

POLICY: LIAISON WITH EMPLOYEE GROUPS

With the objective of maintaining effective relationships with employee groups and at the same time providing meaningful opportunity for such groups to influence policy and direction in the School District, the Board will maintain regular liaison with the Canadian Union of Public Employees – Local 728, the Surrey Teachers' Association (STA), the Surrey Principals and Vice Principals Association (SPVPA), and Exempt Professional Employees Group (EPEG).

Liaison Meetings

Liaison meetings with all employee groups will include the Superintendent of Schools or his/her designate. Other members of administration will attend as required by the Superintendent. CUPE, STA, SPVPA and EPEG representatives will be named by the respective association or group.

Liaison meetings will be held a minimum of once per year and additional meetings will be held as necessary.

Agenda Setting

In the mutual interest of a healthy and informative dialogue between members of the Board of Education and employee groups, it is important that both parties know a minimal background of the agenda items to be discussed. This way, additional information can be gathered or support personnel can attend as needed. The process of agenda setting for both the Board and Employee groups is:

1. Each group will provide a list of topics to be addressed to the Secretary-Treasurer's Office one week prior to the meeting; and
 2. Each agenda item will include a title and a brief rationale of the topic to be discussed and/or the question to be asked of the Board.
 3. The Board Chair and executive staff will review the agenda items and determine if any are more appropriate to be answered directly by staff.
 4. The agenda will be published no less than 3 days prior to the meeting.
 5. To allow sufficient time for dialogue, the number of topics to be discussed will generally not exceed three items from each party.
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The agenda will not include:

1. Items that should be dealt with by management unless they have been brought to the attention of management with no satisfactory resolution.
2. Matters that should be dealt with through the grievance procedures or other procedures established in the collective agreement, labour statute or policy/regulation.

Revised 2017-09-20
Revised: 1995-09-28
Adopted: 1989-06-22

POLICY: ENVIRONMENTAL SUSTAINABILITY

The Board recognizes the importance of the natural environment in building a healthy and sustainable future. The Board acknowledges its responsibility to conduct its affairs in an environmentally responsible manner and to protect the natural ecosystems that we impact.

The Board has a critical role to play as stewards of public education, as educators of future citizens and as active partners in the search for sustainability solutions. The Board aims to develop effective environmental practices and will encourage sustainable behaviours by educating students and providing opportunities for staff to develop ecological literacy.

Implementation of this policy shall be the joint responsibility of the Board, students and staff in collaboration with parents and our community; each has a role to play in our effort to build a healthier and more sustainable education system.

GUIDING PRINCIPLES:

The Board is committed to ensuring that sustainability is a core element in our school system, and to including sustainability as a key factor in our strategies, plans, business practices, decisions and operations. The following Guiding Principles will guide our decision making:

1. Stewardship of the Environment

Encourage shared responsibility as a steward of the environment for the benefit of present and future generations.

2. Valuing of Traditional Ecological Knowledge (TEK)

Support traditional ecological knowledge (TEK) which draws connections between the land and traditional Aboriginal ways of being. Aboriginal peoples have traditionally been inextricably connected to the land. They have a history of sustainable practices and understanding the interrelationship with species and their surrounding environment.

3. Education & Learning

Recognize that the integration of environmental education into teaching and learning, as well as into decision making, is the primary means to a cohesive district culture of conservation.

POLICY: ENVIRONMENTAL SUSTAINABILITY

Provide opportunities for students to learn about the natural world, the impact that human activity has on ecosystems, and ways in which that impact can be mitigated to enhance and restore the environment.

Provide professional development opportunities for staff to enhance eco-literacy.

4. Integration of Environmental and Fiscal Decisions

Operational and procurement decisions should give consideration to economic, educational and environmental impacts.

5. Continuous Improvement

Recognize that leading environmental practices are continuously evolving. Continue to evolve our approach to environmental sustainability as more is understood about the complex and interconnected challenges that building a sustainable future presents.

6. Efficient Use of Resources

To the extent practical, reduce the district's carbon footprint and support the use of environmentally beneficial products and services, taking into account the composition, durability and life cycle impact of products.

Where practical, use renewable resources or select resources that extend the life of nonrenewable resources.

Minimize waste by first, endeavoring to eliminate or reduce the amount generated; second, striving to utilize recycling opportunities; and third, disposing of remaining waste in an environmentally sound manner.

7. Innovation

Implement structures, strategies, practices and technologies that will maximize the efficient use of resources and improve sustainable practices.

8. Collaboration

Build partnerships within the community and collaborate with organizations that have complimentary objectives.

Look for best practices from other jurisdictions and school districts. Seek and support innovative solutions to our sustainability challenges.

Adopted: 2017-09-20

SCHOOL DISTRICT NO. 36 (SURREY)

No. 3700.1

REGULATION: ENVIRONMENTAL SUSTAINABILITY

The district will need to create and support the structures that create an integrated, system-wide approach to environmental sustainability. These include, but are not limited to the following:

1. **Sustainability Leadership Team**

To ensure integrated planning for environmental sustainability, a leadership team of senior management leaders from key departments representing both business and education will meet at minimum semi-annually with the Manager, Energy Management & Sustainability. The Sustainability Leadership team will guide decision making and identify appropriate resourcing for sustainability initiatives.

2. **Environmental Sustainability Framework**

The district will develop and maintain a comprehensive environmental sustainability framework that will define priorities and establish realistic goals and targets. The framework will be a guide to assess environmental factors and impacts in planning and decision making and will support this district's overall vision, guiding principles and corporate purpose. The Environmental Sustainability Framework will include:

- a. **Key focus areas** with accompanying **guidelines of effective practice** that are established, reviewed and revised periodically.
- b. **Goals** and **Performance Metrics** that will permit us to continually measure and review our progress towards those goals.
- c. **Communication plan** to share results, acknowledge commitments, and identify and celebrate successes
- d. Periodic summative **reporting** to the Board.

3. **Capacity Building**

Capacity building actions are intended to strengthening the environmental sustainability skills, competencies and abilities of employees. Capacity building will focus on understanding the obstacles that inhibit people from realizing environmental sustainability goals while enhancing the abilities that will allow them to achieve measurable and sustainable results. These activities will include:

- a. Support for school and site based **Green Teams** that can create local plans
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REGULATION: ENVIRONMENTAL SUSTAINABILITY

of action that align with the Environmental Sustainability Policy and the Sustainability Framework.

- b. **Professional development** and networking opportunities for staff to support integration of environmental sustainability into curriculum and operating practices.

Adopted: 2017-09-20

SCHOOL DISTRICT NO. 36 (SURREY)

No. 4410

POLICY: TRAVEL EXPENSE REIMBURSEMENT

1. INTENT

The Board recognizes the need for Trustees and employees to be reimbursed for all reasonable expenses incurred while performing their duties and responsibilities on behalf of the school district.

The Board also supports and encourages Trustees and employees to participate in conferences, seminars, workshops and other programs that contribute to their personal and professional growth as it relates to their roles in the school district.

2. AUTHORITY

The Board delegates authority to Management to reimburse Trustees and employees for approved expenditures under this policy as prescribed by the Schedule of Reimbursement provided in [Regulation #4410.1 – Travel Reimbursement \(Local Travel\)](#) and [Regulation #4410.2 – Travel Reimbursement \(Out of Area Travel\)](#). Exceptions to these regulations will be discussed with the Superintendent and Secretary-Treasurer, prior to submission for reimbursement.

3. PRINCIPLES

- 3.1 Authorization must be obtained prior to arranging travel as defined in [Regulations #4410.1](#) and [Regulation #4410.2](#).
- 3.2 Travel is to be arranged by the most economical and practical mode giving recognition to the effective use of the traveller's time.
- 3.3 Expense claims will be submitted recognizing the fundamental principle that expenses paid from public funds have been incurred prudently and meet the test of appropriateness and reasonableness.
- 3.4 Travel advances may be obtained from the Fiscal Management Services Department by using the prescribed form a minimum of two weeks prior to departure.
- 3.5 Original expense receipts are required in all cases over \$20 except for kilometrage, meal per diem and the allowance when staying in private accommodations. Credit card vouchers are not considered receipts.

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POLICY: TRAVEL EXPENSE REIMBURSEMENT

- 3.6 All travel expenses must be claimed using the prescribed expense claim forms and must be approved by the traveller's supervisor.
- 3.7 Requests for reimbursement must be submitted as soon as feasible, signed by the applicant's supervisor and account coordinator, contain the appropriate account number and the program agenda attached to permit appropriate processing by the Fiscal Management Services Department.
- 3.8 All travel expenses outside of Canada will be reimbursed in Canadian dollars, and adjusted by the current exchange rates to reflect Canadian dollar equivalency. When travel in the United States takes place, allowable per diems are applied in U.S. dollars before conversion to Canadian dollars.

4. KILOMETRAGE REIMBURSEMENT

The kilometrage reimbursement rate will be reviewed annually by the Board.

Trustees will be reimbursed for the following approved travel: committee meetings; school functions or other events involving employees or students of the school district, when attending on behalf of the Board; special official functions (hearings, grievances, other government bodies' meeting, where attendance will benefit the school district); and any other school district related group meeting where it benefits the school district. Home addresses will be the normal base place for travel measurement.

Daily kilometrage will be calculated from the employee's assigned work site or first work location for the day. Travel from home to work and return is not eligible for reimbursement. Part-time teachers and support staff who work at more than one location and who are compensated for travel under contract are not eligible to claim daily kilometrage.

Kilometrage reimbursement will not be paid where specifically excluded from employment contracts or where a vehicle allowance is received.

POLICY: TRAVEL EXPENSE REIMBURSEMENT

5. PER DIEM RATE

Trustees and employees may claim a per diem amount up to the following maximums (inclusive of gratuities and taxes):

Breakfast	\$18
Lunch	\$24
Dinner	\$33

Claims for meals for part of the day will be based upon the time away from the district. Meals covered by the conference registration or provided in flight are to be deducted from the meal claim. Any exception requires pre-approval by the Superintendent and the Secretary-Treasurer.

An overnight allowance of \$14 is expected to cover personal telephone calls and other incidentals.

6. ACCOMMODATION

Trustees and employees are expected to travel and lodge using the most economical options, giving fair consideration to travel times and proximity to scheduled events. Sharing accommodation is encouraged and should be reported on the claim for reimbursement.

Reimbursement for accommodation while attending local functions (within Metro Vancouver and the Fraser Valley) will not normally be approved, as it is expected that attendees will arrange to travel from home each day. Exceptions for local accommodation must be pre-approved by the Secretary-Treasurer and Superintendent or Deputy Superintendent.

Only hotel, parking and related taxes are to be claimed under accommodation. Employees are expected to book accommodation at government rates when applicable. The Board will pay an allowance of \$40 per night for accommodation where an employee stays with family or friends.

POLICY: TRAVEL EXPENSE REIMBURSEMENT

Revised: 2017-09-20
2015-06-05
2012-06-21
2011-05-19
2010-06-24
2006-06-29
2004-05-13 (effective 2004-07-01)
2001-06-28
1997-06-26
1993-11-18
1993-10-07
1993-04-08
1992-04-16
1992-03-26
1987-09-24 (effective 1987-11-01)
Approved: 1985-09-12

X-Ref: [#2900](#)
[#4410.1](#)
[#4410.2](#)

SCHOOL DISTRICT NO. 36 (SURREY)

No. 7200

POLICY: EMPLOYMENT CONDITIONS (GENERAL)

Subject to the School Act, the provisions of collective agreements, contracts of employment or other relevant statutes, the following personnel practices will govern employment conditions.

1. RECRUITMENT, ASSIGNMENT AND ORIENTATION

The Board of School Trustees of School District No. 36 (Surrey) believes that all employees should be recruited on the basis of merit.

All applicants for employment must be prepared to provide a criminal record review. The recruitment of personnel is the responsibility of school district administration; but, except where it is not practicable to do so, personnel with direct supervisory responsibilities will carry out or participate in the selection of their staff.

Personnel are to be recruited to the district within guidelines approved by the Board and budget provisions, and then assigned to a position within the district. Subsequent reassignments may be made by Administration, as required, in accordance with statute, collective agreement, or policy.

Newly-hired staff are to be provided with information regarding rates of pay, benefits provided, conditions of employment and the nature of their assignment, and the operation of the school district.

2. PERFORMANCE EVALUATIONS

Employee performance evaluations are to be carried out at regular intervals. The purpose of evaluations is to determine, as objectively as possible, employee ability to meet performance standards for the position held, to identify performance strengths and weaknesses, and to recognize strengths and provide support to assist employees to rectify performance deficiencies.

Where collective agreements, individual contracts of employment, or other district policies specify times and/or procedures for employee evaluations those provisions are to be followed. In the absence of collective agreement or contract of employment, or other district policy direction:

- a) Evaluations are to be carried out during probationary periods, every two years during service as a "regular" employee, on re-assignment to a new position, or when directed by the Superintendent, Deputy Superintendent, Secretary-Treasurer of their designees.
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POLICY: EMPLOYMENT CONDITIONS (GENERAL)

- b) The procedures utilized may be formal and structured, such as those provided in collective agreements or contracts of employment, or less structured informal performance evaluation procedures common to employer/employee relationships may be employed. In the latter case, though the supervisor responsible for conducting the evaluation shall endeavor to obtain the agreement of the employee who is to be evaluated, as to the procedure and criteria to be utilized, and the results are to be written.

3. DISCIPLINE

The Board expects personnel in administrative and supervisory positions to be aware of and to employ current and progressive employee relations practices. Prior to any disciplinary action the Human Resources Department should be consulted. Disciplinary action is subject to the provisions of collective agreements or contracts of employment and relevant appeal processes, and must be for just and reasonable cause.

4. EMPLOYEE CHARGED WITH AN OFFENCE

Where the Board or Management is advised that an employee has been charged with an offence, Management should consult with the Human Resources Department forthwith.

Management will work in collaboration with Human Resources to determine whether the nature of the alleged offence and the position held by the employee indicate that some action is advisable pending receipt of additional information.

In any event, Management will provide the Board, as soon as possible, with a report on the findings of any investigation conducted and of any actions taken

5. RETIREMENT

Suitable recognition shall be accorded personnel who retire from the service of the Board.

POLICY: EMPLOYMENT CONDITIONS (GENERAL)

6. RETURN OF DISTRICT ASSETS

All employees and their supervisors have a joint responsibility to ensure that District assets are returned in a timely manner upon long-term or permanent separation from their employer. This includes, but is not limited to retirement, resignation, termination, or certain long-term leaves of absence.

Revised: 2017-09-20

Adopted: 1990-06-14

SCHOOL DISTRICT NO. 36 (SURREY)

No. 7212

POLICY: EMPLOYEE CONDUCT WITH STUDENTS

The Board of Education is committed to the creation of a safe and respectful learning environment for students. Employees of the District are placed in a position of trust and act as role models for the students of the District. The District expects, that personnel will at all times conduct themselves with personal integrity, honesty and diligence in their interactions with students and in carrying out their duties. It is essential that staff maintain and are perceived to maintain the highest standard of trust and integrity.

Revised: 2017-09-20
Approved: 1986-04-17

SCHOOL DISTRICT NO. 36 (SURREY)

No. 7245

POLICY: INDEMNIFICATION

Upon approval of the Superintendent or Secretary-Treasurer, the following apply to exempt / excluded employees not covered by a contract of employment:

The Board will defend, save harmless and indemnify from any demands, claims, writs, actions or other proceedings which may be brought against them and which arise from the performance of their duties and responsibilities as an employee and for any cost, loss, damage and liability arising therefrom, including all legal fees and disbursements incurred in connection therewith, provided that this covenant does not apply in respect of any criminal acts committed by the employee or in respect of any civil negligence on the part of the employee occurring outside the course and scope of his/her appointment.

Revised: 2017-09-20

Approved: 1999-10-21

SCHOOL DISTRICT NO. 36 (SURREY)

No. 7410

POLICY: LEAVES FOR NON-TEACHING PERSONNEL

Administration is charged with the responsibility of developing and administering regulations governing leaves-of-absence and vacations for non-teaching personnel where provisions are not made by statute, agreement, or other formal understanding.

Insofar as practicable such regulations and the administration thereof are to be consistent with the practices followed for other district employees, and are to reflect current practices within the B.C. public education field.

ELIMINATED

Approved: 1986-04-17

SCHOOL DISTRICT NO. 36 (SURREY)

No. 7610

POLICY: DISTRICT ADMINISTRATIVE STAFF SALARIES and BENEFITS

1. DISTRICT ADMINISTRATIVE STAFF DEFINITION

- 1.1 The district administrative staff group comprises those personnel holding positions excluded from membership in a bargaining unit because of the managerial, supervisory or confidential nature of the positions, but does not include personnel who are excluded from membership in a bargaining unit for other reasons, nor does it include principals or vice principals.

2. PHILOSOPHY RE: DISTRICT ADMINISTRATIVE STAFF SALARIES & BENEFITS

- 2.1 The Board intends that the salaries and benefits of district administrative staff should relate appropriately to salaries and benefits of bargaining unit members, and should at the same time be competitive with salaries and benefits of similar administrative personnel employed by other comparable local public service bodies in the area. The foregoing is subject to the compensation standards established by PSEC pursuant to the Public Sector Employers Act.

3. SALARY ADMINISTRATION PROCEDURES

- 3.1 The Board has ratified the pay grade placement on the salary plan for district administrative positions extant as of 2016-07-01. When the Board has authorized a new position to be created, other than those involving an individual contract of employment, the Superintendent and the Secretary-Treasurer shall jointly determine and approve the appropriate pay grade placement, and in all cases, will involve a job evaluation by the Job Evaluation Committee before determination is made. New or renewal contracts of employment shall be recommended by the Superintendent to the Board for approval.
- 3.2 The Superintendent and the Secretary-Treasurer will jointly determine initial placement within the salary pay grade for all newly-hired district administrative personnel filling established positions.
- 3.3 Placement on any pay grade will not normally be higher than Step Two, therefore, the rationale to guide placement will be as follows:
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**POLICY: DISTRICT ADMINISTRATIVE STAFF SALARIES
and BENEFITS**

- (a) Placement at Step Three would only be appropriate when the employee has had several years of directly related experience. Directly related experience is interpreted as experience in a school district or comparable organization performing essentially the same duties that would be performed by the individual when joining the school district. That is not to say that the job would be identical in all respects, but that the experience would enable the person to move into the position and be able to assume most of the responsibilities without any more training than an orientation to the school district.
- (b) Placement at Step Two would be in recognition of several years of successful indirectly related experience. This would be experience that is similar in nature but was gained in an organization or organizations that do not provide elementary and secondary education. Being similar in nature would indicate that the employee had performed the same type of work.
- (c) Placement at Step One would be appropriate for individuals who are qualified for the position through education, training, and/or experience but who have not had directly related experience with the result that they would require training in the position.

Exceptions must be approved by the Secretary-Treasurer and the Superintendent.

- 3.4 District administrative personnel not at maximum for their salary pay grade may be entitled to further increment consideration on each anniversary of their appointment to the position held if, in the opinion of the staff member's immediate supervisor, their performance warrants favourable consideration. Increment consideration for the Superintendent will be the responsibility of the Board. Increments may be granted by the Superintendent in the case of members of the Management Committee under personal employment contracts and by the Secretary-Treasurer and the Superintendent jointly in the case of all other district administrative employees.
 - 3.5 The Exempt Staff Salary Grids will be adjusted from time to time as necessary to reflect changes in annual salary rates calculated in accordance with the adjusting provisions contained in a resolution
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**POLICY: DISTRICT ADMINISTRATIVE STAFF SALARIES
and BENEFITS**

adopted by the Board at a Special (In-Camera) meeting on 1993-07-22, subject to published British Columbia Public School Employers' Association (BCPSEA) guidelines that reflect the compensation standards established pursuant to the Public Sector Employers Act.

- 3.6 The Secretary-Treasurer will ensure that salary surveys are carried out at appropriate intervals, with a view to maintaining fair internal and competitive external salary levels.
- 3.7 Should it subsequently become necessary to consider significant changes in pay grade placement for a position, once established, the matter shall be submitted to the Board for prior approval.

4. BENEFIT ADMINISTRATION PROCEDURES

- 4.1 Except as otherwise provided hereinafter or by individual contracts of employment, district administrative staff will be entitled to the following fringe benefits, vacations and holidays, sick leave, and as might be amended in future.
 - 4.2 Benefit Plans
 - 4.2.1. Payment of 80% of the cost of all premiums for:
 - a) medical insurance;
 - b) group life insurance
 - c) extended health benefits insurance
 - d) dental insurance; and
 - e) employee and family assistance program
 - 4.2.2. Short term and long term disability plan with the full premium paid for by the employee.
 - 4.3 Sick leave will be earned as of 1987-05-01 at 1.67 days per month (20 days per year) to a maximum of 150 days. Sick leave usage by district administrative staff may not be deducted for absences of less than two hours duration, with the agreement of the supervisor.
 - 4.4 The hours of work and overtime provisions of the CUPE agreement will not apply to district administrative staff. The expectations are exempt staff will not be paid for working extra hours, nor "bank" extra hours worked and take time off later, nor assigned flexible hours by individual managers/supervisors. Exempt staff should not be asked
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**POLICY: DISTRICT ADMINISTRATIVE STAFF SALARIES
and BENEFITS**

or encouraged to work extra hours, however, if exempt staff work extra hours, they do so on a voluntary basis.

- 4.5 Service for sick leave, retirement and severance benefit purposes for employees hired prior to 1996-07-01 as per the CUPE agreement will be calculated as and from date of appointment to a district administrative staff position falling within this policy unless the district administrative staff member was transferred or was promoted directly from the CUPE bargaining unit, in which case service will count from his/her CUPE seniority date. The unused sick leave payout will be an amount equal to the sick leave balance at 2002-12-31, less days used in excess of days credited in future years, to a maximum of one hundred and fifty (150) days.

5. ANNUAL VACATION (12 MONTH EMPLOYEES)

5.1 Entitlement

Vacation entitlement shall be earned as follows:

Staff up to Salary Range 7:

<u>Service as at June 30</u>	<u>Length of Vacation</u>
Less than 2 years	15 days
2 years or more	20 days
7 years or more	25 days
11 years or more	30 days
21 years or more	35 days

Staff at Salary Range 8 and higher:

<u>Service as at June 30</u>	<u>Length of Vacation</u>
Less than 2 years	20 days
2 years or more	25 days
3 years or more	30 days
15 years or more	35 days

**POLICY: DISTRICT ADMINISTRATIVE STAFF SALARIES
and BENEFITS**

Vacation entitlement will be prorated in the first and final year of service

5.2 Vacation Scheduling

5.2.1 Vacation days may be taken once earned

5.2.2 Vacation days earned in a given year are to be taken by June 30th of the following year. For example, vacation days earned from July 1, 2016 to June 30, 2017 are to be taken by June 30, 2018.

5.2.3 Vacation days not taken by June 30th of the subsequent year will be paid out. For example, vacation days earned from July 2016 to June 30, 2017 and unused by June 30, 2019, will be paid out in July 1, 2019.

6. The school district offers a variety of paid and unpaid leaves for exempt staff, including:

- a) Compassionate care leave
- b) Pregnancy leave
- c) Parental leave
- d) Family responsibility leave
- e) Reservist leave
- f) Bereavement leave
- g) Jury duty
- h) Leave of absence

For details on eligibility, please contact HR. If applying for leave, please submit a written request to your supervisor / manager for forwarding on to HR for review and decision on approval.

7. PROFESSIONAL FEES

7.1 The school district believes its exempt staff must have and maintain certain professional standing within their areas of academia studies and technical training which have a direct benefit to the school district in the performance of their role. Upon prior approval of the Superintendent or Secretary-Treasurer authorization will be provided to reimburse the specific professional organizations on behalf of the employee, according to the following criteria:

**POLICY: DISTRICT ADMINISTRATIVE STAFF SALARIES
and BENEFITS**

- (a) Pay Grade 8 or higher: maximum of three different organizations; Pay Grade 6-7: maximum of two different organizations and Pay Grade 1-5: one organization.

8. ACTING ROLES - SENIOR EXEMPT STAFF ABSENCES

- 8.1 With the prior approval of the Superintendent or Secretary-Treasurer, an exempt staff can be temporarily paid a ten-percent (10%) over-rate on their current pay grade scale placement, during long-term absences of another exempt staff. Normally the approval will not be given if the absence is expected to be less than thirty days and only when the staff member is filling the majority of the duties and responsibilities of the absent employee.

9. PROFESSIONAL DEVELOPMENT

- 9.1 The Board recognizes the value of professional development activities to enhance technical knowledge, to heighten leadership skills, and to broaden exposure to professional studies, theories, methods and strategies relating to their area of expertise. The Board supports staff attendance and participation in professionally related conferences, seminars and similar activities and agrees to reimburse district administrative staff for expenses as per Board policy; and subject to the appropriate supervisor's approvals and provision of operating budget funding.
- 9.2 The Board further recognizes the value of professional development activities on a group basis for topics leading to teamwork, common areas of personal and professional growth and increasing the effectiveness of departmental, as well as, individual team members' work. To meet the needs of all exempt staff members, the Board each year will approve a lump sum budget to permit group activities meeting the overall professional development needs of the exempt staff. The Secretary-Treasurer and the Superintendent will jointly manage these funds and approve their use.
- 9.3 It is the expectation that exempt group employees should have the opportunity to participate in these planned activities. Attendance is,
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**POLICY: DISTRICT ADMINISTRATIVE STAFF SALARIES
and BENEFITS**

of course, subject to approval of the specific supervisor and to operational requirements of each department.

- 9.4 In order to facilitate professional development activities for the exempt group, a Joint Board/Exempt Group Professional Development Committee will be established.

The Joint Committee will consist of up to two members, one appointed by the Secretary-Treasurer and one appointed by the Executive Director, Human Resources, and up to two members appointed by the exempt group.

The Joint Committee will be responsible for:

1. The planning and organization of professional development activities each year as contemplated by Board Policy #7610, Article 8.2.
2. Each year conducting a needs assessment within all departments represented by the exempt group to identify topics and activities they wish to pursue for professional growth in that year.
3. Generally, planning professional development activities for the exempt group as a whole, however, at the discretion of the Joint Committee, planning activities for groups of departments, depending upon identified needs.
4. The approval and disbursement of professional development monies.

The Executive Director, Human Resources, will report to the Executive Committee with regard to the operation and effectiveness of the Joint Committee's professional development program.

Revised: 2017-09-20
2006-06-29
2004-12-02 (In-Camera)
2002-02-28 (In-Camera - effective 2002-07-01)
2001-01-11 (In-Camera - effective 2001-01-01)
1998-06-25 (In-Camera)
1996-06-27

**POLICY: DISTRICT ADMINISTRATIVE STAFF SALARIES
 and BENEFITS**

 1992-03-12 (In-Camera)
 1987-11-12
Adopted: 1982-08-16 (In-Camera)

SCHOOL DISTRICT NO. 36 (SURREY)

No. 7620

POLICY: CONTINUING EDUCATION NON-ACADEMIC INSTRUCTORS SALARIES AND BENEFITS

1. DEFINITIONS OF STAFF CATEGORY

- 1.1 The Continuing Education Non-Academic Instructors are defined as those personnel who instruct courses offered by the district's Continuing Education Department which are non-academic and outside of academic courses as defined by the STA Collective Agreement. Continuing Education Non-Academic Instructors are employed on a course-specific basis.

2. PHILOSOPHY REGARDING REMUNERATION

- 2.1 Continuing Education Non-Academic operations, as a whole are to provide a positive financial return to the school district after recovering operational costs associated with delivery of the non-academic program.
- 2.2 Compensation rates and terms for non-academic instructors must be established in such a manner as to provide a positive financial return on the non-academic program.

3. AUTHORITY TO EMPLOY AND PAY

- 3.1 Administration is authorized to hire, establish pay rates for and pay Continuing Education Non-Academic Instructors, subject to doing so in a manner which satisfies the preceding philosophy regarding remuneration.

Revised: 2017-09-20
Approved: 1995-05-25

X-Ref.: Policy #4104
Policy #4202

SCHOOL DISTRICT NO. 36 (SURREY)

No. 8320

POLICY: PROGRAMS OF CHOICE AND FOCUS PROGRAMS

The Board recognizes its obligation, consistent with the *School Act* and relevant to provincial legislation, to provide an educational program for all students of school age. It is the goal of the Board to offer programs promoting excellence in instruction, optimal achievement and expanded choice for all students. The ability of the Board to be responsive to such goals is nevertheless dependent on favourable economic factors and the availability of space. Transportation to such programs is the responsibility of the families involved.

A. PROGRAMS OF CHOICE AND FOCUS PROGRAMS

The Board will offer programs that respond to the needs and interests of students, are economically viable and support Ministry and Board goals for intellectual, personal, social and career development.

1. Programs of Choice

The district offers four Programs of Choice at the elementary and/or secondary level: French Immersion, Intensive Fine Arts, Montessori and Traditional. Parents apply for admission for their children through the Kindergarten Choice Lottery.

2. Focus Programs

The district offers a variety of Focus Programs in elementary and/or secondary schools in the district. These programs are listed on the district website and registration takes place at the individual school level.

B. PROCESS FOR A PROGRAM THAT IS INITIATED BY THE COMMUNITY

The Board may support new community-initiated educational programs which bring a particular educational emphasis to student talents or to particular student needs, within the parameters of provincially prescribed and/or locally developed curriculum. The process for submitting proposals for such programs is outlined in Regulation 8320.1.

Revised: 2017-09-20
2003-06-26
2002-05-30
Approved: 1997-11-27

XRef: Policy [#8450](#)
Reg. [#8450.1](#)
Policy [#9320](#)
Reg. [#9320.1](#)

SCHOOL DISTRICT NO. 36 (SURREY)

No. 8700

POLICY: DISTRICT ASSESSMENT, EVALUATION AND REPORTING

Prologue

In preparation of the policy statement and regulations, it has been the intent of the Advisory Committee to produce a document which allows for the state of present practice in the District and provides a direction for future practice. The introduction of new responsibilities includes an instructive component and implies a goal rather than an immediate requirement. A further intent is that the document is generic and is applicable to all students and all programs.

Policy Statement

Assessment is defined as the systematic process of gathering evidence of what students can do in relation to the broad goals of education or the specific goals of an educational program. Assessment includes methods developed and administered at the school, district, or provincial level.

Evaluation is defined as the process of synthesizing and interpreting information in order to judge whether or not an established goal has been reached. With respect to student learning, evaluation is an ongoing process where goals are defined within the curriculum. In program evaluation, goals are established which are specific to the program in question.

Reporting is defined as regular communication, both formal and informal, about students' progress. The communication is with the teacher, students, and parent/guardian for the purpose of recognizing and supporting learning. There is a recognized value to include students as part of the reporting process by helping to identify their efforts, accomplishments and their learning needs. This practice enables students to develop responsibility for their learning.

The Board recognizes that assessment and evaluation are essential to making informed decisions regarding student progress and the effectiveness of educational programs.

The Board acknowledges that measures of student progress and the effectiveness of education programs shall be based on knowledge, skills and attitudes relative to the provincial curriculum and locally developed courses.

**POLICY: DISTRICT ASSESSMENT, EVALUATION AND
REPORTING**

The Board recognizes its responsibility to ensure the reporting of the results of assessment and evaluation to students, parents and guardians, the public, and/or the Ministry.

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Adopted: 1992-07-02

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POLICY: COMMUNICATING STUDENT LEARNING (GRADES K-12)

RATIONALE

Introduction

The Board of Education believes the primary goal of communicating student learning (CSL) is to ensure that parents are well informed about their children's progress in relation to the learning standards of the BC curriculum, while adhering to all appropriate legislation and ministerial orders.

Meaningful communication between the home and school is central to student success. Responsive, clear and descriptive communication provides parents with information about their child's learning, as well as an increased ability to support their child.

Guiding Principles

The following guiding principles inform district planning and decision making with respect to communicating student learning:

- CSL honours learning as an ongoing process rather than a series of separate events.
 - Moving from traditional reporting to communicating student learning ensures parents are consistently well informed of their child's progress;
 - Formative and summative assessment, together with CSL, are central to supporting students' understanding of their learning.
 - Formative assessment promotes learning and shifts the ownership from teachers to a shared responsibility among students, parents and teachers;
 - Summative assessment evaluates learning at a moment in time; and
 - CSL makes the learning and assessment process visible to all stakeholders.
 - Communicating student learning includes:
 - Capturing Learning***
 - On a continuous basis, teachers assist students in choosing samples of work that capture learning and growth over time.
 - Conferencing***
 - Conferencing involves students engaging in meaningful conversations with teachers and parents around setting criteria, acknowledging progress, and identifying next steps in their learning.
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SCHOOL DISTRICT NO. 36 (SURREY)

No. 8700

POLICY: COMMUNICATING STUDENT LEARNING (GRADES K-12)

Invitations to Partner in Student Learning

- School communities provide various experiences and events, both face-to-face and digital, that allow students, parents and teachers to engage in regular, meaningful conversations about student learning.

Reporting

- Teachers use evidence of learning to make professional judgments and provide evaluative feedback. Reporting is reserved for those occasions when a snapshot of student performance/achievement is required or necessary.

Educational Benefits

Ongoing and responsive forms of communicating student learning are beneficial to students and parents.

- Students develop greater awareness and responsibility for their learning when they reflect on their strengths and needs, set goals for improvement, and identify strategies to accomplish these goals.
- Students' motivation and belief in their abilities increases when communication about student learning is timely, and embedded in the learning process.
- Parents can be more effective in supporting their child's learning when they are well informed about their child's progress in relation to the learning standards.

Adopted: 2017-09-20

SCHOOL DISTRICT NO. 36 (SURREY)

No. 8700.1

REGULATION: DISTRICT ASSESSMENT, EVALUATION & REPORTING

ASSESSMENT, EVALUATION & REPORTING OF STUDENT LEARNING

1. THE SUPERINTENDENT WILL ENSURE THAT:

- 1.1 assessment, evaluation and reporting practices are consistent with the *School Act*, related *Regulations* and *Ministerial Orders*. As well, student progress reports adhere to the reporting practices outlined in the *K-12 Education Plan* and *Guidelines for Student Reporting* (September 1994).
- 1.2 there is consistency throughout the District in assessment, evaluation and reporting of student learning.

2. THE SCHOOL PRINCIPAL WILL ENSURE THAT:

- 2.1 there is consistency throughout the school in the area of student assessment, evaluation and reporting.
 - 2.2 a school policy on the assessment, evaluation and reporting of student progress is established in keeping with provincial legislation and policy and District policy and regulation.
 - 2.3 norm-referenced tests are used only as diagnostic measures or within the context of program evaluation.
 - 2.4 norm-referenced tests are not used for the assessment, evaluation and reporting of individual student progress.
 - 2.5 any use of norm-referenced testing on an individual basis has the prior approval of parents or guardians.
 - 2.6 plans for student assessment, evaluation and reporting are included within a School Growth Plan and submitted to the principal's immediate supervisor.
 - 2.7 schools respond to parents' requests for information about assessment, evaluation and reporting in relation to the prescribed learning outcomes of the provincial curriculum.
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REGULATION: DISTRICT ASSESSMENT, EVALUATION & REPORTING

3. TEACHERS WILL ENSURE THAT:

- 3.1 provincial legislation and policy are followed for assessing, evaluating and reporting on student progress as outlined in the *K-12 Education Plan and Guidelines for Student Reporting*.
- 3.2 the Principles of Learning from the *K-12 Education Plan* and prescribed learning outcomes from provincial curriculum are considered when assessing, evaluating and reporting student learning.
- The Principles of Learning are:**
- learning requires the active participation of the student
 - people learn in a variety of ways and at different rates
 - learning is both an individual and a group process
- 3.3 assessment and evaluation are criterion-referenced, based on the prescribed learning outcomes in the curriculum; student performance is compared to established criteria rather than the performance of other students.
- 3.4 multiple forms of evidence used a variety of methods are used when assessing and evaluating student learning. These may include assignments, projects, tests, observations, student self-assessments, portfolios, conferences and rating scales.
- 3.5 assessment and evaluation are an ongoing process for all students.

REPORTING OF STUDENT LEARNING

4. THE SUPERINTENDENT WILL ENSURE THAT:

- 4.1 teachers and administrators are offered assistance in following reporting policy and procedures.
- 4.2 student progress reports are communicated to parents at least five times during each school year to include:
- (a) three formal written reports; and
 - (b) two informal reports, in a written or oral format, which include specific information about the student's progress.

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- 4.3 letter grades for students in grades 4-7 be recorded on the formal report form.
- 4.4 District authorized report card forms meet Ministry content requirements; if the provincial or District report card forms are not used, the alternate report card form must be approved by the Assistant Superintendent with the District responsibility for assessment, evaluation and reporting. All locally developed report cards must be consistent with Ministry policy on assessment, evaluation, and reporting.
- 4.5 the effectiveness of reporting practices are monitored and deficiencies are addressed.
- 4.6 a District policy is in place for the withdrawal and transfer of students in grade 8-12.

5. THE SCHOOL PRINCIPAL WILL ENSURE THAT:

- 5.1 teachers are provided with assistance in reporting procedures and monitoring parental satisfaction with reporting practices.
- 5.2 parents/guardians are regularly provided with reports concerning the student's school progress, any involvement with support services, and the student's attendance and punctuality.
- 5.3 a complete and accurate record of a minimum of three formal and two informal reports are maintained as required by the *School Act*, *Regulations* made under it and *Ministerial Orders*.
- 5.4 the decision to promote or retain a student in a subject or grade is made in the best interest of that student by the teachers, parents and the school principal, and should be based on individual needs. In the primary years, students should not repeat a year.
- 5.5 a school policy is in place for the withdrawal and transfer of students in grades 8 to 12.
- 5.6 a school policy is in place regarding the development and communication of curriculum overviews and/or course outlines.

REGULATION: DISTRICT ASSESSMENT, EVALUATION & REPORTING

6. TEACHERS WILL ENSURE THAT:

- 6.1 they provide parents/guardians with complete, clear and accurate evaluations of their children's progress, based on the prescribed learning outcomes of the provincial curriculum through at least three formal and two informal reports.
- 6.2 there is opportunity for participation of students in the reporting process.
- 6.3 they are available to confer with parents/guardians regarding the progress of their child.
- 6.4 copies of all formal written reports (a minimum of three) are submitted to the school office to be kept in the student file.
- 6.5 a record of all informal reports is maintained (a minimum of two) which will include the date and a brief summary of the communication. Interviews, telephone conferences and other means of communication are recognized as informal reports. A parent/guardian should be informed when contact is to be considered as an informal report and told that a record of the discussion is being kept.

7. PRIMARY REPORTS (KINDERGARTEN TO GRADE 3)

- 7.1 formal reports must include a structured written comment that clearly describes, in relation to the prescribed learning outcomes set out in the curriculum:
 - (a) what the student is able to do;
 - (b) areas in which the student requires further attention or development;
 - (c) ways of supporting the student in his or her learning.
- 7.2 formal reports must provide comments (written on the form or communicated orally to the parents) about student progress with reference to the expected developed for students in a similar age range. Records of oral communication with the parent must be recorded and filed in the Permanent Student Record file.
- 7.3 formal reports must include written comments to describe student behavior, including information on attitudes, work habits and effort.

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REGULATION: DISTRICT ASSESSMENT, EVALUATION & REPORTING

- 7.4 letter grades, symbols and checklists are inappropriate to report student progress.
- 7.5 written comments must address all subject areas that have received a major focus during the term. This information may be presented by individual subject areas, or as a combination of subjects.

8. ELEMENTARY REPORTS (GRADES 4-7)

- 8.1 formal reports must include a structured written report that clearly describes, in relation to the prescribed learning outcomes set out in the curriculum:
 - (a) what the student is able to do;
 - (b) areas in which the student requires further attention or development;
 - (c) ways of supporting the student in his or her learning.
- 8.2 formal reports must include letter grades for each course or subject from the provincial curriculum and approved locally developed courses. Criterion-referenced letter grades are used to indicate the student's level of performance as it relates to the prescribed learning outcomes set out in provincial curriculum guides.
- 8.3 Language Arts must receive a single letter grade.
- 8.4 Fine Arts must receive a single letter grade. When individual components (dance, drama, music, visual arts) are taught by another teacher, an additional letter grade and comment may be given.
- 8.5 formal reports must include written comments to describe student behavior, including information on attitudes, work habits and effort. The symbols G, S, N are not to be used on formal or informal report cards unless they are criterion-referenced and accompanied by written comments.
- 8.6 written comments must address all subject areas that have received a major focus during the term. This information may be presented by individual subject areas, or as a combination of subjects.

REGULATION: DISTRICT ASSESSMENT, EVALUATION & REPORTING

- 8.7 percentages are not to be used to report student achievement on formal or informal report cards.
- 8.8 the symbol “I” designates Incomplete or In Progress. It is used to alert parents when a student is not demonstrating minimally acceptable performance in relation to the prescribed learning outcomes. The symbol can be used to indicate the student:
- (a) may require more time or support;
 - (b) cannot be adequately assessed due to incomplete assignments;
or
 - (c) has lengthy absences from school.

An “I” may be assigned at any time during the school year when a problem is first detected. The “I” symbol is not restricted to term and final reports, but must be converted to a final letter grade (refer to *Ministerial Order M330/97*).

- 8.9 an “I” symbol may be communicated to parents in a variety of ways including a written plan, a telephone conversation or a direct meeting involving the teacher, parents and student. The parents of the student must be informed and have an opportunity to consult with the teacher on the plan of action. The teacher must be prepared to identify what the problem is and specify a plan of action that is intended to help the student achieve the prescribed learning outcomes (refer to *Ministerial Order M330/97*).

9. SECONDARY REPORTS (GRADES 8-10)

- 9.1 formal reports must provide letter grades for each course or subject on the provincial curriculum. Criterion-referenced letter grades should indicate the level of performance as they relate to the prescribed learning outcomes set out in the provincial curriculum guide (see *Guidelines for Student Reporting*, p.6). Locally developed courses approved by the Board must also have criterion-referenced letter grades.
- 9.2 the teacher should include written comments that relate to prescribed learning outcomes where appropriate.

REGULATION: DISTRICT ASSESSMENT, EVALUATION & REPORTING

9.3 the symbol "I" designates Incomplete or In Progress. It is used to alert parents when a student is not demonstrating minimally acceptable performance in relation to the prescribed learning outcomes. The symbol can be used to indicate the student:

- (a) may require more time or support;
- (b) cannot be adequately assessed due to incomplete assignments;
or
- (c) has lengthy absences from class.

An "I" may be assigned at any time during the school year when a problem is first detected. The "I" symbol is not restricted to term and final reports, but must be converted to a final letter grade (refer to *Ministerial Order M330/97*).

9.4 an "I" symbol may be communicated to parents in a variety of ways including a written plan, a telephone conversation or a direct meeting involving the teacher, parents and student. The parents of the student must be informed and have an opportunity to consult with the teacher on the plan of action. The teacher must be prepared to identify what the problem is and specify a plan of action that is intended to help the student achieve the prescribed learning outcomes (refer to *Ministerial Order M330/97*).

9.5 student behavior, including work habits, effort, and attitude may be reported on through written comments and/or with symbols, if the symbols are criterion-referenced.

10. SECONDARY REPORTS (GRADES 11-12)

10.1 formal reports must provide letter grades for each course or subject on the provincial curriculum. Criterion-referenced letter grades should indicate the level of performance as they relate to the prescribed learning outcomes set out in provincial curriculum (see *Guidelines for Student Reporting*, p.6). Locally developed courses approved by the Board must also have criterion-referenced letter grades.

10.2 criterion-referenced letter grades must be accompanied by related percentages for grades 11 and 12 courses.

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- 10.3 the teacher should include written comments that relate to prescribed learning outcomes where appropriate. It is up to the teacher to determine what components of the structured written comments should be included on report cards at the secondary level. (Note: Schools may continue to use computer-generated comments at the secondary level. These comments should be as specific as possible.)
- 10.4 the symbol “I” designates Incomplete or In Progress. It is used to alert parents when a student is not demonstrating minimally acceptable performance in relation to the prescribed learning outcomes. The symbol can be used to indicate the student:
- (a) may require more time or support;
 - (b) cannot be adequately assessed due to incomplete assignments; or
 - (c) has lengthy absences from class.
- An “I” may be assigned at any time during the school year when a problem is first detected. The “I” symbol is not restricted to term and final reports, but must be converted to a final letter grade (refer to *Ministerial Order M330/97*).
- 10.5 an “I” symbol may be communicated to parents in a variety of ways including a written plan, a telephone conversation or a direct meeting involving the teacher, parents and student. The parents of the student must be informed and have an opportunity to consult with the teacher on the plan of action. The teacher must be prepared to identify what the problem is and specify a plan of action that is intended to help the student achieve the prescribed learning outcomes (refer to *Ministerial Order M330/97*).
- 10.6 student behavior, including work habits, effort, and attitudes may be reported on through written comments and/or with symbols, if they are criterion-referenced.

11. STUDENTS WITH SPECIAL NEEDS

- 11.1 for students with special needs the number of reports to parents is to be consistent with District guidelines for reporting.

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- 11.2 students with special needs who are not capable of achieving the prescribed learning outcomes in the curriculum, and whose programs are substantially modified, must have an Individual Educational Plan (IEP). The use of letter grades is not appropriate for students with special needs in subjects modified by the Individual Educational Plan. Formal reports for these students should contain structured written comments based on the student's progress in relation to the expectations for that student set out in his or her IEP (e.g. achievement of modified goals and objectives). See *Guidelines for Student Reporting*, p.7.
- 11.3 a statement must be included in the report card indicating that the formal report is based on an Individual Educational Plan (IEP) and not the prescribed learning outcomes set out in the curriculum.
- 11.4 a letter grade is to be assigned for a student with special needs if that student is able to demonstrate learning in relation to the prescribed learning outcomes set out in the curriculum for the course, subject or grade. If adaptations to assessment or instructional methods are made, these adaptations are to be reflected in an IEP and in the structured written comments.
- 11.5 the permanent record card is to indicate that there is an Individual Educational Plan (IEP) in place for the student.

12. ENGLISH AS A SECOND LANGUAGE STUDENTS

- 12.1 a student with English as a Second Language who is not capable of achieving the prescribed learning outcomes in one or more curricular areas, and whose program is substantially modified will not receive a letter grade for that particular subject or subjects beyond the Primary years. Formal reports for these students should contain structured written comments based on the student's progress in relation to the expectations outlined in the student's instructional plan.
- 12.2 in subjects where the student can achieve the prescribed learning outcomes, a letter grade is assigned, except for Primary years. If adaptations to assessment or instructional methods are made, these adaptations are to be reflected in the structured written comment.

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REPORTING**

13. PERMANENT RECORD CARDS AND STUDENT FILE FOLDERS

- 13.1 Permanent Student Record cards must be completed according to the Ministry requirements outlined in the current instruction booklet.
- 13.2 student files should contain copies of all formal reports, Student Learning Plans (grades 9-12), individualized testing results, medical and legal documents, copies of IEPs, AEPs, letters of suspension and any other pertinent personal information.

Revised: 1999-02-16

Revised: 1996-12-03

Approved: 1992-07-02

SCHOOL DISTRICT NO. 36 (SURREY)

No. 8700.1

REGULATION: COMMUNICATING STUDENT LEARNING (CSL)

RATIONALE

The Board of Education believes the goal of communicating student learning (CSL) is to ensure parents are well informed about their child's progress in relation to the learning standards of the BC curriculum. Effective communication between the home and school is central to student success.

The Board recognizes the importance of communication that is timely, responsive, and provides parents with a clear description of their child as a learner while adhering to all appropriate legislation and ministerial orders.

1. Responsibilities of the District

- 1.1. Develop CSL policy and regulations describing district procedures that adhere to the requirements outlined in the Ministry's *Student Reporting Policy* and all applicable Ministerial Orders.
- 1.2. Establish Board approved processes and guidelines for communicating student learning.
- 1.3. Provide flexible processes and frameworks for student self-assessment of Core Competencies.
- 1.4. Ensure CSL practices follow district policy and regulations.
- 1.5. Support teachers and administrators in following CSL policy and regulations as needed.
- 1.6. Review local policy and procedures (Policy 8700 and Regulation 8700.1) to make adjustments and revisions as required.

2. Responsibilities of the Principal

- 2.1. Ensure CSL practices align with Ministry and District policy.
 - 2.2. Ensure parents are regularly provided with reports or forms of communication directing them to digital or non-digital evidence of learning, human and social development, the student's approach to learning, and attendance.
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- 2.3. Ensure reports or forms of communication directing parents to ongoing digital or non-digital assessed evidence of learning, as outlined in subsection 2.2, are made a minimum of five times during the school year. Communication with parents will include:
- i. A minimum of two written reports based on a collection of student work using Board-approved forms.
 - ii. A minimum of two additional forms of communication. This may be in person, electronic, or hard-copy, and may include:
 - a. Ongoing information of the student's learning and growth over time, and any areas requiring support through digital portfolios or paper-based work samples;
 - b. Student-led conferences, 3-way conferences, or parent-teacher conferences;
 - c. An interim communication form that reflects the language of the learning standards of the current curriculum.
 - iii. One "Final Report on Student Learning" at the end of the school year that includes:
 - a. A summary of the student's achievement;
 - Grades K - 7: Teachers provide a summary for all required areas of learning;
 - Grades 8 - 9: Teachers provide a summary for their specific area of learning;
 - b. Clear performance (proficiency) indicators of the student's learning in relation to the standards of the BC curriculum as outlined in subsection 3.3;
 - c. A student self-assessment of the core competencies completed with support and guidance from the teacher when needed or appropriate (Grades K-9); and
 - d. Written indication that the student has been assigned to the next grade.
- 2.4. If a student moves during the school year, to meet the requirements outlined in 2.3iii, ensure parents are provided with the District's *Student Transfer Form*.
- 2.5. Upon request, ensure parents are provided with letter grades if written comments or performance (proficiency) scales are used as an alternative to letter grades (Grades 4 – 9).
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- 2.6. For students in grades 10 to 12, ensure formal reports include letter grades, percentages, and written reporting comments to indicate students' level of performance in relation to learning standards or learning outcomes set out in the curriculum for each subject and grade.
 - 2.7. For students in grades 10 to 12, in addition to the information required under subsection 2.6, ensure progress reports include the credits assigned towards meeting the general requirements for graduation as set out in the Graduation Program Order.
 - 2.8. For students in grades 10 to 12 working towards meeting the requirements of Graduation Transitions, ensure progress reports include comments on the student's progress in meeting the requirements in accordance with the Graduation Transitions Program Guide and the Daily Physical Activity Guide.
 - i. When students are meeting the Prescribed Learning Outcomes, a comment of "**Meeting requirement**" will be made on the term and final reports.
 - ii. 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 this comment is made, it is recommended that a further comment be made outlining a plan for the student to meet the requirement.
 - iii. Upon successful attainment of the Graduation Transitions Program, "**Requirement Met (RM)**" will be recorded on the student's transcript.
 - 2.9. Ensure communication with parents has occurred a minimum of five times during the school year as outlined in 2.3.
 - 2.10. Ensure a minimum of three reports or forms of communication are placed in each student's file.
 - 2.11. Ensure the decision to promote or retain a student in a subject or grade is a consultative process (students, parents, teachers, school administrators, and area superintendent) and is focused on individual needs.
 - 2.12. Support teachers in following CSL policy and regulations as needed.
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REGULATION: COMMUNICATING STUDENT LEARNING (CSL)

3. Responsibilities of the Teacher (Grades K to 9)

- 3.1. In relation to the learning standards outlined in the current curriculum, provide parents with timely, responsive feedback about their child's learning a minimum of five times throughout the school year. Communication with parents will include:
- i. A minimum of two written reports or forms of communication based on a collection of student work using Board-approved forms.
 - ii. A minimum of two additional forms of communication. This may be in person, electronic, or hard-copy, and may include:
 - a) Ongoing information of the student's learning and growth over time, and any areas requiring support through digital portfolios or paper-based work samples;
 - b) Student-led conferences, 3-way conferences, or parent-teacher conferences;
 - c) An interim communication form that reflects the language of the learning standards of the current curriculum.
 - iii. One "Final Report on Student Learning" at the end of the school year that includes:
 - a. A summary of the student's achievement;
 - Grades K – 7: Teachers provide a summary for all required areas of learning;
 - Grades 8 – 9: Teachers provide a summary for their specific area of learning;
 - b. Clear performance (proficiency) indicators of the student's learning as outlined in subsection 3.3;
 - c. A student self-assessment of the core competencies completed with support and guidance from the teacher when needed or appropriate (Grades K – 9); and
 - d. Written indication that the student has been assigned to the next grade.
- 3.2. Through a combination of formative and summative assessment practices, provide parents with a clear indication of:
- i. Where students are in their learning;
 - ii. What they are working toward;
 - iii. Interventions they may require;
 - iv. Ways to further support their learning.
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- 3.3. When communicating student learning through forms or reporting applications outlined in subsection 3.1.i, make clear the extent to which a student is meeting age/grade expectations using one or more of the following performance indicators:
 - i. Written comments (Grades K – 7)
 - ii. Performance (proficiency) scales and written comments (Grades K – 9)
 - iii. Letter grades and written comments (Grades 4 – 9)
- 3.4. Upon request, provide parents with letter grades if written comments or performance scales are used as an alternative to letter grades (Grades 4 – 9).
- 3.5. If a student moves during the school year, to meet the requirements outlined in 3.1 iii, provide parents with a summary of the student's achievement on the District's *Student Transfer Form*.

4. Responsibilities of the Teacher (Grades 10 to 12)

- 4.1. Reporting to parents should be timely and responsive throughout the school year.
- 4.2. Formal reports will include letter grades, percentages, and written reporting comments to indicate students' level of performance in relation to learning standards or learning outcomes set out in the curriculum for each subject and grade.
- 4.3. All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility.

5. Responsibilities of the Teacher (All Grades, K to 12)

- 5.1. A minimum of three copies of reports or forms of communication directing parents to ongoing digital or non-digital assessed evidence of learning related to the student's progress will be submitted to the school office to be kept in the student file.
 - 5.2. Maintain records of two supplemental forms of communication outlined in subsection 3.1 ii.
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6. Students with Special Needs (All Grades, K to 12)

- 6.1. 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.
- 6.2. 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 or performance (proficiency) indicators to all students.

7. Students on Modified Curricula (All Grades, K to 12)

- 7.1. 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.
- 7.2. If letter grades or performance (proficiency) indicators are used, it should be stated in the body of the student progress report that the grade or indicator 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.

8. ELL and FLL Students (All Grades, K to 12)

- 8.1. 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 communicate progress.
 - 8.2. Where ELL and FLL 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.
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REGULATION: COMMUNICATING STUDENT LEARNING (CSL)

9. Use of the Letter Grade "I"

- 9.1. 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.
- 9.2. When an "I" reporting symbol has been assigned:
- i. 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
 - ii. teachers must be prepared to identify what the problems are and specify plans of action to support students in achieving 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.
- 9.3. The "I" letter grade must be converted to another letter grade or percentage:
- i. 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;
 - ii. when letter grades are recorded on the permanent student record card; and,
 - iii. before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students' transcripts of grades.

10. Use of the Letter Grade "F"

- 10.1. An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned.

11. Permanent Student Record

- 11.1. Each record established and maintained for a student must contain:
- i. the most recent Ministry of Education form entitled "Permanent Student Record", and all documents required to be listed as inclusions on the form entitled "Permanent Student Record" completed in accordance with the Ministry's "Permanent Student Record Completion Instructions," which are in effect at the time of the completion;
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SCHOOL DISTRICT NO. 36 (SURREY)

No. 8700.1

REGULATION: COMMUNICATING STUDENT LEARNING (CSL)

- ii. the student progress reports for the two most recent years, or a copy of the Transcript of Grades issued by the Ministry of Education;
 - iii. a written record of the student's progress using:
 - a) Grades K – 3: performance (proficiency) scale indicators
 - b) Grades 4 – 7: performance (proficiency) scale indicators OR letter grades
 - c) Grades 8 – 9: letter grades
 - d) Grades 10 – 12: letter grades and percentages; and
 - iv. the student's current IEP if any.
- 11.2. A board must retain the documents referred to in 11.1 i, ii and iii for 55 years from the date on which the student withdraws or graduates from school.
- 11.3. On receipt of a request from the board to which a student transfers and is enrolled, a board must transfer the documents listed in section 11.1 to that board. Where a former student of a board is enrolled in an independent school or an educational institution outside the Province, and a board receives a request from that independent school or educational institution, the board must transfer a "copy" of the documents listed in section 11.1.

Rewritten: 2017-09-20

Revised: 1996-12-03

1990-02-16

Approved: 1992-07-02

SCHOOL DISTRICT NO. 36 (SURREY)

No. 10805

POLICY: PROMOTION OF EXTERNAL AGENCIES THROUGH SCHOOLS

The purpose of this policy is to provide direction regarding the dissemination, through schools or district offices, of material promoting external agencies and/or their activities to parents, staff or PACs. "External agencies" in this context include individuals and private or public organizations, both incorporated and unincorporated (profit or not-for-profit).

External agency materials will be divided into two categories:

1. Those materials of direct educational or student/parent/staff benefit, that are critical to the operation of schools, school and student safety, or which relate directly to programs being implemented by district departments or schools which the district finds value in. These materials may be approved by the Superintendent, Assistant Superintendents, Secretary-Treasurer, Assistant Secretary-Treasurer, or Directors of Instruction, for district-wide distributions and by the site Principal for school-based distributions only. These distributions and will not necessarily involve a charge.
2. Those materials directed at parents or staff which involve a less explicit educational or operational benefit or which involve promotion or advertising of a product or service. These materials will be distributed only for a fee. Requests for distribution of these types of materials must be directed to the Business Development Department which will coordinate review and vetting and arrange appropriate means of distribution. The Secretary-Treasurer will have final approval of materials distributed to parents and staff.

Distribution will be subject to courier regulations and practices.

Materials of a political or partisan, violent or otherwise inappropriate nature will not be permitted.

Materials to be shared with district staff or schools and that relate to curriculum or professional training, will be vetted through the appropriate department by the Business Development Department.

Partnerships or sponsorships approved under Board [Policy #10815 - Business Development](#), will be subject to the terms of the approved agreement for the promotion or distribution of materials or information.

Any costs incurred by the school district or individual schools in the circulation of approved promotional material, are to be borne by the external agency concerned.

**POLICY: PROMOTION OF EXTERNAL AGENCIES THROUGH
 SCHOOLS**

Revised: 2017-09-20
 2016-06-03
 2004-05-13
 2002-05-30
 1999-07-08
Approved: 1986-02-27

XRef: Policy [#10800](#)
 Policy [#10815](#)
