

## **School Vision Statements**

### **Policy 6110**

**16/07/84**

The Board of School Trustees feel that it is imperative for each school to develop vision statements from which to base educational decisions as they relate to children, programs and staff. Such vision statement will provide the guiding principles on which to make sound and appropriate decisions.

**R.L. Angus School Vision Statement**  
**Policy 6114**  
**27/04/92**

The R.L. Angus School is committed to providing an environment that enables students to develop their individual potential. Co-operatively students, parents, educators, and members of the community help to develop a desire for life long learning.

**G.W. Carlson School Mission Statement**  
**Policy 6113**  
**24/09/97**

Our purpose is to develop in individual learners appropriate attitudes, skills and knowledge to enable them to achieve their potential as responsible members of their community.

**Fort Nelson Secondary School Mission Statement**  
**Policy 6115**  
**24/09/97**

The primary role of Fort Nelson Secondary School is to provide an environment that will allow students to develop skills and attitudes that encourage learning and thinking as a life-long activity and, at the same time, foster self-reliance and citizenship.

We believe that conscientious and consistent interaction among staff, students, and community will provide positive social development.

**Toad River School Mission Statement**  
**Policy 6111**  
**24/09/97**

The Toad River School fully supports the intent and practice of the Mission Statement for British Columbia Schools.

The Toad River School is committed to:

- developing each student's potential, self-worth, and self-esteem;
- imparting to students the desire and ability to become life-long learners;
- recognizing students' responsibilities with respect to our changing world and the challenge of the future;
- challenging our students to think independently and effectively;
- encouraging tolerance and respect of people and their cultures; treating all others as equals.

Each of these goals is of equal importance and the Toad River School shall endeavour to attain them.

**J.S. Clark Elementary School Mission Statement**  
**Policy 6112**  
**24/09/97**

At J.S. Clark we provide a safe and nurturing environment. We believe that our school is successful when our students have the opportunities to:

- develop individual and intellectual potential;
- develop emotional stability and positive social relationships;
- aspire to become life-long learners;
- value the uniqueness of each other.

## **Locally Developed Curriculum Policy 6210 16/07/84**

The Board recognizes that the process of curriculum development is a responsibility of the professional staff.

All locally developed courses and their resources must have Board approval prior to their implementation.

Proposals for any locally developed course and its resources shall be forwarded to the Superintendent of Schools.

### Guidelines

Submissions must be made in writing and include the following information:

1. Rationale for the course:
  - 1.1 reasons for offering the course;
  - 1.2 student needs to be satisfied by the course;
  - 1.3 reasons for selecting the grade level (s) to which the course is to be offered;
  - 1.4 statement qualifying the uniqueness of the course;
  - 1.5 anticipated enrollment.
  
2. Overview for the course:
  - 2.1 a statement of goals for the course;
  - 2.2 detailed statement of objectives of intended learning;
  - 2.3 content outline;
  - 2.4 textbook (s) and other instructional support;materials;
  - 2.5 evaluation procedure.
  
3. Special consideration:
  - 3.1 facilities;
  - 3.2 assignment of staff;
  - 3.3 equipment;
  - 3.4 cost - operating and capital;
  - 3.5 support services (if any);
  - 3.6 any miscellaneous considerations.

Locally developed courses planned for must be submitted to the Superintendent of Schools in accordance with the format outlined in Regulation 3 above on or before May 1 of any school year.

## **Field Trips Policy 6220 June 24, 2008**

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The Board of School Trustees believes school sponsored travel for curricular trips, athletic competition, and special activities enriches students' learning experiences.

In addition, schools may explore opportunities independently, or in cooperation with recognized, reputable agencies, to offer students the study of comparative cultures abroad.

School District #81 (Fort Nelson) does not provide accident insurance coverage for student injuries that occur on school premises or during school activities. You may purchase coverage for your child(ren) at [www.insuremykids.com](http://www.insuremykids.com) or by calling toll free at 1-800-463-KIDS(5437).

### Guidelines

1. For purposes of this policy, the following classifications shall apply:
  - 1.1 *Daytrips*: Any trip within or outside the community, where bus transportation is required, which takes place within a total of eight driving hours.
  - 1.2 *Overnight Trips*: Any trip which exceeds the duration of one day but does not exceed four nights.
  - 1.3 *Extended Trips*: Any trip which exceeds four night's duration.
  - 1.4 *All Trips*: Staff are to ensure that Administrative Protocol #42 has been reviewed in relationship to costs related to the bus use; bus drivers; coaches and chaperones; and per diem.
2. The Principal shall ensure that adequate student safety precautions are in place for all field trips.
  - 2.1 One of the sponsors shall be an employee of the Board who will be familiar with District policies and shall supervise all aspects of the trip.
  - 2.2 Medical information for each student, including Care Card number, medications and allergies shall be readily accessible.
  - 2.3 Notwithstanding Section 4.2.5.1, sponsors, drivers and chaperones shall not be permitted to have their non-participating child(ren) accompany them.
    - 2.3.1 Participant status shall be determined by the school principal in consultation with the sponsor.
  - 2.4 The sponsor and chaperones are responsible for students at all times. Where students are provided with opportunities to participate in independent activities, parents shall approve their participation.
    - 2.4.1 Where parents wish students to deviate from the itinerary, they shall make the request in writing.

2.5 In the event of any student illness, accident, or incident, parents must be notified by phone at the earliest possible opportunity.

2.5.1 In the event of a serious disciplinary offense, parents will be notified and the student shall be placed on appropriate commercial transport to be returned to Fort Nelson. Parents will be responsible for all transportation expenses incurred.

### 3. Daytrip Procedures

3.1 The Principal of the school shall approve all daytrips.

3.1.1. The trip must be educationally sound and a viable part of the students program.

3.1.2. The Principal shall ensure that adequate supervision is arranged. Where the nature of the trip warrants supervision beyond normal school levels it shall be provided.

3.2 Daytrips shall be covered by a general statement of authorization, or a trip specific authorization, signed by the parent or guardian of each student and retained on file at the school.

3.2.1. For trip specific authorizations notification to parents is required one week in advance.

3.2.2. For students participating from district schools, the principal's approval is needed.

3.3 The trip request form must be signed and sent to the District Office for confirmation one week in advance.

### 4. Overnight Trip Procedures

4.1 Planning early in the school year for interschool activities, events and competitions is encouraged.

4.2 Each overnight trip requires written approval by the Principal of the school prior to the undertaking of the trip.

4.2.1. An overnight trip outline will include the following details: the supervisors, itinerary describing the activities, estimated costs of all non-transportation items, accommodation arrangements, and a local emergency contact person. This outline must be completed and signed by the principal and sent to the Superintendent in advance of the trip.

4.2.2. Students shall bear no costs except accommodation and meal expenses.

- 4.2.3. The trip must be educationally sound and a viable part of the student's program.
- 4.2.4. The Principal shall ensure that supervision is provided at a maximum of 8 students per chaperone (8:1) elementary and 12 students per chaperone (12:1) secondary with appropriate gender considerations. Where the nature of the trip warrants greater levels of supervision, it shall be provided.
- 4.2.5. Adequate and cost effective transportation must be organized.
  - 4.2.5.1 If space permits on the bus, the sponsor(s) may have their family accompany them provided that dependent children are accompanied by a family member or guardian, 19 years or older.
  - 4.2.5.2 If further space is available, the student participants, the driver and chaperones, in this order of priority, may be accompanied by a family member or guardian, 19 years or older. The remaining seats may be assigned to other family members in the same priority.
- 4.2.6. Overnight trips must be planned to ensure minimum loss of instructional time.
- 4.3 Each overnight trip shall be covered by a specific authorization signed by the parent or guardian of each student and retained on file at the school prior to a student participating on the trip.
  - 4.3.1. Parents must be provided detailed information as outlined in 4.2.1 above, including the mode of transportation.
  - 4.3.2 For students participating from district schools, the principal's approval is needed.
- 4.4 A transportation request form must be completed, signed and received by the District Office for approval of the transportation arrangements at least two weeks prior to the trip.

5. Extended Trip Procedures

- 5.1 Coordinating the planning of extended trips is the responsibility of the principal.
  - 5.1.1. The trip must be educationally sound and a viable part of the student's program.
  - 5.1.2. The Principal shall ensure that supervision is provided at a maximum of 8 students per chaperone (8:1) elementary and 12 students per chaperone (12:1) secondary with appropriate gender considerations. Where the nature of the trip warrants greater levels of supervision, it shall be provided.
  - 5.1.3. Adequate and cost effective transportation must be organized.

- 5.1.4. Extended trips must be planned to ensure minimum loss of instructional time.
- 5.1.5. Extended trips cannot exceed five school days.
- 5.2 Before involving students, parents, or initiating fundraising activities, approval by the Board of Trustees is required.
  - 5.2.1. The extended trip package must include: specific objectives, a detailed itinerary describing the activities and how they relate to the curriculum, costs, sources of revenue, loss of instructional time, who is eligible to participate including a selection process, numbers of chaperones and how chaperone costs are covered.
  - 5.2.2. For trips within Canada and the Continental United States, a request for approval must be made at least six (6) months in advance and prior to September 30 of the school year the trip is taking place.
  - 5.2.3. For trips beyond Canada and the Continental United States, a request for approval must be made at least ten (10) months in advance and by May 30 of the prior school year.
- 5.3 Each student participating in an extended trip must be covered by a specific statement of authorization signed by the parent or guardian and retained on file at the school.
  - 5.3.1. Parents must be provided detailed information as approved in the extended trip package.
  - 5.3.2 For students participating from district schools, the principal's approval is needed.
- 5.4 The school shall present a summary report to the Board upon completion of the extended trip.

## **Child Abuse and Neglect Education**

### **Policy 6230**

### **29/06/88**

The Board authorizes that the C.A.R.E. child abuse prevention be made available for all students enrolled in Kindergarten, Grade One and Grade Two so that consistent exposure to a prevention program for all children in School District #81 will be effected.

#### Guidelines

The following guidelines are to be taken into consideration:

1. The C.A.R.E. Program be implemented in the Kindergarten, Grade One and Grade Two classes in School District #81 after January of each year.
2. Parent notification regarding the C.A.R.E. Program be sent to the homes of all parents with children enrolled in Kindergarten, Grade One and Grade Two with an opt-out procedure available to those parents who do not wish their children to participate in the program. Further an open informational meeting regarding the nature of the C.A.R.E. Program be offered to parents prior to implementation of the program.
3. That the C.A.R.E. Program be implemented in place of a Social Studies Unit in Grade One and Grade Two; with instruction recommended to take place over a 3 to 6 week period of 2 to 3 twenty to forty minute sessions per week; total instructional time being approximately 6 hours.
4. That instructional provisions be made for those students that are not participating in the C.A.R.E. Program.
5. That teacher implementation of the C.A.R.E. Program be provided within the following guidelines:
  - 5.1 that the sensitive nature of providing a child abuse prevention program be recognized by providing teacher in-service for those Kindergarten, Grade One, and Grade Two teachers employed by School District #81 who are interested in teaching the program in their classroom and who have not received previous training regarding implementation of the C.A.R.E. Program
  - 5.2 that the in-service provided be delivered by a qualified instructor and include background information regarding the nature and indicators of child abuse, reporting procedures, and C.A.R.E. Kit instructional guidelines;
  - 5.3 that team teaching of the C.A.R.E. Program be considered, pairing teachers experienced with the program with teachers implementing the program for the first time, whenever appropriate;

- 5.4 that teachers may opt-out of implementing the C.A.R.E. Program within their own class for reasons deemed acceptable by the School Principal with an alternate instructor to be provided;
- 5.5 that teachers be informed of any possible legal ramifications of implementation of the C.A.R.E. Program.

## **Challenge and Equivalency Policy 6240 January 26, 1999**

The Board of Trustees of School District 81 (Fort Nelson) supports the three basic principles that are the foundation of education in B.C.:

- people learn in different ways and at different rates
- learning is both an individual and a social process
- learning requires the active participation of the learner.

The Board acknowledges that relevant learning occurs outside the school building and that assessment is an integral part of the learning process. Crediting prior learning through the process of course challenge and course equivalency creates flexibility and greater opportunities for students to achieve their goals. The assessment of external learning for credit should be rigorous, maintaining the integrity of the curriculum and the standards of a quality education.

All students are eligible to gain credit for Grade 11 or 12 provincially or locally developed courses in the district by applying to challenge a course or have an equivalency review of their credentials.

### Challenge

The purpose of Challenge is to assess learning which students have done in other settings and which may not be formally documented. A successful Challenge will result in a student receiving credit for the appropriate course and a mark which is recorded on the student's graduation transcript. Challenge is intended to acknowledge student learning so that students do not have to participate in courses which would be repetitive for them. It also allows students to broaden their high school program by selecting additional courses or to enrich their lives in other ways, such as pursuing personal passions in the Fine Arts or Athletics. The Challenge process is intended to respond to unique needs in exceptional circumstances, not to replace the valuable experience of learning in a classroom setting. Students should be able to provide compelling evidence that they will succeed in the challenge by demonstrating:

- Exceptional ability related to the course;
- Knowledge, understanding, skills, and attitudes equivalent to the prescribed learning outcomes for the course;
- Evidence in a Student Learning Plan that utilizing the Challenge option is in the student's best interest.

### Equivalency

The purpose of Equivalency is to recognize valid credentials equivalent to the Grade 11 and 12 levels acquired by students from other educational jurisdictions and from institutions outside the regular school system. All students who can provide a credential or documentation to support their equivalency request are entitled to an equivalency review. The equivalency process is not intended to recognize undocumented prior learning. Equivalency credit will only be granted if the prescribed learning outcomes from provincial and locally developed courses are met to a satisfactory level.

Reference: Ministry Policy Circular: Number 96-04 Challenge  
Ministry Policy Circular: Number 96-06 Equivalency  
Ministry Student Progress Order: Number 191/639

### Guidelines

#### 1. Challenging for credit

##### 1.1 Requirements for Challenge:

- 1.11 The entire course should be challenged; however, partial credit may be granted through the challenge process at the discretion of the Committee.
- 1.12 Students must demonstrate in a variety of ways that they have met the prescribed learning outcomes of a course for the challenge to be successful.
- 1.13 Students will receive a letter grade and percentage mark for a successful challenge. These marks will be recorded on report cards and transcripts.
- 1.14 In order to challenge a course with a provincial examination, students must first successfully challenge the school portion of the course. If successful, students will then be provided the opportunity to write the provincial examination at the first available examination date. The final letter grade and percentage mark will be based on the blended school and examination mark.
- 1.15 The Board is not obliged to provide challenges for provincial or locally developed courses not currently taught in the District.

##### 1.2 Eligibility for Challenge:

- 1.21 In most cases, students will be given only one opportunity to challenge a specific course.
  - 1.22 Students who have previously failed a course may challenge it later, provided they can provide compelling evidence that the learning outcomes have since been met.
  - 1.23 Students arriving from other jurisdictions may challenge for credit where equivalency is not appropriate.
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- 1.24 A teacher may recommend a student for challenge.
- 1.3 Procedures for Challenge:
- 1.31 Student applicants must meet with the Challenge and Equivalency Facilitator to obtain the Intended Learning Outcomes for the course to be challenged, a Challenge Application Form, and any other pertinent information to applicants.
- 1.32 The application package is submitted to the Facilitator who will convene an Application Review Panel to review the application. This committee will consist of the Facilitator, the Principal (designate), subject area teachers/specialists, and other educators as appropriate.
- 1.321 If the application package is accepted, the Challenge Form is approved.
- 1.33 All student Challenge Application Forms and supporting documents must be submitted between October 1 and March 31, and the entire Challenge process must be completed by May 31 of any year.
- 1.4 Assessing And Evaluating Challenge:
- 1.41 To be successful in a challenge, students must meet the intended learning outcomes for the course.
- 1.42 The strategies involved in a Challenge should reflect the range and depth of the intended learning outcomes for the course; these may include:
- laboratory demonstrations;
  - oral/aural performances;
  - portfolios or collections of work;
  - interviews;
  - term and final school-based examinations;
  - distance education materials;
  - application of skills demonstrations;
  - reports, essays, or other written forms of expression;
  - translations;
  - documentation of specific learning outcomes having been met;
  - knowledge of or demonstration of safety consciousness; and/or
  - other assessment strategies as deemed appropriate.
- 1.43 An evaluator is selected in accordance with the FNDTA Collective Agreement Posting and Filling guidelines.
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1.431 The posting will indicate an approximate time allocation to conduct the evaluation.

1.44 The Evaluator will award the student credit for a successful challenge, and will assign a letter grade and percentage mark for the course according to the Ministry Reporting Policy and Guidelines, and the Student Progress Report Order.

## 2. Equivalency

### 2.1 Requirements for Equivalency:

2.11 The credentials or documentation presented by the student must meet at least 80% of the learning outcomes of the course for which equivalency is sought in order for the course to be deemed equivalent for full credit.

2.12 All students are entitled to apply for a review of their credentials received from other educational jurisdictions and institutions outside the regular school system which match the prescribed learning outcomes from provincial or locally developed courses.

### 2.2 Student Eligibility for Equivalency:

2.21 Students are responsible for providing evidence of successful completion of a course or program of learning from other educational jurisdictions or institutions outside the regular system. Evidence may be in the form of official credentials, documents, diplomas, or certificates which show that the student has met the learning outcomes of the provincial or locally developed course for which equivalency is being applied.

2.22 When equivalency is not recognized, students may challenge a course for credit.

### 2.3 Procedures for Equivalency:

2.31 Student applicants must meet with the Challenge and Equivalency Facilitator to discuss their application.

2.32 If necessary, the Facilitator will provide an Equivalency Application Form and any other pertinent information to applicants. Students may be required to provide a written explanation of how the Equivalency will meet the educational goals as set out in their Student Learning Plan.

2.33 The approval for equivalency must be made by the Principal in consultation with the Challenge and Equivalency Facilitator and subject area teachers.

2.4 Assessing Equivalency:

- 2.41 To gain successful equivalency, the student must meet the same standards as those expected of students who take the course through regular classes.
- 2.42 Students will be awarded credit for a successful equivalency and receive a letter grade and percentage mark for the course according to the Ministry Reporting Policy and Guidelines, and the Student Progress Report Order. If there is insufficient evidence to award a letter grade and percentage, “Transfer Standing” will be awarded.
- 2.43 The assessment process may include the following:
- source of the credential submitted;
  - whether the work and expected learning outcomes of the two courses are comparable;
  - the amount of learning time by the student as well as the difficulty of the content;
  - the assessment and evaluation criteria used to award the credential;
  - the Student Learning Plan;
  - samples of student work and any test or examinations completed;
  - an interview between a subject teacher and the student; and/or
  - other strategies as deemed appropriate.
- 2.44 If the equivalency review is successful, a letter grade and percentage or “Transfer Standing” will be recorded for transcript and reporting purposes. The School will designate course credit through a predetermined transcript code provided by the Ministry.
- 2.45 The Equivalency assessment and evaluation process may occur throughout the school year.

## **Independent Directed Study**

### **Policy 6241**

**02/06/97**

The Board of Trustees believes that independent study will provide opportunities for greater flexibility in the education system. It can do this by permitting students to pursue studies beyond those usually taught in the school course. This could take the form of extending the curriculum at a higher level, addressing parts of the curriculum that have not been taught, conducting an in-depth study of an aspect of the curriculum, or doing more focused activities relating to parts of the curriculum.

The purpose of independent-directed study is to permit students to initiate their own course of learning at the Grade 11 or 12 level under the supervision of a teacher. The Independent-Directed Study Policy is not a student entitlement. It is an enabling policy designed to permit students an opportunity to pursue further studies. Independent-directed study must be based on either the learning outcomes of a provincial curriculum or the learning outcomes of a locally developed curriculum.

#### Guidelines

##### 1. *Requirements and Eligibility For Independent-Directed Studies*

- 1.1 Principals will implement procedures and approve all independent studies. Teachers will decide whether they wish to arrange independent-directed study with a student.
- 1.2 In order to participate in independent-directed study, students should demonstrate an ability to work independently with minimal direction.
- 1.3 Students are not required to be enrolled in, or have completed, a specific course in order to be considered for the opportunity to participate in an independent-directed study related to that course.
- 1.4 Requests and approval to participate in an independent-directed study should be linked to the student's goals as articulated in the Student Learning Plan. Students should be advised how independent-directed study will fit into their course of studies and graduation requirements.
- 1.5 The maximum value for an independent directed study is two credits. There is no limit to the number of independent-directed studies a student may take towards satisfying graduation requirements.

##### 2. *Procedures for Independent-Directed Study*

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- 2.1 An independent-directed study must be principally based on the learning outcomes from one curriculum, either provincially approved or locally developed.
  - 2.2 An independent-directed study must be assigned a value of one or two credits.
  - 2.3 Students should be involved in the design, planning, and evaluation of their work. With the support of an educator, student applicants should develop a plan for completing the independent-directed study. This plan should become part of the Student Learning Plan and include:
    - a process for ongoing facilitation and assessment of student progress;
    - criteria for determining successful completion of the independent-directed study; and
    - an agreed upon credit value for the proposed independent-directed study.
3. *Assessing and Evaluating Independent-Directed Study*
- 3.1 When a student has completed an independent-directed study, the work will be assessed and evaluated by the teacher involved, in consultation with the school Principal (or designate) and the student as appropriate. The results will be reported in the subsequent reporting period using a letter grade and a percentage, and will show the associated credit(s).
  - 3.2 The Ministry will determine the appropriate codes. The independent-directed study code will indicate the course on which it is based.
  - 3.3 Students will receive provincial course credit when the independent-directed study is based on provincial curriculum; students will receive local course credit when the independent-directed study is based on locally developed curriculum.
  - 3.4 An independent-directed study based on curriculum at the Grade 11 level will be recorded as Grade 11 credit; such study at the Grade 12 level will be recorded as a Grade 12 credit.
  - 3.5 All credits earned through independent-directed study will count towards Selected Studies for graduation.

## **Repair of Private Vehicles/Automotive Shop Policy #6250 September 18, 2007**

In order to make courses in auto-mechanics viable, a practical component of “real world” experience with a variety of automobiles must become part of the program. This component places students, teachers and the Board at risk because of the possibility of fire, theft or damage to an automobile. This risk obligates both the Board and the owner of the vehicle to carry sufficient insurance to protect both parties. The comprehensive garage policy protects the Board for its own damage to a customer’s vehicle by collision or upset for which the Board (school / teacher) is legally liable. In order to be legally liable, the garage operator (Board / school / teacher) must be negligent. Merely having possession of the vehicle, however, does not make the operator liable. In practice, the claim will be paid under the vehicle owner’s policy, but if the operator is liable, it will then be charged against the garage policy. The garage policy also protects the Board for its own damage to a customer’s vehicle resulting from certain specified perils, such as fire or theft of the entire vehicle, for which the operator is liable.

### **General Procedure**

1. The Board shall carry a comprehensive garage insurance policy to protect the Board for its own damage to a customer’s vehicle.
2. All customers shall carry adequate insurance coverage for loss or damage.
3. All customers will sign a waiver releasing the Board of liability for damage not covered by the garage insurance policy.
4. All repairs to private vehicles will be appropriate for the students’ skill level and relevant to the prescribed learning outcomes under the course outline.

### **Administrative Procedure**

1. The Board / school will develop and administer a waiver of liability / work order form.
2. The instructor must approve any vehicle repair work being considered.
3. Customers shall provide the shop instructor with a copy (proof) of adequate third party liability and comprehensive or specified perils insurance coverage; and customers shall sign a liability release form releasing the school of damages not normally covered by the garage policy.
4. Customers shall sign a work order form approving all work to the customer’s vehicle.
5. All claims or incidents must be reported in writing to the principal and the Secretary Treasurer.
6. Claims not covered by the garage policy will be initialed under the customer’s policy.

## Automotive Liability Release Form

Note: This form must be completed, witnessed and kept on file by the teacher of any automotive course BEFORE any motor vehicle or other equipment NOT owned by the School District may be brought into the school for use, servicing or repair, relative to the conduct of any course offered by the School.

**Part I OWNER** (Refer to “Autoplan” Registration/Insurance Certificate)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

**Part II AUTOMOBILE**

(Refer to “Autoplan” Registration/Insurance Certificate) or Equipment

Model: \_\_\_\_\_ Year: \_\_\_\_\_ Manufacturer: \_\_\_\_\_

Type of Body: \_\_\_\_\_ License Number: \_\_\_\_\_

Serial Number: \_\_\_\_\_

**Part III WORK TO BE COMPLETED**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Engine Details: \_\_\_\_\_ Mileage: \_\_\_\_\_

**Part IV RELEASE** (To be read and signed by the Owner)

It is hereby declared that by signing hereunder as “owner” is the legal registered owner of the above described property and in such capacity agrees that:

1. School District #81 (Fort Nelson) is authorized to use and/or service and/or repair such equipment in connection with the conduct of the Automotive Shop Course by the School District.
2. Motor vehicles or equipment may be operated by any School District employee or student who is a duly licensed driver and is authorized to do so by the teacher conducting any course on behalf of the school.
3. Inasmuch as the school is not engaged in the business of operating a garage or service station and any servicing and/or repair of the above described property will be effected by students in training, at no charge to the owner (except reimbursement to the school for the cost of any parts supplied), the owner hereby releases the School District and its employees and students from any and all responsibility for improper or faulty servicing and/or repair of the equipment and from any responsibility for damage to it while in the care, custody or control of the District and/or its employee and/or students.

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Signature of Owner

Date: \_\_\_\_\_

Owner's Phone Number: \_\_\_\_\_

Owner's Address: \_\_\_\_\_

(Copy to be given to Owner)

**School District #81 (Fort Nelson)  
ATV/ Snow Machine Liability Release Form**

ATV / Snow Machine was transported to FNSS by:

\_\_\_\_\_

\_\_\_\_\_

**Part I OWNER** (VIN# \_\_\_\_\_)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

**Part II WORK TO BE COMPLETED**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Engine Details: \_\_\_\_\_ Mileage: \_\_\_\_\_

**Verification**

**Fax to RCMP: 774-2763**

**VIN # -** \_\_\_\_\_

**Accurate Ownership**             **Yes**                             **No**

**Return Fax to FNSS: 774-6960**

## **Library Program**

### **Policy 6320**

#### **24/05/88**

The Board of School Trustees for School District #81 (Fort Nelson) is committed to the realization of a quality library program in each of its schools.

The Board of School Trustees feels that library programs exist to support and further the purposes formulated by the school and district of which it is an integral part. Its quality is judged by effectively achieving program objectives. A library program represents a combination of resources that includes people, materials, equipment, facilities and environments. Combining the library resources with the school curriculum creates a foundation for an effective and purposeful library program.

The Board of School Trustees believes that the primary objective of the school's media collection is to implement, enrich and support the educational program of the school. This provides an instructional program which includes co-operative program planning between Teacher-Librarian and Teacher, Unit Development, Team Teaching and Flexible Timetabling.

#### Guidelines

The commitment of the Teacher-Librarians to their professional responsibilities, together with the understanding and support of the administrator, provides an essential framework for program development. At the school level, the Teacher-Librarian works with the principal and staff to implement the program. The (elementary) school-based and (secondary) department-based continuum of research and study skills established with the staff provides the foundation for cooperative program planning and team teaching.

The Teacher-Librarians in Fort Nelson qualify activities of the library program under the following four functions.

1. Access Function
2. Curriculum Consultation Function
3. Instruction Function
4. Production Function

These functions derive from the basic role of the Teacher-Librarian and are overlapping rather than discrete, encompassing all operations of the program.

#### Access Function

The Access Function refers to the collections of print and non-print materials, equipment, and the space to use these items, as well as other library-related activities. Also included is the provision of materials and equipment external to the school by means of inter-library loan. Inter-library loan relates to the loan of materials and equipment to community members, colleges, and businesses as

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well as the schools. This Access Function is listed first because it is the most traditional service category or the most important because it is fundamental or at least supportive of many other services.

The Board of School Trustees of School District #81 (Fort Nelson) affirms that the media collection should:

- contain Materials that will enrich and support the curriculum, taking into consideration varied interest, abilities, and maturity levels of the students served;
- contain materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- contain a background of information which will enable students to make intelligent judgements in their daily lives;
- contain materials on opposing sides of controversial issues so that young citizens may have the opportunity to develop the practice of critical analysis;
- contain materials representative of many religious, ethnic, and cultural groups and their contribution to our national heritage; and
- be selected in such a manner that principle is placed above personal opinion, and reason above prejudice in the purchase and provision of materials of the highest quality to ensure a comprehensive collection appropriate for the users of the library.

### Library Collection

Strong circulating library collections provide the primary means for teaching, learning, and interest fulfillment. The schools' library collection represents the essential informational base of the instructional program. Teacher-librarians contribute expertise from evaluating and selecting materials and equipment to the process of building and maintaining adequate collections.

1. In accordance with the Ministry's policy on school libraries, school library collections contain a minimum of 15 titles per student enrolled. A minimum of 1500 titles is recommended for small schools. It is recommended that minimums be exceeded due to the need to supply most resources locally.
  2. Each library will develop a systematic weeding process to rid itself of obsolete, irrelevant, or factually defective materials.
  3. Upgrading grants to school libraries will be provided to update collections in order to reflect major revisions in curriculum.
  4. Selection of collections is guided by the Library Policy adopted by the Board of School Trustees.
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5. Materials and equipment are evaluated prior to purchase by use of reliable selection tools and by first-hand examination, wherever possible.
6. Organization and arrangements make the collection easily accessible to users.
7. Collections include textbooks, professional and related instructional materials.
8. Challenged materials will be dealt with in accordance with guidelines.
9. Include computer software in the library collection.

#### Facilities, Furnishing and Equipment

An inquiry-centered approach to teaching and learning requires that an adequate physical facility be available so that resources can be effectively and efficiently utilized by both students and teachers.

1. Planning for library program facilities is initiated with the principal in consultation with school librarians as soon as the decision is made to construct, expand, or renovate school district or individual school facilities.
2. Planning provides for facilities that are:
  - a. appropriate to educational and library program goals and objectives;
  - b. functional in design;
  - c. attractive in appearance;
  - d. located for optimum accessibility to users;
  - e. providing adequate spacing and furniture for instruction.
3. All media, but in particular non-print media, will receive adequate support equipment and furnishings in addition to space.

#### Selection of Instructional Materials

Materials for purchase are considered on the basis of:

1. Appropriateness:
    - a. overall purpose
    - b. timeline or permanence, ie: space;
    - c. importance of subject matter.
  2. Level of Sophistication:
    - a. readability;
    - b. popular appeal.
-

3. Cost:
  - a. appropriate to budget;
  - b. reputation of the publisher/producer.
4. Availability
5. Technical Quality:
  - a. acceptable;
  - b. readable;
  - c. visible;
  - d. audible.
6. Other:
  - a. classic;
  - b. literary value;
  - c. reputation and significance of author/artist/composer/producer withdraws out-of-date or no longer useful material from the collection;

In selecting materials for purchase the teacher-librarian, under the direction of the principal, evaluates the existing collection and consults reputable, unbiased professionally prepared selection aids; teachers; colleagues; and where it is felt appropriate, students.

In specific areas the teacher-librarian, under the direction of the principal, follows these procedures:

1. judges gift materials by basic selection standards and accepts or rejects the item by these standards;
2. withdraws out-of-date or no longer useful material from the collection;
3. purchases multiple copies of outstanding and frequently used items;
4. periodically replaces worn or missing standard items.

### Challenge of Materials

Despite all care taken to select valuable materials for student and teacher use and the qualifications of persons who select the materials, occasional objections will be made to an item in the media collection.

The principles of the freedom to read (read in the context of this procedure the words "read" shall also mean "listen, view or have access" to all items contained in the School Media Collection) and the professional responsibility of the staff must be defended, rather than the materials.

If material is challenged, the procedures are as follows:

1. The school teacher-librarian will receive the complaint courteously, but make no commitments.
2. If, after discussion, mutual satisfaction has not been reached, invite the complainant to file the objection in writing and provide the complainant with a copy of the School District's Library Policy and of this selection procedure.
3. The school teacher-librarian will inform, in writing, the Principal and the Superintendent of Schools of the complaint and its nature.
4. The Superintendent will refer the material concerned to the Media Review Committee for its evaluation. This committee will, at the earliest opportunity:
  - a. read and examine materials referred to it;
  - b. check general acceptance of the materials by reading reviews;
  - c. meet to discuss the materials and prepare a report on it to the Principals and Superintendent, and the school librarian involved.
5. The Superintendent will advise the complainant and the Board of School Trustees of the decision of the Media Review Committee.
6. The media Review Committee shall consist of:
  1. the Superintendent or nominee;
  2. a member of the School Board;
  3. a school principal;
  4. the school teacher-librarian from the school involved in the dispute.

### **Curriculum Consultation Function**

The Curriculum Consultation Function refers to Teacher-Librarian participation as a partner in planning, implementing and evaluating the curriculum at both the (elementary) school based and (secondary) department-based levels.

The Teacher-Librarian is involved as: a consultant, planning effective learning action for students; a facilitator of content goals and objectives based on the Ministry of Education and Board guidelines and curriculum. The Teacher-Librarian also meets the needs of all students and the goals of the schools; and a partner in program planning and co-operative teaching.

The responsibilities of the Teacher-Librarian include, to:

- plan and develop units of study with teachers from the setting of objectives to evaluation;
- develop co-operatively a sequential list of media, research and study skills for cross-grade and cross subject implementation;
- integrate media, research and study skills for independent and continued learning;
- integrate the planned use of learning resources with the educational program;
- pre-plan with teachers and teach integrated skills to large or small groups and individuals;
- integrate the promotion of reading; plan and implement in-service programs for members of the school staff;
- design and produce new learning resources;
- co-operatively plan and evaluate student learning experiences;
- interpret and communicate library resource center needs to principals, supervisory officers, trustees and parents;
- suggest techniques to teachers as they move towards resource-based learning;
- consult with teachers who are implementing new ideas and programs and provide appropriate resources that will assist these teachers;
- provide teachers with information and advice on professional books, periodicals, films, videotapes, conferences, and workshops;
- locate and acquire, through inter-library loan, professional materials that are not available within the school, but are identified as meeting staff requirements.

### **Instructional Function**

The Instructional Function of the Library Resource Center focuses on learning skills which assist students to become informed decision-makers and life-long learners. To achieve this goal, teachers and school librarians cooperate as teaching partners and implement units of study. These units integrate those skills necessary to locate, evaluate, organize and present information from a variety of sources. Through such planning and co-operative teaching, students develop, master and extend research and study skills in different subjects at varying levels of difficulty.

Learning skills taught in the Library Resource Center are presented as an integrated part of the instructional program. They should not be taught in isolation in the library. The skills should be taught functionally, in the context of the topic, rather than as a separate exercise. Study and research skills need to be taught as an integrated part of the instructional program, on a continuing sequential basis. (Refer to the Study and Research skills Scope and Sequence K-12, for School District #81 (Fort Nelson) Library Resource Center).

The teacher-librarian is a teacher who works co-operatively with other staff members and who shares teaching responsibilities in the team teaching situation. This teaching role involves:

- providing assistance in the use of learning resources;
- evaluating the student progress;
- developing student appreciation;
- instructing students on research strategies;
- providing for the needs of exceptional students.

Flexible timetabling is essential to the Instructional Function as it accommodates the needs of all students and teachers. It also facilitates the organization of time, personnel and materials to their maximum.

Adequate clerical support is fundamental to the Instructional Function in the library. The library aide is an essential person who maintains the clerical components of the library collection and program. Without library-aide time, the teacher-librarian cannot effectively develop programs, cooperatively plan with teachers or teach research and study skills.

### **Production Function**

The Production Function refers to the provision of materials, equipment, and facilities for producing new or adapted materials. Technical assistance and actual production of materials for clients by the library staff is included here. Also included are guidelines for repair of Audio-Visual Equipment.

The Teacher-Librarian is responsible for the inventory, housing and distribution of audio-visual equipment.

Minor electrical problems such as plug repair, fuse replacement etc., should be referred to the Maintenance Department by the School Teacher-Librarian.

Major repair of audio-visual equipment should be referred to the Maintenance Supervisor who will arrange to have the equipment repaired or sent out to a qualified service outlet.

## **Responsibility for Instructional Resources**

### **Policy 6310**

**16/07/84**

Parents of students are financially responsible for the loss or damage of textbooks, and in cases where students damage or lose textbooks, the schools are authorized to bill the parents.

## **Student Fees and Deposits**

### **Policy 6330**

### **October 27, 1998**

The School Act states that Boards must provide school age students, resident in the School District and enrolled in an educational program at one of its' schools, resource materials free of charge that are necessary for participation in the educational program. A Board may charge fees for goods and services in accordance with the School Act Regulation. A Board may also require refundable or partly refundable deposits for educational resource materials. To this end, the Board will ensure that a schedule of fees and deposits is published at each school prior to the beginning of the school year and is available to students and parents/guardians.

To ensure that fees and deposits do not become a barrier to student participation in educational programs, the Board will ensure fair and confidential procedures which will allow participation in activities by students who would otherwise be excluded due to financial hardship.

Legal References:      *School Act, Section 82*  
                                 *School Act Regulation 265/89*

### **Guidelines**

The purpose of these guidelines is to clarify the fees and deposits that may be charged by schools and to delineate a process to ensure that students are not excluded from participation in school activities due to a financial hardship.

#### 1.      Deposits

- 1.1      In accordance with Section 82 of the School Act, a school may require deposit(s) for educational resource materials, such as textbooks, reusable workbooks, novels and other resource materials. The school will refund all or part of the deposit to the student upon return of the educational resource materials. Students will be advised of terms of the deposit at the time that the deposit is required.

#### 2.      Fees for Materials, Supplies, Equipment and Instruments

- 2.1      In accordance with the Ministerial Order, the Board expects that students will attend school with:
- a.      appropriate personal clothing for school activities (eg. gym strip, footwear, outerwear, aprons, etc.);
  - b.      personal safety equipment (eg. safety boots and gloves, etc.);
  - c.      a musical instrument where the student is enrolled in a band program; and
  - d.      appropriate materials, supplies and equipment for the student's personal use (eg. pens, pencils, erasers, exercise books, rulers, calculators, computer diskettes, and paper, etc.).

- 2.1.1 Secondary Schools will provide a set of graphing calculators for student use in Math 12.
    - 2.2 Subject to the Ministerial Orders, a school will not charge fees for goods and services without which the student could not meet required learning outcomes or assessment requirements of an educational program provided by the Board.
    - 2.3 Students will not be required to pay fees for basic materials for projects necessary to meet course requirements. Students who choose projects with material costs that exceed the basic materials must have the permission of their teacher and parents. Such project materials may be supplied by the student or purchased from the school.
    - 2.4 A school may charge fees to students for:
      - 2.4.1 the purchase of paper, writing tools, calculator, student planners, exercise books, computer diskettes, and other supplies and equipment for a student's personal use (eg. where the school offers these supplies for sale to students and students do not bring their own supplies to school); and
      - 2.4.2 the rental of musical instruments for a student's personal use.
  - 3. Fees for Field Trips and Special Events
    - 3.1 In accordance with the Field Trip Policy #6220, fees shall not be charged for transportation in respect of curricular field trips or special events.
  - 4. Establishing Annual Fees Schedules
    - 4.1 Prior to the commencement of each school year the Principal will establish a schedule of school fees and deposits for the school. This schedule will be provided to parents/guardians annually.
  - 5. Financial Hardship
    - 5.1 All communications with students and parents regarding fees and deposits must include a statement explaining that fees will not be a barrier to student participation in school activities. No student will be denied educational opportunities offered at the school due to financial hardship.
      - 5.1.1 In secondary schools, the statement explaining that no student will be denied educational opportunities offered at the school, will be published along with the fee schedule in the course selection handbook.
      - 5.1.2 The procedure for addressing financial hardship will be included in the school agenda book.
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- 5.1.2.1 Principals may consult with teachers, students, and parents in the development of such a procedure.
  - 5.1.2.2 The procedure must incorporate the principles of fairness, sensitivity, dignity, and confidentiality.
- 5.2 A student eligible to have any fees waived as a result of an inability to pay for shall not be discriminated against nor shall there be any identification of a student who has received financial hardship waiver by use of special tokens or tickets, announcements, posting or publication of names, physical separation, choice of materials or by any other means. In no case shall any school district procedure expose a student receiving a hardship waiver to any type of stigma or ridicule by other students or school district personnel.
- 5.3 The district will structure activities to accommodate greater inclusion of students by selection projects that attain the expected learning outcomes in the most cost effective ways.
- 5.4 Financial support will be given to students who do not have the ability to pay.
- 5.4.1 Using the principles of fairness, respect, dignity, confidentiality and sensitivity student and parents will be invited to approach any staff member, including administration if it is necessary to request a waiver of fees due to financial hardship.

## **ACCEPTABLE USE OF ELECTRONIC DEVICES**

### **Policy 6340**

**June 3, 2008**

The Board is committed to providing a wide range of access to students who are using school district electronic systems for educational purposes. The responsible use of these district systems is the overriding goal of this policy. The benefits of access to resources through the Internet and communications networks outweigh the risks involved, and the Board will encourage the use of electronic systems and the Internet to provide appropriate learning opportunities for all users.

Electronic systems including computers, telecommunications devices, and other forms of technology are providing opportunities for gaining interaction with a wide array of valuable educational tools, strategies, and information resources. It is essential that all users of electronic systems, including the Internet, view activities and the exchange of information through these media critically as to its legitimacy, veracity, and application.

The use of electronic systems, including the Internet, must be used only for those purposes that support the goals, objectives and activities as prescribed by the school district. All users must be aware of their responsibilities with respect to acceptable use.

## **REGULATIONS**

### **Definitions**

“Electronic systems” include all electronic devices and related processes used for the purposes of transmitting, retrieving, and storing of voice, data, or graphic images. These devices include but are not limited to computers, servers, intranets, the Internet, electronic mail systems, online conferences, chats, blogs, videoconferences, cell phones, Blackberries, or similar devices, digital cameras, video cameras, gaming devices, and fax machines.

Note: Stand alone MP3 players are not considered personal communication devices.

### **Procedures**

Prior to allowing access to Internet, email, and related resources, each school will clearly communicate with students, parents and staff the purposes, benefits and risks associated with the use of that resource.

The Principal or designate shall ensure that Acceptable Use Forms are signed by the student and his/her parent/guardian. These forms shall be kept on file at the school.

## **Alerts**

All district network accounts may be examined by the SD technology staff without notice to the account holder to ensure compliance with this policy.

All email, both incoming and outgoing may be examined at any time by the school/district to ensure compliance with the policy.

No student shall have access to the school computer network unless authorized by a teacher or other designated staff member.

Use of network accounts by anyone other than the registered account owner is prohibited. The use of any administration login and password is strictly prohibited and will lead to the immediate revocation of computer privileges.

## **Use of Personal Electronic Devices**

At no time will the use of any personal electronic devices invade or infringe upon the personal privacy or safety of any member of the school district community.

Cellular phones or other personal communication devices must be turned off during class/instructional time.

Stand alone MP3 players may be used at the discretion of the classroom teacher.

Laptop computers are not to be connected to the District Network without prior approval by the technical department.

## **Student Support Services**

### **Policy 6410**

**25/05/93**

The Board of Trustees of School District #81 (Fort Nelson) believes that all students identified as special needs in accordance with established Ministry procedures are entitled to and shall receive Student Support Services. A program will be specifically designed to enable each student to develop to the fullest of her or his potential. The range of services and instructional supports for every exceptional child shall be outlined in an Individualized Educational Plan which is to be updated regularly.

In accordance with Ministerial Order 150/89, the Board believes that wherever possible, students with special needs shall be integrated with their non-handicapped peers within the most enabling educational service within the district.

#### Guidelines

1. **Definition of Terms:**

The Exceptional Child is an individual whose mental, physical, social or emotional characteristics are such that a modification of regular school practices or programs is required in order to develop the child's maximum potential.

Student Support Services consist of educational programs or services which complement and supplement regular school programs so that the needs of exceptional students can be met. Services include full or part time modified programs, consultation with teachers, student, and parents, itinerant professionals, specialized facilities, equipment and learning materials.

The Most Enabling Environment for an exceptional child is one which maintains the child in programs as similar as possible to his/her age, school and neighborhood peers, while ensuring a sound and appropriate educational experience.

School-Based Consultation is a mutually supportive, interactive problem solving process designed to improve educational delivery services thereby enhancing students' well-being and performance. It involves reciprocal collaboration between administrators, regular educators and support personnel to develop specific instructional and management interventions for students with learning and behavior problems. Ideally, general educators will receive immediate assistance in problem identification, intervention and monitoring of student behavior.

The Individualized Educational Plan (I.E.P.) is a document written for each exceptional child which:

- a) describes the child's present level of educational performance;
- b) specifies annual goals and short-term objectives;
- c) outlines the specific educational services to be provided;
- d) indicates the extent of integration and participation in regular or special classes;
- e) specifies the commencement date and duration of service;
- f) lists objective criteria and evaluation procedures;
- g) and provides for a schedule and procedures for an annual review.

Program refers to a package consisting of goals, curriculum, staff budget and a location.

Support Staff includes Learning Assistance Teachers, a Speech/Language Pathologist, Counsellors, Rehabilitation Workers, Personal Attendants or Educational Assistants, Educational Psychologists, Student Services Coordinators, School Based Administrators, and District Support Services Staff. In addition, specialized personnel such as physiotherapists, occupational therapists and educational technologists can be accessed through provincial resource programs when appropriate.

2. **Programs:**

The Board supports and authorizes the existence of the following integrated Student Support Services.

- 2.1 Alternative/Rehabilitation
- 2.2 English As a Second Language
- 2.3 Counselling
- 2.4 Odyssey
- 2.5 Hospital/Homebound
- 2.6 Learning Assistance
- 2.7 Speech Language Pathology
- 2.8 Severe Learning Disabilities
- 2.9 Life Skills
- 2.10 Any others approved by the Board

3. **Staffing:**

The Board directs the Superintendent of Schools to staff the Student Support Services positions whenever possible, with teachers who have appropriate qualifications and or experience in the areas assigned to teach.

4. **Public Relations:**

- 4.1 The Board's policy on Student Support Services shall be periodically presented to the public for its information. The "Guide to Student Services/Special Education Programs" shall be updated annually and copies shall be available at each district school and to members of the general public upon request.
- 4.2 The Board encourages an active home/school communication and interaction for parents or guardians of special needs students.

5. **Guidelines:**

- 5.1 Exceptional students shall be appropriately identified within each school in accordance with District and Ministry approved procedures for identification.
- 5.2 Exceptional students must be placed in an educational environment designed to meet their individual needs. Every effort should be made to integrate special needs student within regular programs wherever possible.
- 5.3 Placements will be made so that Special Needs Students will not unduly disrupt, or interfere with, the learning environment of other students.
- 5.4 Administrative Officers within each school and/or the Vice-Principal of Student Services shall consult with the parent or guardian of each special needs student regarding an appropriate educational program. A student will be admitted to a special program only after consultation with the parent or guardian of the student has occurred.

**District Assessment**  
**Policy 6510**  
**11/08/93**

The District shall consider assessments of learner performance from a broad range of sources for the purposes of evaluating and enhancing program effectiveness. Assessment activities reflecting the Ministry goals of education will be conducted by the School District on a regular basis.

In addition to authentic assessment, standardized assessment measures also play a role in supporting student learning. The Board of Trustees therefore authorizes their use in the district.

Guidelines

1. Clarification of Terms

*Assessment*

Is the systematic process of gathering evidence of what a child can do. It may be a system wide process which utilizes a standardized instrument and or a classroom/school sampling of specific domains or targeted skill areas.

*Evaluation*

Is the ongoing process of making judgments and decisions based on the interpretation of evidence and data gathered through assessment.

2. The purpose of District assessment is to provide teachers, administrators and district personnel information which can be used in improving instruction, enhancing programs and to responding to the needs and characteristics of its learners.
3. Student assessment must comply with provincial expectations and, wherever possible, reflect current best educational practices.
4. Utilization of periodic and reliable assessment of the development of skills is valuable for effective individualization of instruction and the evaluation of the effectiveness of instructional programs. A standardized instrument shall be used annually to sample student skill levels at the grades four, six, eight and ten level. It is understood that longitudinal analysis can only be made biannually.

