



**BOARD OF EDUCATION  
SD NO. 40 (NEW WESTMINSTER)**

**Education Policy and Planning Committee**

**AGENDA**

Chairperson: Trustee Mark Gifford

Tuesday, September 13, 2016, 7:30 p.m.

Location: School Board Office

Item	Action	Info	Presenter	Attachment
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***The New Westminister School District recognizes and acknowledges the Qayqayt First Nations, as well as all Coast Salish peoples, on whose traditional and unceded territories we live, we learn, we play and we do our work.***

1. Approval of the Agenda	X		M. Gifford	
2. Reports from Senior Management				
a) Student Report Card Order		X	M. Naser	<i>page 1</i>
b) The Year Ahead		X	J Grant	<i>ppt</i>
3. General Announcements				
a) Qayqayt Early Years Centre Open House		X	J. Grant	<i>page 9</i>
4. New Business				
a) Gender and Sexual Diversity Inclusion Policy	X		J. Campbell	<i>page 10</i>

**Recommendation: THAT the Education Policy and Planning Committee recommend that the Board of Education for New Westminister School District No. 40 send the revised Gender and Sexual Diversity Inclusion Policy to the Board's Gender and Sexual Diversity Committee for comment and input before sending it out for broader consultation.**

5. Adjournment

# Student Reporting for 2016/17 School Year

## Date came into force or revised

July 1, 2016

## Status

Revised and under review

## Policy statement

Boards of Education must provide parents of students with a minimum of five reports describing students' school progress. Reporting to parents should be timely and responsive throughout the school year.

For Grades K-9 beginning in the 2016/17 school year, Boards of Education will either

- A. Develop and follow local student reporting policy and procedures set by the Board for Grades K-9, which must meet the *Interim Student Reporting Guidelines for Grades K-9* as outlined below, or
- B. follow the revised Student Reporting Policy as outlined below.

For Grades 10-12, Boards will follow the Student Reporting Policy.

## Rationale

The Ministry of Education is redesigning curriculum and assessment to fit with the modern education system needed for today's world. Redesigned curriculum for Grades K-9 is being implemented in the 2016/2017 school year. In addition, parental engagement about student progress reporting is taking place during the 2016/17 school year.

To provide flexibility beginning in the 2016/2017 school year, Boards of Education that have developed or are developing new student progress reporting policies and procedures for students in Grades K-9 may use these practices if they meet the *Interim Student Reporting Guidelines* contained in this policy.

## Authority

See the following Ministerial Orders and Regulation:

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

## **A. Interim Student Reporting Guidelines for Grade K-9**

*Boards of Education will establish district policy outlining local procedure, which must follow the Interim Guidelines for Student Reporting for Grades K-9. These Interim Guidelines ensure that parents are receiving timely reports that meet these provincial requirements. Local policy and procedures should address how parents will receive letter grades and the form to be used for reporting. Boards must provide to the Ministry a copy of their reporting policy and information on public consultation done in developing the policy. Please send to [DM.Education@gov.bc.ca](mailto:DM.Education@gov.bc.ca)*

*During the school year, Boards of Education 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, following district policies and procedures.*

*Reporting must include a written summative report at the end of the school year or semester.*

### **Grade K-3**

*Reports to parents will provide information about students' progress in relation to the learning standards of the curriculum.*

### **Summative reporting for Grades K-3**

*At the end of the school year, Boards must provide a written summative report to parents. Summative reports will use 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 in the Required Areas of Study Ministerial Order. (See link to Ministerial Authority above.)*

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

### **Grades 4-9**

*Reports to parents will provide information about students' progress in relation to the learning standards of the curriculum.*

### ***Summative reporting for Grades 4-9***

*At the end of the school year or semester, Boards must 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 the Required Areas of Study Ministerial Order. (See link to Ministerial Authority above.)*

*Board policies and procedures will determine the use of letter grades on summary reports. Boards will provide letter grades to parents upon request.*

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

### **B. Student Reporting Policy (revised)**

During the school year, Boards of Education must provide parents of 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 or
  - for students enrolled in a Francophone education program, French Language Arts (Français langue première)
  - for French immersion students, French Language Arts (Français langue seconde)
- 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.

#### **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 or
  - For students enrolled in a Francophone education program, French Language Arts (Français langue première)
  - For students enrolled in a French immersion program, English Language Arts and French Language Arts (Français langue seconde)
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education
- For Grade 5, a second language, except for students enrolled in a French immersion program.

For students in Grades 4 and 5, Boards may choose to provide letter grades to parents in a document other than a report card.

For the following areas of learning, the summative report will also include written reporting 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 or
  - For students enrolled in a Francophone education program, French Language Arts (Français langue première)
  - For French immersion students, English Language Arts and French Language Arts (Français langue seconde)
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- Arts Education
- Applied Design, Skills and Technologies
- Career Education
- For Grades 6, 7 and 8, a second language, except for students enrolled in a French immersion program.

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, 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, it is recommended that 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 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 XSIEP or LD (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, or a French language learner in a Francophone program, 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.

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.

### **Procedures related to policy**

For more information, consult the [Permanent Student Record Instructions](#)

## **Resources**

### **Core Competences**



# YOU ARE INVITED

It is with great pleasure that we invite you to the Open House of the Qayqayt Early Years Centre at the École Qayqayt Community School Neighbourhood Learning Centre.

Early Years Centres provide accessible, responsive and quality programs for children aged 0-6 and their families.

Learn more about the centre and meet with community partners that are making the Qayqayt Early Years Centre such a success!



Early Years  
Centre



## Qayqayt Early Years Centre Open House

September 27, 2016  
9:30 AM

Light refreshments  
will be served

RSVP to  
[qayqayteyc@gmail.com](mailto:qayqayteyc@gmail.com)

## QAYQAYT EARLY YEARS CENTRE

85 Merivale St.  
New Westminister  
V3L 0G2  
[qayqayteyc@gmail.com](mailto:qayqayteyc@gmail.com)  
Phone: 604.562.5102

<http://kidsnewwest.ca/early-years-centre-at-ecole-qayqayt/>



## GENDER AND SEXUAL DIVERSITY INCLUSION POLICY

### Rationale

A responsive and safe school environment is necessary for students to learn and achieve high academic standards. Discrimination is not part of such an environment. As students learn by example, all members of the school community shall model respectful conduct regardless of perceived differences and should refuse to tolerate any form of discrimination.

The Board of Education recognizes that some of our students (inclusive of all sexual orientations and gender identities) may face challenges within our schools and communities. Individuals who are, or are perceived to be, gender variant or questioning their sexual orientation, as well as their families, are frequently the targets of homophobic, transphobic or heterosexual behaviours. This often results in a struggle with a variety of profound social consequences including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and dropping-out, self-harm and suicide.

### Acceptance

Acceptance means the recognition and approval of groups or individuals regardless of race, religion, colour, ethnicity, place of origin, language, age, disability, social-economic status, gender identity, gender expression and sexual orientation.

Acceptance means the exclusion of harassment, including any negative or adverse conduct, comment, gesture or contact and systemic barriers based on the above grounds. This conduct is harmful and can create a working or learning environment that is intimidating, humiliating or uncomfortable. Any behaviour that is known, or reasonably should be known, to be offensive must never be tolerated.

### Action

1. The Board of Education is committed to creating and maintaining an environment free from all forms of discrimination. The Board of Education does not and shall not tolerate any conduct of discrimination toward any individual or group including students, employees, trustees, parents, guardians and volunteers.
2. The Board of Education is committed to creating and maintaining an environment which promotes respect for human rights, ensures equality of opportunity and actively supports diversity.
3. The Board of Education will create and maintain a special committee ~~that will~~ make recommendations to the ~~board~~ Board of Education to ensure the policy ~~is~~ remains relevant, meaningful, and ~~remains~~ current.

## Policy Statement

### 1. School and District Culture

To create a school and district culture which supports diversity, including a welcoming learning and working environment for everyone, regardless of sexual orientation and gender identity:

- 1.1 The Board of Education expects all staff to model respectful, tolerant conduct, regardless of perceived differences.
- 1.2 The Board of Education and District Administration shall take a leadership role in promoting an awareness of the scope and impact of discrimination.
- 1.3 Schools shall encourage and support activities promoting respect for human rights and the celebration of diversity.
- 1.4 Principals, Vice-principals, teachers and other staff and student leaders should consult with all students (inclusive of all sexual orientations and gender identities) and their designated support groups and take concrete actions to make schools more welcoming, inclusive and safer places.
- 1.5 School rules and Codes of Conduct shall include expectations for student behaviour that shall include anti-discrimination language.
- 1.6 Upon hearing any discriminatory language or witnessing any discriminatory behaviour, school staff shall take appropriate action.
- 1.7 Students and parents shall be informed that all discriminatory acts must be reported to staff and those reports will be treated respectfully and seriously.
- 1.8 Where it is determined that a student has committed a discriminatory act, the principal shall be informed and undertake disciplinary action. This action will include an educational component focused on the impact of discrimination.
- 1.9 Where it is determined that a Board employee has committed a discriminatory act, the employee's immediate supervisor shall take disciplinary action in accordance with the employee's collective agreement. Additionally, the disciplinary action will include an educational component which focuses on understanding the impact of discrimination.
- 1.10 Where it is determined that a student or staff member has been the victim of discrimination, the principal and parents (where appropriate) shall be informed and support will be offered.
- 1.11 The Board of Education and the Superintendent of Schools shall ensure that all members of the school and district community are aware of this policy and regulation.

### 2. Learning and Curriculum Resources

- 2.1 Whenever possible, learning and curriculum resources shall emphasize universal human themes that acknowledge human diversity as an essential and enriching element of our society.
- 2.2 The learning and curriculum resources shall, when appropriate, provide students with opportunities to become familiar with diversity.
- 2.3 An awareness of the scope and impact of discrimination and the expectation that students will treat each other respectfully despite differences shall, whenever appropriate, be integrated into the curriculum.

- 2.4 Librarians shall review materials prior to use in our libraries to identify areas of bias.
- 2.5 The Board of Education and District Administration, when appropriate, shall promote opportunities for staff to increase their knowledge and skills in promoting respect for human rights, sexual orientation and gender identities in supporting diversity.
- 2.6 Principals and Vice-principals, whenever possible and permitted by law, shall allow requests made by a parent/guardian to change a student's official record to reflect the preferred name and/or gender identity on class lists.
- 2.7 Principals and Vice-principals shall allow students to dress in a manner consistent with their gender and identity.

### ~~3.1. Safety Issues for All Sexual Orientations and Gender Identities~~

~~0.1. The Board of Education shall create and maintain a committee to explore and make recommendations to the Board of Education regarding safety issues for sexual minorities.~~

~~0.1. The committee shall include members of the Board of Education, district and school administration, teaching and support staff, parents and students.~~

~~0.1. The committee will be charged with looking at all aspects of safety, in relation to sexual orientations and gender identities, of students in schools.~~

~~0.1. The Board of Education recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the district's culture.~~

~~0.1. The Board of Education recognizes that some of our students (inclusive of all sexual orientations and gender identities) may face challenges within our schools and communities. Individuals who are, or are perceived to be, gender variant or questioning their sexual orientation, as well as their families, are frequently the targets of homophobic, transphobic or heterosexist behaviours. This often results in a struggle with a variety of profound social consequences including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and dropping out, self-harm and suicide.~~

### 4.3. Education

3.1 That the Board of Education and District Administration shall promote opportunities for staff to increase their awareness of the scope and impact of discrimination against students due to their sexual orientation/gender identity.

3.2 That the Board of Education and District Administration shall promote opportunities for staff to increase their knowledge and skills in developing respect for, as well as eliminating discrimination against students due to their sexual orientation/gender identity.

3.3 That schools will be expected to support age-appropriate activities which promote respect and strive to reduce discrimination in our schools and communities.

3.4 That the Board of Education and School Administrations work through PACs and DPAC to increase parental awareness of topics stemming from sexual orientations/gender identities.

### 5.4. Safety

4.1 That every school staff actively continues to take steps to eliminate language and conduct which discriminates against all persons.

4.2 That all schools have student Codes of Conduct which clearly state that discrimination on the basis of gender identity, gender expression or sexual orientation is prohibited.

4.3 That schools document incidents of violence or discrimination against students in their schools and submit monthly reports to the Superintendent of Schools, which can be made available to the superintendent upon request.

### 6.5. Support

5.1 That the use of washrooms and change rooms shall be assessed on a case-by-case basis ensuring the student's safety and comfort.

5.2 That students shall have the opportunity to create support systems in their schools to address sexual orientation and gender identity issues.

5.3 That the Board of Education issues an annual public statement promoting and supporting school clubs such as Social Justice or Gay/Straight Alliance Clubs for all youth. the policy and report out actions and improvements made in achieving the aspirations of the policy.

5.4 That schools be encouraged to promote and support school clubs such as Social Justice or Gay/Straight Alliance Clubs for their youth.

5.5 That community resources for students of all sexual orientations and gender identities be displayed in schools.

6. Safety Issues for All Sexual Orientations and Gender Identities Gender and Sexual Diversity Inclusion Policy Committee

6.1 The Board of Education shall will create and maintain a special committee to explore and that will make recommendations to the Board of Education regarding safety issues for sexual minorities. to ensure policy remains relevant, meaningful and current.

6.2 The committee shall include members of the Board of Education, district and school administration, teaching and support staff, parents and students. will recommend priorities that reflect the aspirations of the policy.

6.3 The committee will be charged with looking at all aspects of safety, in relation to sexual orientations and gender identities, of students in schools. look at any aspects of safety, in relation to sexual orientations and gender identities of students, employees, trustees, parents, guardians and volunteers in our schools.

6.4 The Board of Education recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the district's culture. The committee shall include members of the Board of Education, district and school administrations, teaching and support staff, parents and students.

6-56.1 \_\_\_\_\_

Legal Reference: Section 85 School Act