identified learning disabilities. Additionally, students taking this course may be working on building skills in independence and individual learning or may be students seeking to extend or enhance their learning. Skills including self-awareness, self-advocacy and self-determination will also be taught and discussed. Students will acquire effective learning skills and strategies that are needed to become self-aware, independent, successful learners.

The primary focus for students taking this course at the grade 11 level will be on allowing students more freedom and autonomy to choose various organizational and study skill techniques. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence. At the senior level, students in this course will be expected to work more independently and to acquire skills in autonomy and self-advocacy. A key to this course is understanding the unique learning needs of students and that this can be applied to both struggling and high achieving individuals.

Aboriginal Worldviews and Perspectives:

This course is open to all students and, as this course is a course that focusses on the act of learning and skill acquisition, the following First Peoples Principles of Learning as stated by FNESC (First Nations Education Steering Committee) should be observed:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Course Name: Applications for Learning   **Grade: 11**

BIG IDEAS

Students will acquire, practice and develop organizational skills to facilitate learning.	Students will acquire practice and develop strategies, tactics and skills as applied to learning tasks.	Students will understand and develop their own learning styles and study skills.	Students will develop skills in working cooperatively and independently.	Students will create goals and see them through to completion.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
• Apply the requirement for perfect/near-perfect attendance understanding that 80% of success is "just showing up." • Maintain the appropriate **record-keeping tools** to accurately record homework from each class with specific details • Keep binders and instructional material organized • Demonstrate appropriate work readiness and **time management** during Apps for Learning time • Utilize various **study skills** as presented in class (study techniques, online strategies, etc.) • Use **graphic organizers** and other remediation strategies learned to enhance demonstration of knowledge skills and abilities when necessary • Demonstrate the ability to follow daily routines. • Develop an understanding of and describe their learning disability/style • Describe how their own learning style affects their learning • Use appropriate language to describe their **learning profile** • Demonstrate the appropriate steps to become an effective **self-advocate**	• How to set realistic goals in challenging areas of learning. • A variety of reading comprehension skills and strategies to help with their own reading • How to draft, edit and produce a final copy of written work • How to create a plan and show time management strategies for large project work • The definition of the term **"self-advocate"** • Their own learning style and how best to tap into their own mode of learning • Various study skills and learning strategies in regular classrooms • Know the difference between being assisted and enabled as a student

- Investigate how best to approach their learning style and record successful strategies.
- Work independently and collaboratively as a part of a group
- Plan for self-advocacy with subject and contact teachers, EA's, counselors, principals when necessary regarding their learning style
- Participate in setting personal goals and objectives in their IEP if applicable.
- Demonstrate appropriate role modeling both in the classroom and outside the classroom
- Use appropriate "think-pair-share" reading techniques as well as other literacy techniques to aid in their reading
- Recognize and plan to read at their reading level and choose appropriate reading material
- Analyze their own progress rate, discuss with staff and make changes to strategy to adjust learning progress
- Create opportunities to enhance their learning and to enrich their learning building on the skills they have acquired.

Curricular Competencies – Elaborations

record-keeping tools – including but not limited to online calendar/planner/school app/teacher blogs and websites
time management – including the ability to prioritize tasks, chunk tasks into manageable components, abide by deadlines, etc.
study skills – test taking strategies, online study tools, small study groups, etc.
graphic organizers – venn diagram, chart, divided pages, concept map, story map, web diagram etc.
learning profile - identifying and noting their strengths, weaknesses, and preferences
self-advocate – the ability to ask for help with and promote one's own learning

Content – Elaborations

self-advocate – the ability to ask for help with and promote one's own learning

Recommended Instructional Components:

- Direct teacher based information

- One on one peer and teacher based instruction

- Collaborative group work

- Modeling

- Brainstorming

- Video/audio recordings

- Computer research

- Computer assisted learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Formative – 50% - practical application – working in LC classroom or library, computer assisted learning, assignments

Summative – 50% - record keeping – daily planning, logs, assessments and tests, social responsibility

Performance methods:

- Subject teacher anecdotal input

- Assignment/test completion

- Daily planning/log completion

Personal communication:

- cooperative/collaborative group work

- independent work

- self-assessment

Other:

- assessments on reports

- assessment of successful application of study skills

- thoroughness of organization and recordkeeping

- self-assessment and teacher generated rubrics

Assessment Details:

Student evaluation will be based on the student meeting the competencies. It is done on an ongoing basis and includes teacher and student assessment of:

- in class acquisition and use of organizational and learning skills

- application of skills and strategies in daily work and tests

- application of skills and strategies in other subject areas

- self-monitoring of skills and strategies

- self-advocacy

Assessment Methods:

- teacher observation

- student reports

- student-teacher conferences

- feedback for demonstrated self-advocacy

- checklists

- rubrics, teacher and student gathered

- rating scales

- teacher logs

- binder/homework etc. checks

Learning Resources:

Textbooks and other resources by subject

Video and audio materials related to subject curriculum

Google accessibility apps

Text to speech

Access to digital text and other online adaptations

Computer/tablet/laptop access

Additional Information:

Board/Authority Authorized Course Framework Template
Applications for Learning 12

School District/Independent School Authority Name: Sunshine Coast	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#46
Developed by: Rae-dene Pednaud adapted from D. Galazka, J. Marquis	Date Developed: November 2018
School Name: All Schools in SD #46	Principal's Name: Kate Kerr
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applications for Learning	Grade Level of Course: 12
Number of Course Credits: 2 or 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):
None.

Special Training, Facilities or Equipment Required:
Staff should be familiar with aspects of personal learning support and goal setting for a variety of needs and purposes.

Course Synopsis:
This course may build on skills developed in Applications for Learning 11 or may be a stand-alone course. It is intended for a wide variety of students including those with an identified need for extra time and/or learning support and those who have demonstrated a desire to enhance their independent and autonomous learning. Goal setting and follow through are key features of this course. In this course, students will receive instruction in study skills, organization and time management strategies. They will receive assistance in utilizing these strategies as they apply to everyday work from the regular classroom as well as to developing additional learning opportunities. Where necessary, they will receive instruction and assistance in developing skills in areas of learning that are of concern to struggling students. They will work both independently and cooperatively with staff, peer tutors and other students. Students in this course will recognize their own unique learning style and how to

"tap" into it by being provided with the time and independence to develop their own skills. Students will also develop social relationships with other students and in group work settings. Finally, students will receive effective monitoring and support for their own learning goals.

Goals and Rationale:

This course is designed to facilitate students with unique learning needs including but not limited to the need for extra time for learning or personalized learning support. Students may require remediation or may have a recognized desire to enhance their individual and autonomous learning. This course is intended for both students seeking extra support and those seeking an opportunity for individualized learning or enrichment.

This course was originally developed by teachers in North Vancouver School District as a Board Authorized Course in 2006. It has been adapted and modified by a variety of districts in the province and has supported many students through to successful graduation. We have adapted the organizational structure, instructional component and assessment component to suit our own district's needs.

Students taking this course may have learning difficulties or identified learning disabilities, difficulty learning course content, a need for support with their course work or may be students who have been recommended through School Based Team and/or the Counsellor. This course has been designed to help meet the learning needs and emotional needs of students with learning difficulties, chronic health issues, physical disabilities and identified learning disabilities. Additionally, students taking this course may be working on building skills in independence and individual learning or may be students seeking to extend or enhance their learning. Skills including self-awareness, self-advocacy and self-determination will also be taught and discussed. Students will acquire effective learning skills and strategies that are needed to become self-aware, independent, successful learners.

The primary focus for students taking this course at the grade 12 level will be on allowing students more freedom and autonomy to choose various organizational and study skill techniques. This course will provide students with the opportunity to learn strategies to assist with their lifelong learning and independence. At the senior level, students in this course will be expected to work more independently and to acquire skills in autonomy and self-advocacy. A key to this course is understanding the unique learning needs of students and that this can be applied to both struggling and high achieving individuals.

Aboriginal Worldviews and Perspectives:

This course is open to all students and, as this course is a course that focusses on the act of learning and skill acquisition, the following First Peoples Principles of Learning as stated by FNESC (First Nations Education Steering Committee) should be observed:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

BAA Course Framework Template

Course Name: Applications for Learning   **Grade: 12**

BIG IDEAS

Students will acquire, practice and develop organizational skills to facilitate learning.	Students will acquire practice and develop strategies, tactics and skills as applied to learning tasks.	Students will understand and develop their own learning styles and study skills.	Students will develop skills in working cooperatively and independently.	Students will create goals and see them through to completion.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
• Apply the requirement for perfect/near-perfect attendance understanding that 80% of success is "just showing up." • Maintain the appropriate **record-keeping tools** to accurately record homework from each class with specific details • Keep binders and instructional material organized • Demonstrate appropriate work readiness and **time management** during Apps for Learning time • Utilize various **study skills** as presented in class (study techniques, online strategies, etc.) • Use **graphic organizers** and other remediation strategies learned to enhance demonstration of knowledge skills and abilities when necessary • Demonstrate the ability to follow daily routines. • Develop an understanding of and describe their learning disability/style • Describe how their own learning style affects their learning • Use appropriate language to describe their **learning profile** • Demonstrate the appropriate steps to become an effective **self-advocate**	• How to set realistic goals in challenging areas of learning. • A variety of reading comprehension skills and strategies to help with their own reading • How to draft, edit and produce a final copy of written work • How to create a plan and show time management strategies for large project work • The definition of the term **"self-advocate"** • Their own learning style and how best to tap into their own mode of learning • Various study skills and learning strategies in regular classrooms • Know the difference between being assisted and enabled as a student

BAA Course Framework Template

- Investigate how best to approach their learning style and record successful strategies.
- Work independently and collaboratively as a part of a group
- Plan for self-advocacy with subject and contact teachers, EA's, counselors, principals when necessary regarding their learning style
- Participate in setting personal goals and objectives in their IEP if applicable.
- Demonstrate appropriate role modeling both in the classroom and outside the classroom
- Use appropriate "think-pair-share" reading techniques as well as other literacy techniques to aid in their reading
- Recognize and plan to read at their reading level and choose appropriate reading material
- Analyze their own progress rate, discuss with staff and make changes to strategy to adjust learning progress
- Create opportunities to enhance their learning and to enrich their learning building on the skills they have acquired.

Curricular Competencies – Elaborations

record-keeping tools – including but not limited to online calendar/planner/school app/teacher blogs and websites
time management – including the ability to prioritize tasks, chunk tasks into manageable components, abide by deadlines, etc.
study skills – test taking strategies, online study tools, small study groups, etc.
graphic organizers – venn diagram, chart, divided pages, concept map, story map, web diagram etc.
learning profile - identifying and noting their strengths, weaknesses, and preferences
self-advocate – the ability to ask for help with and promote one's own learning

Content – Elaborations

self-advocate – the ability to ask for help with and promote one's own learning

Recommended Instructional Components:

- Direct teacher based information

- One on one peer and teacher based instruction

- Collaborative group work

- Modeling

- Brainstorming

- Video/audio recordings

- Computer research

- Computer assisted learning

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Formative – 50% - practical application – working in LC classroom or library, computer assisted learning, assignments

Summative – 50% - record keeping – daily planning, logs, assessments and tests, social responsibility

Performance methods:

- Subject teacher anecdotal input

- Assignment/test completion

- Daily planning/log completion

Personal communication:

- cooperative/collaborative group work

- independent work

- self-assessment

Other:

- assessments on reports

- assessment of successful application of study skills

- thoroughness of organization and recordkeeping

- self-assessment and teacher generated rubrics

Assessment Details:

Student evaluation will be based on the student meeting the competencies. It is done on an ongoing basis and includes teacher and student assessment of:

- in class acquisition and use of organizational and learning skills

- application of skills and strategies in daily work and tests

- application of skills and strategies in other subject areas

- self-monitoring of skills and strategies

- self-advocacy

Assessment Methods:

- teacher observation

- student reports

- student-teacher conferences

- feedback for demonstrated self-advocacy

- checklists

- rubrics, teacher and student gathered

- rating scales

- teacher logs

- binder/homework etc. checks

Learning Resources:

Textbooks and other resources by subject

Video and audio materials related to subject curriculum

Google accessibility apps

Text to speech

Access to digital text and other online adaptations

Computer/tablet/laptop access

Additional Information:

School District No. 46 (Sunshine Coast)

Administrative Regulations

PERSONNEL   2020

CELL PHONE USE

Employee and student safety is our number one priority at all times.

While operating district owned vehicles the following actions and devices are **prohibited**:

1. No operating or holding hand-held cellular phones or other electronic devices.
2. No sending or reading e-mails and/or texting (e.g. Blackberry, iPhone or cellular phone).
3. No ipods or other devices that can interfere with your concentration.

Any of the above devices can be used in a district vehicle when parked and not impeding traffic.

Any fines associated with violations, infractions, tickets or citations are the sole responsibility of the individual employee or volunteer driver.

4. Volunteer drivers are also required to follow this regulation. Administrators must inform volunteer drivers regarding this regulation.

Page 1 of 1

Date adopted: June 8, 2010 **Revised:**	**Reference:** Policy 5.6 (in
	Supt. Signature:

ADMINISTRATIVE REGULATIONS

Title: **Student Reporting**
Category: **Education**
Number: **1310**

I.   **Rationale**:

Effective student reporting procedures ensure that student progress is reported regularly and effectively to parents and that accurate records of student progress is maintained.

II.   **Reporting Procedures**

As per the "Reporting Order" provided by the Ministry of Education effective July 1st, 2018, teachers will have the option of Schedule 1 (Written Reports) or Schedule 2. The critical elements of the "Order" is posted below for easy reference:

EXCERPT FROM STUDENT PROGRESS REPORT ORDER

Schedule 1 - Written Student Progress Reports

Student progress reports for kindergarten to grade 3

1   Written student progress reports for students in kindergarten to grade 3 must include

(a)   a performance scale and reporting comments in relation to the learning outcomes for the following subjects:

(i)   English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts

(ii)   Mathematics

(iii)   Science

(iv)   Social Studies

ADMINISTRATIVE REGULATIONS

Title: **Student Reporting**
Category: **Education**
Number: **1310**

   (v) Physical and Health Education, and

   (vi) Arts Education, and

  (b) in relation to the report provided at the end of the school year,

   (i) reporting comments in relation to the learning outcomes for the following subjects:

    A. Applied Design, Skills, and Technologies, and

    B. Career Education, and

   (ii) a student self-assessment on core competencies.

Student progress reports for grades 4 and 5

 2 Written student progress reports for students in grade 4 and 5 must include

  (a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:

   (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts

   (ii) Mathematics

   (iii) Science

   (iv) Social Studies

   (v) Physical and Health Education

   (vi) Arts Education, and

   (vii) a second language, if the student is enrolled in a second language course, and

  (b) in the report provided at the end of the school year,

Title: **Student Reporting**
Category: **Education**
Number: **1310**

        (i)   reporting comments in relation to the learning outcomes for the following subjects:

           A. Applied Design, Skills, and Technologies, and

           B. Career Education, and

    (ii)   a student self-assessment on core competencies.

3   For students in grades 4 and 5, a board may choose to provide letter grades to parents in a document other than a written student progress report.

Student progress reports for students in grades 6 to 9

4   Written student progress reports for students in grade 6 through 9 must include

    (a)   letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:

        (i)   English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts

       (ii)   Mathematics

      (iii)   Science

      (iv)   Social Studies

       (v)   Applied Design, Skills, and Technologies

      (vi)   Career Education

     (vii)   Physical and Health Education

    (viii)   Arts Education, and

      (ix)   a second language, if the student is enrolled in a second language course, and

    (b)   in the report provided at the end of the school year, a student self-assessment on core competencies.

Title: **Student Reporting**

Category: **Education**

Number: **1310**

Grades 10 to 12 reports

5   (1) Student progress reports for students in grades 10 to 12 must, in relation to expected learning outcomes set out in the curriculum, contain

      (a)   letter grades, and

      (b)   where deemed to be appropriate by the teacher, principal, vice principal or director of instruction, written reporting comments.

(2) Student progress reports for students to whom Ministerial Order 302/04, the Graduation Program Order, applies must, in addition to the information required under subsection (1) contain the credits assigned toward meeting the general requirements for graduation as set out in these orders.

(2.1) Boards must ensure that student progress reports for students working towards meeting the requirements of Graduation Transitions include comments on the student's progress in meeting the requirements in accordance with the Graduation Transitions Program Guide and DPA Program Guide.

(3) REPEALED, M197/11 effective July 11, 2011

Letter grades

6   For the purposes of sections 2, 3 and 4, the letter grades to be used and the requirements to be followed in assigning letter grades are those set out in Ministerial Order 192/94, the Provincial Letter Grades Order.

Reporting Comments for Daily Physical Activity

7   For the purposes of section 5(1)(b) written reporting comments must be in accordance with the DPA Program Guide.

Title: **Student Reporting**
Category: **Education**
Number: **1310**

Student progress reports for ELL and IEP students

8   (1) In this section

"IEP" means an IEP as defined in Ministerial Order 638/95, the Individual Education Plan Order,

"ELL student" includes

(a)   a student who is receiving services to assist him or her in becoming proficient in English, and

(b)   a francophone student who is receiving services to assist him or her in becoming proficient in French,

"Students with special needs" means a student with special needs as defined in Ministerial Order 150/98, the Special Needs Order.

(2) Sections 1, 2, 4 and 5 do not apply to student progress reports described in subsections (3) and (4).

(3) Unless a student with special needs is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student's IEP.

(4) Until an ELL student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report order for that student must contain written reporting comments.

(5) Student progress reports referred to in subsection (3) must contain

(a)   a statement that the progress of the student is in relation to the expected learning outcomes for that student in his or her IEP and is not in relation to

---

Title: **Student Reporting**
Category: **Education**
Number: **1310**

---

the expected learning outcomes set out in the curriculum for the course or subject and grade, and

(i) where deemed to be appropriate by the teacher or principal, vice principal or director of instruction, written comments describing ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and

(ii) the time period required to enable the student to demonstrate his or her learning under subparagraph (i).

(6) A letter grade may only be assigned for a student with special needs or an ELL student where that student is able to demonstrate his or her learning in relation to the expected learning outcomes in the curriculum for the course or subject and grade.

Schedule 2 - Alternative Student Progress Reporting

Board must provide policies to minister

1   Prior to the first report of the school year, the board must provide to the minister a copy of its reporting policy, and information on the public consultations done in developing its policy.

Student progress reports for kindergarten to grade 9

2   The written student progress report for students in kindergarten to grade 9 must include information about a student's progress in relation to the learning outcomes set out in the curriculum.

Title: **Student Reporting**
Category: **Education**
Number: **1310**

End of school year report

3   The written student progress report provided at the end of the school year must include

> (a)   a description of the student's progress in relation to the learning outcomes for all subjects required under the Required Areas of Study Order,
>
> (b)   a self-assessment of the core

competencies, and for students in grades 4 to 9,

> (c)   letter grades, if deemed necessary by the board.

Letter grades must be provided upon request

4   Despite section 3 (c), boards must provide a student's current letter grade to that student's parent, upon request.

Received:
References: *Student Progress Report Order - Government of B.C* – September 30, 2018
(https://www2.gov.bc.ca/assets/gov/education/administration/.../e/m191_94.pdf)

School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION **1310**

STUDENT REPORTING

A. **Objectives of Reporting**

Effective student reporting procedures ensure that student progress is reported regularly and effectively to parents and that accurate records of student progress is maintained.

B. **Reporting Procedures**

1. As per the Policy Statement provided by the Ministry of Education effective July 1st, 2016, teachers will have the option of two reporting frameworks, A or B.

Option A:

During the school year, principals must provide parents of students with a minimum of five reports describing students' school progress. Rather than focusing on formal and informal reporting to parents, reporting will be timely and responsive throughout the year. District checklists will be developed to ensure compliance with Ministerial Order 191/94, the Student Progress Report Order. Reporting will include a written summative report at the end of the school year or semester.

Summative reporting for Grades K-3

At the end of the school year, principals shall provide a written summative report to parents. Summative reports will provide descriptive written comments that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out Ministerial Order 295/95, the Required Areas of Study Order

Summative reporting will also include student self-assessment of core competencies, with teacher support.

Summative reporting for Grades 4-9

At the end of the school year or semester, principals shall provide a written summative report to parents that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out in Ministerial Order 295/95, the Required Areas of Study Order. Parents will receive letter grades upon request.

Date adopted: November 1997 **Revised:** July 2002, December 2016	**Reference:** Board Policy 2.9
	Supt. Signature:

School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION **1310**

Summative reporting will also include student self-assessment of core competencies, with teacher support as appropriate for the student.

Option B:

Principals will provide students with a minimum of five reports describing students' school progress. Three of the reports will be formal written reports, one of which must be a summative report at the end of the school year or semester.

The two informal reports to parents may include: telephone calls, student-led conferences, parent-teacher conferences, use of journals, e-mails, and other means. Schools and teachers determine how they will informally communicate with parents.

Grades K-3

For the following areas of learning, the three formal reports will include a performance scale and descriptions of progress in relation to the learning standards set out in the curriculum:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative formal report at the end of the year will also include descriptions of progress in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support.

Date adopted: November 1997
Revised: July 2002, December 2016

Reference: Board Policy 2.9

Supt. Signature: _Patrick Bocking_

School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION   **1310**

Grades 4 – 5

For the following areas of learning, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education
- For Grade 5, a second language.

For the following areas of learning, the summative report will also include written comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support as appropriate for the student.

Grades 6-9

In Grades 6-9, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum for the following areas of learning:

- English Language Arts
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- Arts Education

Date adopted: November 1997
Revised: July 2002, December 2016

Reference: Board Policy 2.9

Supt. Signature: _Patrick Bocking_

School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION   **1310**

- Applied Design, Skills and Technologies
- Career Education
- For Grades 6, 7 and 8, a second language.

The summative report at the end of the school year or semester will also include student self- assessment of core competencies, with teacher support as appropriate for the student.

Grades 10 – 12

The Interim Student Progress Reporting Guidelines for Grades K-9 do not apply to Grades 10- 12. Nevertheless, reporting to parents should be timely and responsive throughout the school year.

In Grades 10 to 12, formal reports will include letter grades and/or percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards or learning outcomes set out in the curriculum for each course or subject and grade.

When students are meeting the Prescribed Learning Outcomes of the Graduation Transitions Program, a comment of "Meeting requirement" will be made on the term and final reports. A comment of "Not meeting requirement" will be made at any time when students are not meeting the Prescribed Learning Outcomes of the Graduation Transitions Program. Where a "Not meeting requirement" comment is made, a further comment is made to outline a plan for the student to meet the requirement.

Upon successful attainment of the Graduation Transitions Program, "Requirement Met (RM)" will be recorded on the student's transcript.

All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility.

Students with Special Needs (all grades)

Where students with special needs are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student with special

Date adopted: November 1997 **Revised:** July 2002, December 2016	**Reference:** Board Policy 2.9
	Supt. Signature: *Patrick Bocking*

School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION   **1310**

needs is not capable of achieving the learning standards or learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parents will be in relation to these specific individual goals as they relate to each locally developed non-credit course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

Students on Modified Curricula (all grades)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

ELL and FLL Students (all grades)

Where an English language learner is following the learning standards or learning outcomes of the provincial curriculum or a local program, regular reporting procedures are used to show progress. Where these students are not following the learning standards or learning outcomes of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

Date adopted: November 1997
Revised: July 2002, December 2016

Reference: Board Policy 2.9

Supt. Signature: *Patrick Bocking*

School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION **1310**

When an "I" reporting symbol has been assigned:

- students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and
- teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An "I" may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students'
- transcripts of grades.

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned, or as a result of failing a provincially examinable course.

C. **Requirements for All Written Student Progress Reports**

In addition to the above, summative reports (Option A) and all formal written student progress reports (Option B) for students in kindergarten through grade 12 shall contain:

a. The school's name, address and telephone number;
b. The student's name;
c. A definition of all letter grades used in the report (Section D of this Regulation);
d. The number of days that the student was absent during the reporting period;
e. The number of days that the student was late during the reporting period;
f. A description of the student's behaviour, including information on attitudes, work habits and effort;

Date adopted: November 1997 **Revised:** July 2002, December 2016	**Reference:** Board Policy 2.9
	Supt. Signature: *Patrick Bocking*

School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION   **1310**

g. The name of the teacher involved in preparing the report, and the signature of the principal or other administrative officer;

h. A place for the signature of the parent acknowledging receipt of the report;

i. A statement that the report is on a form ordered by the minister or on a form approved by the Board;

D.   Letter Grades Definitions and Assignment of "I" (In Progress or Incomplete)

Summative and formal term reports:

A= The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.

B= The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.

C+ = The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.

C = The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.

C- = The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.

I = (In Progress or Incomplete) The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the expected learning outcomes. An "I" letter grade may only be assigned in accordance with section 3.

F = (Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade.

W = (Withdrawal) Upon request of the parent of the student or, when appropriate, the student, the principal, vice principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.

Date adopted: November 1997 **Revised:** July 2002, December 2016	**Reference:** Board Policy 2.9
	Supt. Signature: *Patrick Bocking*

School District No. 46 (Sunshine Coast)

Administrative Regulations

EDUCATION   **1310**

RM = (Requirement Met) The student has met the learning outcomes set out in the applicable educational program guide for Graduation Transitions, listed in the Ministerial Order 333/00, the Educational Program Guide Order. Requirement Met may only be used for Graduation Transitions.

Summative Reports may also include the following:

SG = (Standing Granted) Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school. Standing Granted may not be used for a course with a Required Graduation Program Examination. Standing Granted may not be used for Graduation Transitions.

TS = (Transfer Standing) May be granted by the principal, vice principal or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice principal or director of instruction in charge of a school may assign a letter grade on the basis of an examination of those records.

References:

- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Regulation 265/89, the School Regulation

Date adopted: November 1997 **Revised:** July 2002, December 2016	**Reference:** Board Policy 2.9
	Supt. Signature: _Patrick Bocking_

School District No. 46 (Sunshine Coast)

Administrative Regulations

HEALTH AND SAFETY 3290

WEAPONS

1. The possession of a weapon by a student on or near school property or at school events is a threat to the safety and security of students and staff. Any student found to be in possession of a weapon will be subject to severe disciplinary action and/or criminal charges.

2. This regulation applies to every student registered in a school or program in School District No. 46.

3. A weapon is:
   a. Anything used or intended for use in causing death or injury to persons whether designed for that purpose or not;
   b. Anything used or intended for use in threatening or intimidating any persons;
   c. Anything else that, in the opinion of an administrative officer, is potentially dangerous in the hands of a particular student or in a specific situation.

4. When a school administrator or staff member reasonably believes that a student is in possession of a weapon or has used such a weapon in any way, the matter will be treated with utmost seriousness by:
   a. Minimizing risk or injury to any other person;
   b. Notifying the police;
   c. Confiscating the weapon, where possible, and turning it over to the police;
   d. Notifying the parent or guardian;
   e. Suspending the student pending disciplinary action;
   f. Notifying the Superintendent of Schools.

5. Disciplinary action shall include the following:
   a. Informing the police, who will determine if criminal charges will be laid;
   b. Suspending the student in order that investigations can be carried out.
   c. Referral to the community diversion program.

6. Depending on the outcome of the investigations, the following actions may be taken:
   a. Continued suspension pending appropriate placement;
   b. Immediate transfer to another school;
   c. Expulsion;
   d. Other action deemed appropriate.

Page 1 of 2

Date adopted: June 2, 1998

15, 2000
~~Revised:~~ December 20

Reference: Crim. Code Sec. 82

Supt. Signature:

School District No. 46 (Sunshine Coast)

Administrative Regulations

HEALTH AND SAFETY   3290

WEAPONS (Continued)

7. The return to any school of a student perpetrator of violence will be made contingent upon a risk assessment process which may include a requirement of a letter from a psychiatrist or registered psychologist stating that it is reasonable to conclude that the student is no longer a threat to the safety of other students. An out of school educational program will continue to be made available to any student who is so excluded and is under the age of sixteen.

Page 2 of 2

Date adopted: June 2, 1998	**Reference:** Crim. Code Sec. 82
15, 2000 **Revised:** December 20	**Supt. Signature:**