



BOARD OF EDUCATION

POLICY DEVELOPMENT COMMITTEE

April 28, 2020

4:30 p.m.

Via Zoom Video Conference

AGENDA

- | | |
|---|------------|
| 1. Call to Order/Acknowledgement | Chair |
| 2. Approval of Agenda | Chair |
| 3. Approval of Minutes – February 11, 2020 Page 1 | Chair |
| 4. Draft Revised Policy #5020 – <i>Field Trips (Curricular/Co-Curricular/
Extra-Curricular Activities)</i> Page 3 | K Nelson |
| 5. Draft Revised Policy #5400 - <i>Board Authority/Authorized Courses (BAA)</i> Page 31 | K Nelson |
| 6. Draft Revised Policy #6450 – <i>Inventories</i> Page 68 | J Veenbaas |
| 7. Draft Revised Policy #7210 – <i>Releasing Pupils to Custodial Care</i> Page 69 | K Nelson |
| 8. Questions/Comments | |

Next Meeting: Fall, 2020
 District Office

ADJOURNMENT

**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)**

**DRAFT MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING
February 11, 2020**

PRESENT:

Board Representatives:

Linda Kerr	Trustee
Marilyn Warren	Trustee

Committee Representatives:

Rosalee Floyd	Principal	FCPVPA
Greg Lawley	Principal	FCPVPA
Amy Smith	Teacher	FCTA
Darlene Smith	Support staff	CMAW

District Staff:

Karen Nelson	Superintendent
Kevin Bird	Assistant Superintendent
Jenny Veenbaas	Assistant Secretary - Treasurer
Laurie Bjorge	Recording Secretary

Regrets:

Wendy Colman-Lawley	Trustee	
Debra Schneider	AEC	
Leanne Boycott	AEC	
Kristen Peters	Teacher	FCTA
Laurie Hansen	Staff	CMAW
Wendy Clark	DPAC	
Kian Johnson	Student	
Natalie Lowe	Secretary-Treasurer	

1. Call to Order

The meeting was called to order by the Chair at 4:30 p.m. in the District Board office.

2. Approval of Agenda – February 11, 2020

D SMITH/A SMITH

THAT the agenda of the Policy Development Committee meeting held on February 11, 2020 be approved as presented.

Carried

3. Approval of Previous Minutes – December 3, 2019

Note to change Amy Smith as Teacher from FCTA president in listing of attendees.

FLOYD/D SMITH

THAT the minutes of the Policy Development Committee meeting held on December 3, 2019 be approved as amended.

Carried**4. Draft Revised Policy #7210 – Releasing Students to Custodial Care**

The Assistant Superintendent began going over suggested changes to the beginning of the Policy to include “ **Students are only released from school into the care of their legal guardians, into the care of other persons with permission of the legal guardians, or into their own or other persons’ care at the discretion of school administration.**” The Superintendent suggested the policy go back to Administration for further review and bring back to next meeting.

5. Draft Revised Policy #5020 – Field Trips (Curricular/Co-Curricular/Extra-Curricular Activities)

The Superintendent reviewed the changes to the policy. The Committee discussed the Parent Consent Form and whether it should be more aligned with the consent forms from Youth Safe Outdoors. It was agreed to take back to Administration for further review and bring to next meeting.

6. Draft Revised Policy #4010 – Emergency Plan

The Assistant Secretary-Treasurer reviewed the changes to the current policy.

D SMITH/A SMITH

THAT draft revised *Policy #4010 – Emergency Plan* be presented to the Board of Education for first reading, as amended.

Carried**7. Draft Revised Policy #4060 – The Environment**

The Assistant Secretary-Treasurer reviewed the changes to the current policy.

WARREN/FLOYD

THAT draft revised *Policy #4060 – The Environment* be presented to the Board of Education for first reading as amended.

Carried**Next Meeting**

April 28, 2020

Location: District Education Office

Adjournment

The meeting adjourned at 5:40 pm

/WARREN

THAT the meeting be adjourned.

Carried



Field Trips**FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)****HEAD LICE**

<u>Adopted: 1998-02-24</u>	<u>Reviewed:</u>	<u>Amended: 2008-08-26</u> <u>2015-05-12</u>
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SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 5020

DATE: 1998-02-24

REVISED: 2008-08-26

XXXX-XX-XX2015-05-12

SUBJECT: FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR
—ACTIVITIES)

The Board of Education realizes the importance of field trips (curricular/co-curricular and extra-curricular activities) in the total educational programme of the school and ~~will give support and encouragement for such activities,~~ encourages student participation, —provided the activities are well planned, relevant to the BC curriculum and/or have demonstrable educational value, proper advance preparation, informed parent consent, adequate supervision and a high standard of care. ~~provided that the activities are not permitted to interrupt to any considerable extent the time scheduled for regular classes, and provided that the necessary funds are available.~~

It is understood that students participating will govern their ~~behaviour~~behavior in accordance with school rules and any special rules determined for the occasion by the ~~pr~~Principal, teacher sponsor and/or chaperone as set out in Policy 7007 (District Student Code of Conduct). Specific reference should be made to District Policy No. 7400 (Student Involvement with Alcohol, Intoxicants or Illegal Drugs).

The Board of Education recognizes that safety for all students and staff is a primary requirement. The YouthSafe Outdoors (YSO) Manual is approved for use as a resource for schools to help ensure safe off-site activities for students.

No student will be prevented from taking part in any field trips (curricular/co-curricular and extra-curricular activities) for financial reasons.



Policy 5020500

~~Field Trips~~**FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)**~~HEAD LICE~~

<u>Adopted: 1998-02-24</u>	<u>Reviewed:</u>	<u>Amended: 2008-08-26</u> <u>2015-05-12</u>
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SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)**REGULATIONS**

NO: 5020 R

DATE: 1998-02-24

REVISED: 2008-08-26

XXXX-XX-XX 2015-05-12

SUBJECT: FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)**1. Definitions****a) Field Trips (Curricular)**

Refers to activities that occur as a direct result of specific educational program goals emphasizing a curriculum instructional focus. Class field trips, physical education class trips, band and drama class trips, and the swim programs, are examples of this type of travel.

b) Field Trips (Co-Curricular)

Refers to activities that supplement specific programs and objectives of the school, normally involving school time. Activity days, special events and cultural travel would be examples of this type of involvement.

c) Field Trips (Extra-Curricular)

Refers to activities that are in addition to the school instructional program, and are normally held outside of school time. Inter-school sports activities and club travel, would be examples of this type of involvement. Please note that although many of these activities involve travel/participation during school time, the base of the organization for meeting and practice are held outside of the school timetable.

d) Trips Involving Potential Safety Hazards

~~Potential safety hazards are trips involving~~ potential safety hazards include: school sanctioned ~~student driving~~ student driving, white water rafting, skiing and snowboarding, ~~back country~~ backcountry hiking, winter survival trips, flight activities, and any other trips determined by the principal to be of higher risk, as per YSO guidelines.

e) Informed Consent:

Parents/guardians must be provided with comprehensive information regarding the date, location, arrangements, level of supervision and potential inherent risks in order to allow parents/guardians to provide informed consent for the field trip.

f) Inherent Risks

—Included in the permission form for all field trips must be a comprehensive list of dangers and risks associated with the specific activity or trip. In order to provide parents with sufficient information to make an informed decision about each trip, this list must be written with the details of each trip in mind.

g) -Safety Plan

Prepared by the teacher sponsor and approved by the principal and -superintendent or designate. The plan outlines adult supervision, general code of conduct and rules students will be required to adhere to, emergency procedures and communication protocols. The safety plan is shared with parents and reviewed with participating students and supervisors.

2. Approval

The Board expects that matters such as loss of formal instructional time, relative value of individual activities, and budget priorities will be considered before approval is sought. Approval ~~may~~ shall be obtained as follows:

a) School-sponsored trips of up to two ~~four~~ days' duration or less, involving lower care activities, that do not include activities with any potential safety hazard ~~may~~ shall be approved by the ~~P~~principal in consultation with the superintendent or designate.

b) Any School-sponsored trips of more than two~~2~~ days involving potential safety hazards and/or overnight accommodations must ~~shall~~ be approved by the ~~S~~superintendent and referred to the Board of Education for information.

~~b) School-sponsored trips of two to four days require written notification to the Superintendent of Schools.~~

~~b) All trips including those with potential safety hazards as per section 1(d) must be submitted at least thirty days prior to departure.~~

c) B.C. trips exceeding five days and all School-sponsored trips of more than four days, unusual activities with potential safety hazards and any activities outside the Province of British Columbia require the approval of the Board and should be submitted at least thirty days prior to departure.

~~o Out of province/ country t~~Trips with potential safety hazards and involving higher care activities may ~~shall be approved will require by the~~ Board of Education approval.:

~~The Board will review and provide final approval within at least 30 days of the departure date.~~

~~d) For student trips involving out-of-province/country, approval in principle from the Board of Education must be obtained at least four months in advance and prior to holding meetings with parents. This request must be submitted in writing.~~

~~The following must include the following information~~ must be provided included:

- aA detailed trip itinerary
- Identification and communication of the potential safety hazards and inherent risks to parents and students.
- dDevelopment of action safety plans to minimize risk
- Levels of caution (Canadian Foreign Affairs website); trips will not be approved if a high degree of caution is suggested for the area being considered for the trip
- dDocumentation of safety precautions provided by the tour company
- dDocumentation of safety and security measures provided for accommodation

and work site (if applicable)

- _____
- _____ where a school-sponsored trip requires travel outside Canada, the principal must ensure that each participant, including staff members, has additional medical insurance in the minimum amount of ~~two one~~ million dollars (\$~~12~~,000,000.00).
- Levels of caution (Global Affairs Canada website ~~-link~~); trips will not be approved if a high degree of caution is suggested
- The principal or designate will ensure that the Field Trip Approval Form (Curricular, Co-Curricular, Extra-Curricular Activities) (Appendix A) and all supporting documentation (inherent risks, parent consent form, itinerary) is provided to the superintendent and executive assistant at least 30 days prior to the departure date (see Appendix AB: Sample ~~Approval Form and P~~Parent Consent Forms) for final approval by the Board.
- The Board will review and provide final approval within at least 30 days of the departure date.

3. Planning (see Checklist: Responsibilities)

- a) Field Trips (Curricular/Co-curricular/and Extra-Curricular Activities) must be well planned.
- b) ~~Generally, the~~ principal must ensure that the parent/guardian gives written consent for the student's involvement.

The information notice to parents/guardians must clearly list the method of travel; any special activities the student will be expected to undertake; request any pertinent information regarding student medical ~~problems~~ issues; and disclose any all known element of inherent risks. ~~(A sample parent consent form is provided.)~~

- c) Routine activities of less than three hours in the general vicinity of the school and not involving any method of mechanical transportation require less formal parental notification. A form of notice (i.e. classroom newsletter, letter home to parents, email or app notification) notice to parents indicating intended trips is required suggested.

- d) _____ d) An itinerary of each activity, a time schedule and a list of participants must be available in the school office.

- e) The Board must be adequately indemnified against all liability concerned with the trips undertaken for out-of-province/country.
- f) All students travelling to foreign countries, including the USA, on day or overnight trips, must have individual medical coverage.
- g) As regulations can change, it is required that the lead-teacher sponsor check with the borders or customs to determine what specific travel documents may be required for all students travelling to foreign countries, including the USA (see link for sample consent letter from Global Affairs Canada) Foreign Affairs:
<http://www.voyage.gc.ca/preparation-information/document.cms->
<https://travel.gc.ca/travelling/children/consent-letter>
- Student travel to countries that are or subsequently become identified through travel safety warnings by the Government of Canada, shall not occur during the period of such warning unless the Board of Education specifically approves such travel during this period.
- h)
- e) ~~No student shall be prevented from taking part in a curriculum curricular/co-curricular/extra-curricular related activity for financial reasons.~~

Field Trips**FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)****HEAD LICE**

<u>Adopted: 1998-02-24</u>	<u>Reviewed:</u>	<u>Amended: 2008-08-26</u> <u>2015-05-12</u>
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Page 4

5020-R

4. Supervision

a) a) Supervision of all field trips (curricular/co-curricular/extra-curricular) will be determined according to YSO guidelines.

b-) All curricular and co-curricular activities must be supervised by at least one teacher.

a) All field trips (curricular/co-curricular/extra-curricular activities) must be supervised by at least one teacher or by an approved community volunteer. Principals will screen volunteers for appropriate knowledge, skill and attitudes to ensure student safety.

b)-

c) Activities involving potential safety hazards require a higher ratio 10/1 ratio of supervisors to students to supervisors with relevant training and experience, and appropriate certification where necessary (as per YSO guidelines see attached ratios as per Administrative Procedures).

cd) Principals shall ensure the provision for safety, competent instruction, and supervision of students. All volunteer activities fall within the responsibility of the principal and vice principal(s) to ensure consistency and compliance with all Board policies and procedures.

ede) Where the sponsor(s) requires special qualifications, such must be documented on the travel approval forms (Policy #5025) No. 5020.

The number of adult supervisors accompanying each trip shall be determined by the principal based on YSO guidelines. All higher care trips shall have a minimum of two adult supervisors. Suggested guidelines provided for the supervision of youth groups are:

<u>Grade</u>	<u>Ratio of Adults to Students</u>
<u>Kindergarten/primary students</u>	<u>1:6</u>
<u>Intermediate students</u>	<u>1:8</u>
<u>Secondary students</u>	<u>1:12</u>
<u>Outdoor Leadership Activities</u>	<u>1:10</u>

It is recognized however, that circumstances for each trip vary and the principal will determine the appropriate level of adult supervision by considering factors such as:

d) ~~d.)~~ The following factors will be taken into consideration:

- the age of the ~~pupil~~ students
- the number of ~~pupil~~ students with disabilities
- the nature of the trip (skiing vs. instruction in formal setting)
- the duration (partial day, overnight, several days)
- ~~for overnight trips, the appropriate level of adult supervision~~

~~e.) Principals shall ensure the provision for safety, competent instruction, and supervision of f-students. All volunteer activities fall within the responsibility of the principal and vice-principal(s) to ensure consistency and compliance with all Board policies and procedures.~~

~~All adult supervisors are required to provide a satisfactory Criminal Record Check in accordance with Policy #6507 (Criminal Record Search)~~

~~The supervisory person must ensure that the transportation of pupils is in accordance with Board Policy #5025 (Use of Private Vehicles). Passenger and vehicle loading lists must be available in the school and with the supervisory person.~~

~~Pupil conduct on the trip is expected to be in compliance with District and School Code of Conduct (Policy #7007).~~

~~f.) Field tTrips are considered to be an extension or enrichment of the prescribed curriculum and therefore, require teachers to complete the Field Trip Approval Form (Curricular/Co-Curricular/Extra Curricular Activities-Approval Form) (Appendix A) included in this policy.~~

5. Transportation

a) Parents/guardians must be informed of the method of transportation involved in any field trip (curricular/co-curricular/extra-curricular activity) (~~refer to District Policy #5025 – Use of Private Vehicles~~). ~~For extra-curricular travel. The school principal or designate will pre-approve all drivers and vehicles according to District Policy #5025 (Use of Private Vehicles).~~

b) Travel safety precautions must include reasonable consideration of:

- i) number of adult drivers
- ii) storage of baggage
- iii) provision of seating
- iv) vehicle condition
- v) weather and road conditions
- vi) other local concerns-

~~Where a private vehicle is used, in addition to considerations listed in b) above, minimum requirements must also include one-two million dollars (\$12,000,000.00) liability insurance, a valid driver's license, and seat belts for all passengers carried. A list of passengers riding in each vehicle must be available in the school office. A passenger list must be left with the school office.~~

~~c) d)~~ Private vehicles must be equipped with a CSA-approved booster seat for each student who is younger than 9 years of age and less than 145 cm (4 feet, 9 inches) in height.

Every student who is transported in a private vehicle or school bus equipped with seatbelts, must wear a seat belt or restraining device which shall be properly adjusted and securely fastened. ,and utilize booster seats, as per the requirements of the (link).

The provision of ~~a~~ booster seats is the responsibility of the child's parent/guardian, as per the requirement of the Motor Vehicle Act.

~~de)~~ ___ No 15-seat passenger vans are to be used to transport students.

~~Page 5~~

~~5020 R~~

~~d) f)~~
For extra-curricular travel, the School Principal or designate will pre-approve all drivers and vehicles according to District Policy #5025 (Use of Private Vehicles).

~~e) Approval F~~ forms for Field Trip (Curricular/Co-Curricular-/Extra-Curricular Activities) requesting school bus transportation must be submitted to the director of facilities and transportation at least two weeks prior to the event.

6. Specialized Equipment

Students, staff and volunteers will be expected to wear and/or utilize standard specialized equipment for activities involving potential safety hazards. This includes mandatory wearing of CSA approved helmets for skating, skiing, snowboarding, curling, rock-wall climbing, and other similar high-riskhigh-risk activities as per YSO guidelines.

In the case of curling, helmets will be worn during instructional time. Helmets are not required during competitive curling events.



Policy 5020500

~~Field Trips~~**FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)**~~HEAD LICE~~

<u>Adopted: 1998-02-24</u>	<u>Reviewed:</u>	<u>Amended: 2008-08-26</u> <u>2015-05-12</u>
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Field Trips**FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)****HEAD LICE**

<u>Adopted: 1998-02-24</u>	<u>Reviewed:</u>	<u>Amended: 2008-08-26</u> <u>2015-05-12</u>
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SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

PROCEDURES

NO: _____ 5020 P _____

DATE: _____ 1998-02-24 _____

REVISED: _____ 2008-08-26 _____

XXXX-XX-XX2015-05-12

SUBJECT: FIELD TRIPS (CURRICULAR/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)

Checklist (Responsibilities)

Administrative Procedures: Instructional Arrangements

These administrative Procedures specify requirements regarding field trips:

The Principal or Principal Designate will be responsible for:

- Reviewing and approving submitted field trip proposals/forms
- fForwarding approved field trip approval forms to the superintendent or designate for final approval
- Ssubmitting field trip forms to the director of facilities and transportation within at least 2 weeks prior to the event
- Ssupporting teachers in their communication about field trips with parents
- Eensuring that planned field trips align with Board policy
 - Approving driver authorization as per Policy 5025 (Use of Private Vehicles)
 - aApproving supervisors and volunteers as per Policy 6507 (Criminal Record Search)
- The Principal shall eEensuring that parents/guardians have been notified of details of the field trip and have given approval for their children's participation.

≡

Notification to parents/guardians should include the following information:

- class(es) or group(s) involved (including grade level)
- purpose and objectives of the trip, including curricular learning outcomes where relevant
- teacher(s) name(s) and supervision arrangements (e.g. ratio or number of supervisors anticipated)
- key activity(ies) involved
- potential known inherent risks
- existence of a safety plan

- existence of an emergency plan in the event of injury, illness or other problem
- that the school will secure emergency transport to medical services
- in the event that a student is injured, the parents/guardians will be responsible for any costs associated with such costs associated with medical transportation
- student conduct expectations and consequences
- what to bring (e.g. types of clothing, water, food)
- financial arrangements (i.e. cost to the students, when fee is due)
- an alternative activity will be provided for students unable to attend the trip
- school contact name and number for more information
- transportation/travel arrangements
- destination, including address or nearest locatable center
- date(s) and times of departure and return

Teacher Sponsors of the Field Trip will be responsible for:

- Pplanning, leading, organizing and evaluating all aspects of the field trip including: educational benefits, safety and risk management, instruction, transportation, supervision and communication to parents and students
- sSubmitting the field trip proposal/form to the principal or principal designate for approval within appropriate time lines
- rReviewing the District Student Code of Conduct (Policy 7007), School Code of Conduct and expectations of students prior to departure
- cCarrying appropriate documents on the field trip
- Pproviding the principal or principal designate with the departure plans, contacts and detailed trip information before trip departure

Supervisors are responsible for:

- Lleading and supervising students
- Sserving as role models to students
- Aacting as ambassadors of the School District

Parents/Guardians are responsible for:

- Ddetermining whether their child may participate in the field trip
- Rreviewing, completing, signing and returning the Parent Consent Form (Appendix B)
- Ddiscussing any concerns with the teacher sponsor or principal
- Rreporting to the teacher sponsor or principal any safety, medical or health issue(s) for their child
- Ssupporting their child in following the behaviors outlined in the District Student Code of Conduct (Policy 7007) and School Code of Conduct.

Students are responsible for:

- fFollowing the behaviors outlined in the District Student Code of Conduct (Policy 7007), School Code of Conduct, as well as expectations of the teacher sponsor and supervisors

- pParticipating in the field trip to the best of their abilities
- Bbehaving safely-, wearing appropriate clothing, and using appropriate equipment on the field trip
- rReporting any safety, medical or health issues to the teacher sponsor

More information:

YouthSafe Outdoor Guidelines

Related Policies:

5025 – Use of Private Vehicles

6507 – Criminal Record Search

7007 – District Student Code of Conduct

7400 – Student Involvement With Alcohol, Intoxicants, or Illegal Drugs

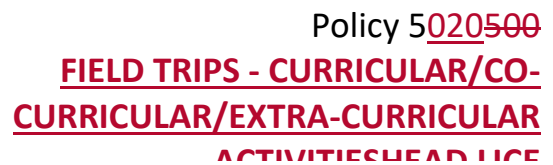
3. The number of adult supervisors accompanying each trip shall be determined by the principal. All higher care trips shall have a minimum of two adult supervisors. Suggested guidelines provided for the supervision of youth groups are:

<u>Grade</u>	<u>Ratio of Adults to Students</u>
<u>Kindergarten/primary students</u>	<u>1:6</u>
<u>Intermediate students</u>	<u>1:8</u>
<u>Secondary students</u>	<u>1:12</u>
<u>Outdoor Leadership Activities</u>	<u>1:10</u>

It is recognized however, that circumstances for each trip vary and the principal will determine the appropriate level of adult supervision by considering factors such as:

the age of the pupils

- ~~the number of pupils with disabilities~~
 - ~~the nature of the trip (skiing vs. instruction in formal setting)~~
 - ~~the duration (partial day, overnight, several days)~~
 - ~~for overnight trips, the appropriate level of adult supervision should include gender representation~~
4. ~~All adult supervisors are required to provide a satisfactory Criminal Record Check in accordance with School District No. 78 Policy #6507~~
 5. ~~The supervisory person must ensure that the transportation of pupils is in accordance with Board Policy #5025. Passenger and vehicle loading lists must be available in the school and with the supervisory person.~~
 6. ~~Pupil conduct on the trip is expected to be in compliance with District and School Code of Conduct (Policy #7007).~~
 7. ~~Field Trips are considered to be an extension or enrichment of the prescribed curriculum and therefore, require teachers to complete the appropriate forms (see attached).~~



(Date)

(Parent or Guardian)

(Telephone)

Form: 5020-A

APPENDIX A



FIELD TRIP APPROVAL FORM (Curricular/Co-Curricular/ Extra-Curricular Activities)

NOTE:

- This form is to be completed in full by the teacher/supervisor and submitted to the Principal for approval.
- Trips that require Superintendent or Board approval must be submitted to the Superintendent in sufficient time for approval.

TO BE COMPLETED BY SCHOOL:

School:	Teacher Sponsor:
Grade/Team/Group:	Destination:
Purpose of Trip:	
Departure Date:	Departure Time from School:
Return Date:	Pick up Time from Destination:
Travel itinerary must be attached	Requested Return Time to School:

Supervisors	School: 1. _____	<input type="checkbox"/> YES <input type="checkbox"/> NO	Criminal Record Check:
	2. _____	<input type="checkbox"/> YES <input type="checkbox"/> NO	
	Other: 1. _____	<input type="checkbox"/> YES <input type="checkbox"/> NO	Criminal Record Check:
	2. _____	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Ratios: Adult supervisors to students as per YouthSafe Outdoors Guidelines			
Transportation	<input type="checkbox"/> School Bus <input type="checkbox"/> Charter Bus <input type="checkbox"/> Private Car <input type="checkbox"/> Other _____ Number of students: _____ Number of Adults: _____ Total Participants: _____		
Parental Consent	• The designated teacher/supervisor is required to distribute, collect and file all parental consent forms. • A signed parental consent form is required before a student will be permitted to go on a trip. • Parental consent forms have been distributed: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In process • Parental permission has been received: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In process		
Costs	Admission / Transportation Costs: _____ How are these costs covered? (i.e. Student funded, school-raised funds, etc.) _____		

Approval, Principal _____ Date _____ Approval, Board Office _____ Date _____

Schedule Confirmed, Transp. Superv. _____ Date _____

TO BE COMPLETED BY TRANSPORTATION DEPARTMENT:

Driver:			Passengers (Total No.)
DISTANCE:	Start:	Finish:	TOTAL KILOMETRES
TIME:	Start:	Finish:	TOTAL TIME

Spare Driver:			Account Number:	
COSTS:	Driver:	Kilometres:	Meals:	TOTAL:
				Trip No.

PARENT CONSENT FORM

As the parent or legal guardian of: _____ 20 _____ Birthdate: _____

(Student's Name)

I request that he/she participate in the following school field trip:

Purpose:

Destination:

Description of Activity:

Vehicle/~~School Bus:~~ or: must be if vehicle other than school bus is used,
and additional form must be completed

Date/Time of Departure:

Date/Time (Est.) of Return:

(If further information is required Attach supporting documentation.)

I wish to bring to your attention the following special/medical needs of my son/daughter:

Consent and Acknowledgement of risk:

1. I accept the mode of transportation for this activity.
 2. I acknowledge my right to obtain as much information as required about this program or activity and associated inherent risks and hazards, including information beyond that provided to me by the school or board.
 3. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that my child may suffer personal and potentially serious injury arising from his/her participation.
 4. My child has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the program/activity.
 5. In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or that I be contacted to have him/her picked up, unless I have specified other transport arrangements and I will be responsible for any costs associated.
 6. I acknowledge that it is my duty to advise the ~~Lead~~ Teacher of any medical/health concerns of my child that may affect his/her participation.
 7. I acknowledge that the board may choose to cancel the trip if travel conditions are deemed unsafe (e.g. weather, health advisory). I accept that the Bboard will not be liable for any costs associated with such a cancellation.
 8. I acknowledge that the trip supervisors may secure transport to emergency medical services as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services.
 9. Based on my understanding, acknowledgement, and consents as described herein, I agree that:
- I give my permission for _____ to participate on the field filed trip and I clearly understand the potential risks.

Date: _____ Name: (Please Print) _____

Signature: _____ Signature: _____
(Parent/Guardian) (Student)

Appendix B – Sample Parent Consent Form - Low Risk

Board/School

PROPOSAL FOR LOCAL LOW RISK ACTIVITIES

Name/Logo

<u>DESTINATION:</u>			
<u>DATE:</u>	<u>DEPARTURE TIME:</u>	<u>RETURN TIME:</u>	
<u>LEAD TEACHER:</u>			
<u>PHONE:</u>	<u>FAX:</u>	<u>EMAIL:</u>	
<u>AREA OF STUDY:</u>	<u>PURPOSE OF TRIP:</u>		
<u>GRADE/HOME ROOM:</u>	<u># OF STUDENTS:</u>	<u># OF MALE:</u>	<u># OF FEMALE:</u>

<u>NAMES OF SUPERVISORS (Please print; add rows if needed):</u>	<u>Staff (S)/Volunteer (V)/Other (O)</u>	<u>GENDER: M/F</u>
<u>Lead teacher:</u>	-	-
<u>Other Supervisor:</u>	-	-
<u>Other Supervisor:</u>	-	-
<u>Other Supervisor:</u>	-	-
<u>TOTAL NUMBER OF SUPERVISORS:</u>	____ / ____ / ____	-
<u>NAME OF SERVICE PROVIDER (SP) (If applicable):</u>	<u>SP CONTACT PERSON:</u>	<u>SP PHONE:</u>

<u>TRANSPORTATION (check all that apply)</u>		<u>ESTIMATED COST OF TRIP:</u>
<u>METHOD</u>	<u>DRIVER</u>	<u>SOURCES OF FUNDING (i.e., cost/student, other sources)</u>
<input type="checkbox"/> Walking	<input type="checkbox"/> Professional driver	-
<input type="checkbox"/> Board-owned bus/van	<input type="checkbox"/> Volunteer driver (staff/other supervisor)	-
<input type="checkbox"/> Public transport	<input type="checkbox"/> Volunteer driver (student)	<u>EQUAL ACCESS FOR ALL STUDENTS:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> See attached
<input type="checkbox"/> Charter bus	<u>Other (specify):</u>	<u>SPECIAL NEEDS ADDRESSED:</u>
<input type="checkbox"/> 15 passenger van	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> See attached
<input type="checkbox"/> Multifunction activity bus		<u>ALTERNATIVE ACTIVITY FOR NON-PARTICIPANTS:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Rental van		<u>CONTINGENCY PLAN:</u>
<input type="checkbox"/> By service provider		
<input type="checkbox"/> Transport not provided; participants responsible for own Other (specify): _____		

EDUCATIONAL VALUE

Goals and/or Student Learning Outcomes:

SAFETY GUIDELINES

I am familiar with relevant board policies, district procedures and the *YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences*:

☐ Yes ☐ No

SAFETY PLAN

Briefly describe (or attach in Trip Plan) the risk assessment and safety planning process to address any key known risks related to the site/area, weather, activity and/or group:

PROPOSAL FOR LOCAL LOW RISK ACTIVITIES

SUPERVISION PLAN

Briefly describe the supervision processes to be used: e.g., large or small group setting(s); lead/sweep; head counts; buddy system; level of supervision (constant visual, on-site, in the area); other elements of supervision plan as relevant:

VOLUNTEER PLAN (if relevant)

Process to identify, screen if/as appropriate, and brief re: roles and responsibilities (e.g., briefing to be conducted when, where, how, by whom):

EMERGENCY PLAN

First Aid kit(s) (stocked and carried/accessable):

☐ Yes ☐ No

Emergency communications equipment carried and/or accessible (check any and all that apply):

☐ Cell phone ☐ Telephone ☐ Service Provider Responsibility ☐ None ☐ Other (specify):

Contacts and numbers, if relevant:

Name of Primary First Aider, if relevant: Certification Held:

ATTACHMENTS CHECKLIST (check all that apply and attach to this form):

- ☐ Program/Activity/Trip Plan ☐ Volunteer Driver Authorization Application Form
- ☐ Parent/Guardian Correspondence ☐ Service Provider Proposal, Agreement and/or Contract
- ☐ Parental Consent and Acknowledgement of Risk Form ☐ Passenger List Form
- ☐ Volunteer Screening Form ☐ Other (specify):
- ☐ Completed Off-Site Experience Checklist attached

EVALUATION

Criteria for success of off-site experience:

Process to determine success:

Name of Lead Teacher (please print):

Date (year/month/day)

Signature

Name of Administrator (please print):	Date (year/month/day) ____/____/____	Signature
---------------------------------------	---	-----------

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APPENDIX B – Sample Parent Consent Form – High Risk

Board/School

PROPOSAL FOR LOCAL HIGH RISK ACTIVITIES

Name/Logo

To the Parent(s)/Guardian(s) of: _____	Grade _____
Homeroom: _____	
Please read the contents of this Consent and Acknowledgement of Risk form. Clarify any questions or concerns with the Lead Teacher <u>BEFORE</u> signing it.	
If this form is not signed and returned to the school by _____, your child WILL NOT BE ALLOWED TO ATTEND.	
<u>PROGRAM/ACTIVITY INFORMATION</u>	
DESTINATION/ACTIVITY: _____	DATE(S): _____
OR	
SERIES OF OFF-SITE ACTIVITIES (Specify program): _____	
PURPOSE OR EDUCATIONAL GOAL(S): _____	
ITINERARY/ACTIVITIES: _____	
METHOD OF TRANSPORTATION: _____	BY: _____
LEAD TEACHER: _____	TOTAL NO. OF SUPERVISORS _____
PLANNED: _____	
SUPERVISORY ARRANGEMENTS: _____	
COST TO THE STUDENT: _____	WHAT TO BRING: _____
OTHER CONSIDERATIONS: _____	
<u>BOARD RESPONSIBILITIES</u>	
<p>The board will make every reasonable effort to ensure or ascertain that:</p> <ul style="list-style-type: none"> a. <u>The staff, volunteers and/or service providers involved are suitably trained and qualified.</u> b. <u>The students are adequately supervised over the program/activity.</u> c. <u>The location(s) used are appropriate and safe for the activity(ies) and group.</u> d. <u>Equipment used has been inspected and deemed appropriate and safe.</u> e. <u>A Safety Plan is in place to identify and manage known potential risks.</u> f. <u>An Emergency Plan is in place to deal with an injury or illness to any of the students.</u> 	
<u>POTENTIAL KNOWN RISKS</u>	
Potential known risks include the following: _____	
Additional comments/requirements: _____	



CONSENT AND ACKNOWLEDGEMENT OF RISK

Destination/Program/Activity(ies): _____

Date: _____

1. I accept the mode of transportation for this activity.
2. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the school or board.
3. My child/ward has no illnesses, medical conditions or disabilities that make this trip inappropriate for him/her and I know of no health related or other reason why my child should not participate in this trip.
4. I will supply suitable clothing for my child's participation in all activities associated with the field trip. I accept full responsibility for any inadequate clothing or equipment which I provide. I am aware that I should contact the school for further information if I am unclear about what clothing or equipment is required for the activities or the possible weather conditions.
5. My child/ward is aware and agrees that he or she must wear appropriate safety equipment at all times while doing activities where this is required.
6. My child/ward and I understand that a failure to wear required or strongly recommended safety equipment could cause or contribute to a serious injury(ies).
7. I freely and voluntarily assume the risks/hazards inherent in the program/activity(ies) and understand and acknowledge that my child/ward may suffer personal and potentially serious injury arising from his/her participation.
8. My child/ward has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service providers administrators, instructors, and supervisors over all phases of the program/activity.
9. In the event my child/ward fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or that I be contacted to have him/her picked up, unless I have specified other transport arrangements and I will be responsible for any costs associated.
10. I acknowledge that it is my duty to advise the Lead Teacher of any medical/health concerns of my child/ward that may affect his/her participation.
11. I acknowledge that the board may choose to cancel the trip if travel conditions are deemed unsafe (e.g., weather, health advisory). I accept that the board will not be liable for any costs associated with such a cancellation.

12. I consent that the board, through its employees, agents and officers, may secure such emergency medical services and advice as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services and advice.
13. I grant permission for (insert name of board) to use, without payment of any fee or charge and without limitation on time or frequency, for nonprofit education and/or promotional purposes only, any photographs, video footage, audiotape or digital images of my child/ward. Yes ☐ No ☐ My child/ward's identity May be revealed ☐ May not be revealed ☐
14. Accidents can happen. They can be the result of the nature of the activity and can occur with or without any fault on either the part of the student or the school board or its employees or agents, or the facility where the activity is taking place. In permitting my child/ward to attend this trip, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, to induce me to permit my child to take the trip, other than those set out in this document.

(Name of Student) _____ (Date of Birth) _____ has my permission to participate _____

Date: _____ Name (Please print): _____ Signature: _____

Emergency Contacts: Name _____ Daytime _____ Evening _____
 Cell _____

Emergency Contacts: Name _____ Daytime _____ Evening _____
 Cell _____

PARENTAL/GUARDIAN WAIVER OF LIABILITY (Consult Board Policy re: Inclusion or Exclusion of this Section of the Form)

I agree that in consideration of School District No. _____ offering my child, _____ (name) an opportunity to participate in the activity/trip I waive any and all claims I may personally have, and release from all liability and agree not to sue the Board of Trustees, its officers, employees, agents, volunteers and representatives, for any personal injury, death, property damage or loss as a result of or arising from my child/ward's participation in the trip, arising out of any cause whatsoever, including negligence. I understand that my signature here waives my right to sue on my own behalf for damages I may incur, but not the right for myself or a guardian acting my child/ward's behalf to sue for damages owed the child. The child's rights to sue in the event of negligence are not affected by my signature here.

I am 19 years of age or more and have read and understand the terms of this document and understand that it is binding upon me, my heirs, executors and administrators.

Date

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

-

-

-

-

-

Date

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness

Printed Name of Parent/Guardian

Address

Address

-

-

-

-

-
Note: This waiver element, if used, must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.

OFF-SITE EXPERIENCE EMERGENCY MEDICAL INFORMATION (Write below or attach a separate page if more space is needed).

-			
-			
-	<u>Student Name:</u>		<u>Birth Date:</u>
-			
-	<u>BC Medical Services Plan Personal Health No.:</u>		<u>Student School Accident Insurance:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No
-	<u>Allergies (e.g., specific drugs, certain foods, insect stings, hay fever) Specify:</u>		
-			
-	<u>Reaction(s) to above?</u>		
-			
-	<u>Carries Epi pen?</u> <input type="checkbox"/> Yes <input type="checkbox"/> No <u>Carries Ana Kit?</u> <input type="checkbox"/> Yes <input type="checkbox"/> No		
-	<u>Medical/physical conditions that may affect participation in the stated program/activity (e.g., recent illness or injury, recent hospitalization or surgery, chronic conditions, phobias, etc.). Be specific:</u>		
-			
-	<u>Specify the condition(s) and requirements for program modification or specific activities your child should not participate in:</u>		
-			
-	<u>Medication(s) taken at this time (name, reason, dosage, storage, potential side effects/treatment of such):</u>		
-			
-	<u>Other Health/Medical/Dietary Concerns:</u>		
-			
-	<u>Emergency Contacts:</u>		
1)	Phone: (R)	(W)	(C)
2)	Phone: (R)	(W)	(C)
-			
-	<u>Name of Physician</u>		<u>Phone #</u>
-			
-	<u>Parent/Guardian who is filling out and signing this form:</u>		
-			
-			
-	<u>Name (please print)</u>		<u>Signature</u>
-			

APPENDIX C



SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

PARENTAL PERMISSION AND RELEASE FORM - PRIVATE ~~CARS-VEHICLES~~ FOR SCHOOL SANCTIONED FIELD TRIPS (CURRICULAR-/CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES)

_____, who is in Grade _____ at
(Name of Student)

_____, has my permission to participate
(Name of School)

in the following school sanctioned Field Trip (Curricular/Co-Curricular/ Extra-Curricular Activity):

I further give my permission and consent for _____
(Name of Student)

to ride in the private pre-approved automobile(s) for the purpose of travel to and from events related to this specific activity.

I have read and understand the Motor Vehicle Act Child Seating and Restraint Systems legislation ~~on~~
~~the reverse of this form~~ link and where required have provided a booster seat to be used in the transportation of my child in accordance with the *Motor Vehicle Act*.

(Signature of Parent/Guardian)

(Date)

Excerpt from the Motor Vehicle Act, Division 36 — Child Seating and Restraint Systems

Definition:

—“**child**” means a person under age 9

Booster seats and seat belt assemblies

36.06 (1) A child must be fastened on a booster seat, specified by the manufacturer to be appropriate for the child’s height and weight, using the vehicle’s seat belt assembly until the child reaches a height of 145 cm (4 feet, 9 inches) or more.

Restraint systems for children with special needs and children with mobility impairments

36.08(2) Despite sections 36.05 to 36.07, a child who weighs 9 kg or more and who has mobility impairments may be fastened in a vehicle using a restraint system for disabled persons that is specified by the manufacturer to be appropriate for the child’s height and weight.

==

Reference:

—Order in Council 485/2007, June 21, 2007, Division 36 *Motor Vehicle Act Regulation* amendments

**BOARD/AUTHORITY AUTHORIZED COURSES**

Adopted: 1997-10-28	Reviewed:	Amended: 2004-08-24 2013-11-19
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POLICY

SUBJECT: **BOARD/AUTHORITY AUTHORIZED (BAA) COURSES**

~~It is the policy of the Board of Education, to provide a wide range of educational opportunities to meet the needs of all pupils in the schools in School District No. 78 (Fraser-Cascade).~~

~~Board/Authority Authorized Courses are Grade 10, 11 or 12 courses that are authorized by Boards of Education according to the requirements set by the Ministry of Education.~~

The Board of Education for School District No. 78 (Fraser-Cascade) believes that Board/Authority Authorized (BAA) courses provide an opportunity for students and educators to explore content beyond the boundaries of Ministry of Education curriculum.

BAA courses at grade 10, 11, or 12 are focused on content not offered in Ministry of Education courses and are developed in response to local needs and student interests.

The Board shall review existing BAA courses on a five-year cycle to ensure that the courses and content remain current.

**BOARD/AUTHORITY AUTHORIZED COURSES**

Adopted: 1997-10-28	Reviewed:	Amended: 2004-08-24 2013-11-19
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REGULATIONS

SUBJECT: **BOARD/AUTHORITY AUTHORIZED (BAA) COURSES**

1. General

~~a) — Proposals for any Board/Authority Authorized (BAA) course and all supporting text(s) and other instructional materials shall be forwarded to the Superintendent of Schools. The Ministry of Education requirements are listed in the document Board/Authority Authorized Courses: Requirements and Procedures.~~

~~b) — The Superintendent shall make a recommendation to the Board of Education.~~

~~c) — Approval of any Board/Authority Authorized course and its supporting text(s) and other instructional material shall be by resolution of the Board.~~

2. Course Details

~~Submission for approval of Board/Authority Authorized courses shall be made in writing and shall include the following:~~

~~a) — Course Name~~

~~BAA Course names should reflect the subject area and include the grade level 10, 11, or 12 in the course name.~~

~~b) Grade Level~~

~~The grade level reflects the appropriate level of instruction. In some cases, it may be appropriate to create several courses at the same grade level in order to treat different aspects of the subject. This strategy may also be used in the case of a large amount of content divided into several courses. Such courses could be labeled, for example, Psychology 11A, 11B, and 11C.~~

~~c) — Number of Credits~~

~~Credits refer to the value of a grade 10, 11, or 12 course. The credit value reflects the length and scope of a course. A full course is 4 credits (100 to 120 hours).~~

~~d) — Course Synopsis~~

The course synopsis is a statement of product. It outlines what a student has gained when the course is completed.

e) ~~—~~ **Rationale**

The rationale is a statement of the reasons for wanting to offer opportunities to study this course. The rationale answers the questions: Why is it important for students to take this course?

f) ~~—~~ **Organizational Structure**

The organizational structure includes the curriculum organizers (the big ideas) and the specific topics or units, which include the learning outcomes, instruction and assessment components, and time allotments.

g) ~~—~~ **Learning Outcomes**

The learning outcomes are statements of what students are expected to know and be able to do within each course curriculum organizer.

Learning outcomes for a BAA Course must be:

- ~~•~~ written to complete the stem: *It is expected that students will...*
- ~~•~~ appropriate to the age or grade range for which they are intended
- ~~•~~ understandable by students, parents/guardians, and educators
- ~~•~~ observable or measurable (i.e., stated in such a way that it will be readily apparent when the student has met the expectation)
- ~~•~~ clearly stated in terms of what will be expected of students
- ~~•~~ supportive of a range of instructional and assessment strategies

h) ~~—~~ **Assessment Component**

The assessment component provides opportunities to assess formatively and summatively the students' achievement of the learning outcomes.

i) ~~—~~ **Learning Resources**

The learning resources selected for the course should be age appropriate and support the learning outcomes. The selection and development of learning resources should take into account the needs of learners. Considerations include diverse learning rates and styles, and a range of special needs. Major learning resources, including teacher resources, should be listed.

Learning resources that are selected to support BAA Courses must be evaluated through the local board approved process.

3. ~~—~~ If answers to the foregoing cannot be provided to the satisfaction of the Board, the course may not be approved or may be referred to the Superintendent for a further report and re-submission.

~~Teachers (individuals and groups) who wish to seek approval for a BAA Course shall use the following procedures for a course to be included as part of a school course calendar:~~

- ~~1. Discuss the proposed course with their school principal and secure support before proceeding with the application.~~
- ~~2. Assess the student needs the course would meet. Consult with counselors and other subject teachers to determine the level of interest for the proposed course. Ensure the course meets all Ministry of Education requirements.~~
- ~~3. Prepare and submit the proposed course and resources utilized using the guidelines noted in Course Details above.~~
- 4. The application must be completed prior to April 1st for the BAA course to be offered in the following school year.**

General Conditions:

Board Authority/Authorized Courses (BAA) must meet the requirements set by the Ministry, be approved by the Board of Education and have content not offered in Ministry developed courses.

While BAA courses may overlap with Big Ideas and Curricular Competencies of Ministry courses they may not:

- Significantly overlap with provincial curriculum;
- Be remedial or preparatory in nature;
- Be a modified course;
- Be an adapted course.

BAA courses may be used for the 28 credits of electives needed to fulfill graduation requirements. Grade 12 level BAA courses may count towards the minimum of sixteen Grade 12 credits required for graduation.

BAA courses do not meet Adult Graduation Program graduation credit requirements.

BAA courses can include courses that:

- Meet Fine Arts and/or Applied Skills 10, 11, 12 requirements;
- Meet the diverse needs of students as long as they are not adapted or modified versions of a Ministry course;
- Address the cultural and academic literacy needs of English Language Learners.

BAA Creation and Approval Process:

1. The teacher(s) completes the BAA Course Framework and submits it to the Principal for review and approval;
2. The Principal reviews the BAA Course Framework and ensures that the proposed course meets the needs of the students, has staff support and that the forms include all the information required for Board review and approval;

3. The Principal submits the completed BAA Course Framework along with the BAA Course Form to the Superintendent for approval/signature. The most appropriate course code is selected from the BAA Core Categories at:

https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/baa_core_categories.pdf

4. The Superintendent submits the approved BAA Course Framework along with the BAA Course Form to the Board of Education for approval/signature.
5. The Board of Education reviews and approves the BAA Course Framework
6. The Board of Education retains a copy of the Framework for the Ministry upon request
7. The Superintendent or designate sends an electronic copy of the BAA Course Form to the Ministry of Education at: EDUC.GradStandards@gov.bc.ca
8. The BAA course is added to the Student Information System by the Superintendent or designate and secondary schools are notified of the course code and course title to be used.
9. The Superintendent or designate ensures that all BAA courses are reviewed on a five year cycle to ensure continued adherence to the provincial curriculum.

Resources:

Curriculum:

www.curriculum.gov.bc.ca

Board/Authority Authorized Courses policy:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/board-authority-authorized-courses>

The School Act:

http://www.bclaws.ca/civix/document/id/complete/statreg/96412_00

Board Authorized Course Ministerial Order:

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285_04.pdf

Handbook of Procedures for the Graduation Program:

www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

4.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by:	Date Developed:
School Name:	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name:	Grade Level of Course:
Number of Course Credits:	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

Goals and Rationale:

Aboriginal Worldviews and Perspectives:

BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I _____ verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name:

Grade:

TRAX Code:
(e.g. YVPA)

School District Name and Number:

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal:

Signature:

Date:

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☐ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate:

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:

Course Name:

Grade:

BIG IDEAS

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p>	<p>Students are expected to know the following:</p>

Big Ideas – Elaborations**Curricular Competencies – Elaborations****Content – Elaborations**

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Learning Resources:

Additional Information:

SD 42 PROCEDURE: 8330.1

BOARD /AUTHORITY AUTHORIZED COURSES

BACKGROUND

The Board of Education believes that Board/Authority Authorized (BAA) courses provide an opportunity for students and educators to explore content beyond the boundaries of Ministry of Education curriculum. Board/Authority Authorized (BAA) courses at grade 10, 11, or 12 are focused on content not offered in Ministry of Education developed courses and are developed in response to local needs and student interests.

The Board shall review existing Board/Authority Authorized (BAA) courses on a five year cycle to ensure that the courses and content remain current.

GENERAL CONDITIONS:

Board Authority/Authorized Courses (BAA) must meet the requirements set by the Ministry, be approved by the Board of Education and have content not offered in Ministry developed courses.

While Board/Authority Authorized (BAA) courses may overlap with Big Ideas and Curricular Competencies of Ministry courses they may not:

- significantly overlap with provincial curriculum;
- be remedial or preparatory in nature;
- be a modified course;
- be an adapted course.

There is no limit to the number of Board/Authority Authorized (BAA) courses that may be used for the 28 credits of electives needed to fulfill graduation requirements. Grade 12 level Board/Authority Authorized (BAA) courses may count towards twelve of the sixteen Grade 12 credits required for graduation.

Board/Authority Authorized (BAA) courses do not meet Adult Graduation Program graduation credit requirements.

Board/Authority Authorized (BAA) courses can include courses that:

- Meet Fine Arts and/or Applied Skills 10, 11, or 12 requirements.
- Prepare students with special needs through skill instruction to be successful across a wide variety of subjects and settings.
- Address the cultural and academic literacy needs of English Language Learners.

BAA Creation and Approval PROCESS:

1. The teacher(s) completes the BAA Course Framework and submits it to the Principal for review and approval.
2. Principal reviews the BAA Course Framework and ensures that the proposed course meets the needs of the students, has staff support and that the forms include all the information required for Board review and approval.
3. Assistant Superintendent reviews proposed BAA Course Framework, consults with others as needed and refers the BAA Course Framework to the Board's Education Committee for review.
4. The Board's Education Committee reviews and recommends approval of the BAA Course Framework to the Board.
5. The Board of Education reviews and approves the BAA Course Framework.
6. The Superintendent or designate completes BAA Course Form and submits it to the Ministry of Education for approval. The Superintendent or designate retains a copy of the BAA Course Framework on file.
7. The Ministry of Education approved BAA course is added to the Student Information System by the Superintendent or designate and secondary schools are notified of the course code and course title to be used.
8. The Superintendent or designate ensures that all BAA courses are reviewed on a five year cycle to ensure continued adherence to the provincial curriculum.

Resources:

Curriculum:

www.curriculum.gov.bc.ca

Board/Authority Authorized Courses policy:

<http://www2.gov.bc.ca/gov/content/education-training/administration/legislationpolicy/public-schools/board-authority-authorized-course>

The School Act:

www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf

Board Authorized Course Ministerial Order:

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285_04.pdf

Handbook of Procedures for the Graduation Program:

www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

RECEIVED FOR INFORMATION: January 24, 2018

BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I _____ verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name:

Grade:

TRAX Code:
(e.g. YVPA)

School District Name and Number:

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal:

Signature:

Date:

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☐ I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate:

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:

Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: The Board of Education of School District No. 42 (Maple Ridge – Pitt Meadows)	School District/Independent School Authority Number: SD42
Developed by:	Date Developed:
School Name:	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name:	Grade Level of Course:
Number of Course Credits:	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

Goals and Rationale:

Aboriginal Worldviews and Perspectives:

Course Name:

Grade:

BIG IDEAS

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i>	<i>Students are expected to know the following:</i>

Big Ideas – Elaborations

Curricular Competencies – Elaborations

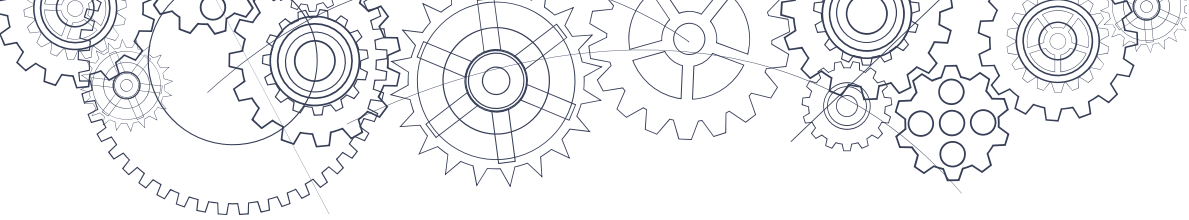
Content – Elaborations

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Learning Resources:

Additional Information:



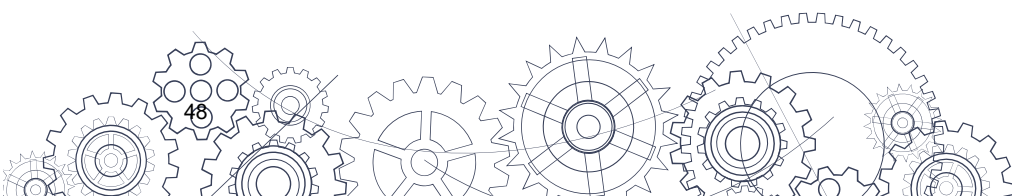
Board/Authority Authorized (BAA) Courses Requirements and Procedures Guidebook

UPDATED **2019**



BRITISH
COLUMBIA

Ministry of
Education



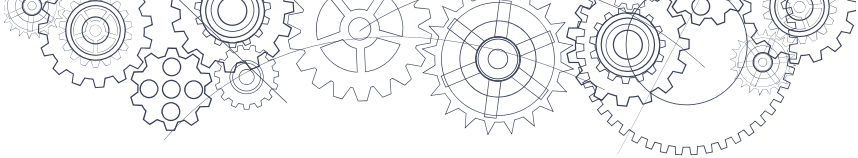
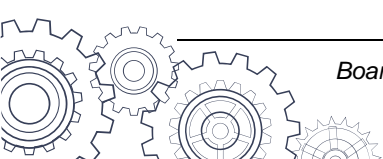


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Thank You

Special thanks to the teachers and representatives of the Boards of Education and Independent School Authorities that helped inform and contributed content to this guidebook.



Important Notes and Changes for 2019/20

- ➔ In cooperation with the Educational Resource Acquisition Consortium (ERAC), a searchable BAA Sharing Platform is available for Boards/Authorities to share voluntarily their BAA frameworks. Districts or schools accessing BAA courses on this platform will need to seek approval from their board/authority to deliver the courses locally, as per BAA policy. The BAA Sharing Platform can be found here: <https://archived.bcerac.ca/services/baa/search.aspx>.
- ➔ Some provincial curriculum has been created in the same subject areas as existing prevalent BAA courses. Ensure that you check the [curriculum](#) site prior to submitting new or revised BAA courses.
- ➔ The Grade 10–12 provincial curriculum gives teachers significant flexibility to customize course content. Before developing a new BAA course, please [explore](#) the curriculum list of courses to determine if there is a Ministry-developed course in the desired subject area.
- ➔ English Language Learning (ELL) BAA course guidelines have been revised. Please refer to the [new guidelines](#) that also reflect the curriculum standards for all BAA ELL courses.
- ➔ Reminder that all Grade 10–12 BAA courses that Boards/Authorities wish to offer need to align with the Ministry’s “Know-Do-Understand” curriculum design. See the provincial curriculum at <https://curriculum.gov.bc.ca/>.
- ➔ Boards/Authorities should retire any BAA course not meeting new Ministry requirements.
- ➔ New and revised BAA courses may overlap Big Ideas and Curricular Competencies of provincial curricula, but cannot significantly overlap Content.
- ➔ Moving forward, periodic reviews of BAA courses will be required. The review cycle should be determined by the Board/Authority.





Purpose of this Guidebook

This document sets out the provincial requirements for Board/Authority Authorized (BAA) courses as of July 1, 2019. It outlines BAA course criteria, the development and approval processes, and provides resources to help educators develop BAAs for the B.C. Graduation Program.

For complete policy information, please see:

- *Board/Authority Authorized Courses policy*
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/board-authority-authorized-courses>
- *The School Act*
<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf>
- *Independent School Act*
www.bced.gov.bc.ca/legislation/schoollaw/independent_school_act_contents.pdf
- *Board Authorized Course Ministerial Order*
www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285_04.pdf
- *Handbook of Procedures for the Graduation Program*
www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

BAA Requirements

BAA courses provide an opportunity for educators to explore content beyond the boundaries of Ministry curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses may overlap with Big Ideas and Curricular Competencies of Ministry courses. BAA courses are not:

- ✗ **Courses with significant overlap with provincial curriculum content:** This includes adapted courses, partial versions of Ministry courses, and hybrids of two or more Ministry courses.
- ✗ **Remedial courses or those preparatory in nature:** For example, a math course designed to help students who have completed Foundations of Mathematics and Pre-calculus 10 that provides review and remediation before they enrol in Foundations of Mathematics 11; or a writing course designed to help students develop the skills needed to meet the learning standards of Creative Writing 10.
- ✗ **A modified course:** For example, a social studies course designed for Grade 10 students with intellectual disabilities with significantly different learning standards from Ministry Social Studies 10.
- ✗ **An adapted course:** Adaptations are teaching and assessment strategies specifically designed to accommodate a student's needs so they can demonstrate that they are meeting the learning standards of the curriculum. A student working to meet learning standards of any Grade or course level may be supported through use of adaptations



BAAs and Graduation Requirements

BAA courses may be used as all or part of the 28 elective credits students need to fulfill graduation requirements.

Grade 11 BAA courses developed to align with the Grade 11 Arts Education and/or the Applied Design, Skills, and Technologies curriculum will meet the Arts Education/ADST graduation requirement of the B.C. Graduation Program in the 2019/2020 school year and beyond.

Grade 12 BAA courses may count towards the minimum of sixteen Grade 12 level credits required for graduation.

Q. Can we develop a Grade 9 BAA course?

No, BAA (for credit) courses are Grades 10 – 12 only.

Q. Do BAA courses meet Adult Graduation Program graduation requirements?

Although students may complete BAA courses as part of their educational program, BAA courses do not meet Adult Graduation Program graduation credit requirements. Only four-credit Grade 12-level Ministry-Authorized courses and External Credential courses meet credit requirements. For more information about the Adult Graduation Program please see the [*B.C. Graduation Program Policy Guide*](#).

BAA Subject Areas

In response to local needs and student interests, Boards of Education and Independent School Authorities may authorize a broad variety of BAA courses focused on content not offered in Ministry-developed courses. Examples of BAA courses include Hockey Skills, Peer Tutoring, and Learning Strategies.



Please note: When developing BAAs for...

English Language Learning: Boards/Authorities may design ELL courses for students whose primary language is not Standard English and who may require English language support so they can successfully access the B.C. curriculum. These courses cannot be remedial or modified versions of Ministry-authorized courses, and are to adhere to the guidelines set out in the [*Guidelines for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*](#).

Students with Diverse Learning Needs: BAA courses may be developed to meet diverse needs of students as long as they are not adapted or modified versions of a Ministry course. Common courses include those subjects addressing social-emotional learning, developing independence, or employability skills. For example, *Principles of Social Interaction 10–12* addresses communication and social and abstract thinking skills in addition to developing strategies for resolving conflict and managing stress in social contexts.



Required Components for BAA Courses*

*Required components for Grade 10–12 BAAs as of July 1, 2019.

1. **A Course Title**

The course title should be customized to reflect the content of the course and include Grade 10, 11, or 12 in the course name. BAA courses cannot share the names of Ministry-developed courses (e.g. Creative Writing 10).

2. **Grade Level**

The Grade level reflects the appropriate level of instruction. In some cases, it may be appropriate to create several courses at the same Grade level in order to treat different aspects of the subject. This strategy may also be used in the case of a large amount of content divided into several courses. Such courses could be reported, for example, as Art History 11A, 11B, and 11C.

To determine the appropriate Grade level for BAA courses, developers are to examine Ministry curriculum in the appropriate subject strand or area. The developer's teaching and subject expertise will play an important role in developing the course at the appropriate Grade level.

3. **Number of Credits**

Most BAAs can be for 1, 2, 3, or 4-credit courses. Grade 11 BAA courses in Arts Education and/or Applied Design, Skills, and Technologies developed to meet the Arts Education/ Applied Design, Skills, and Technologies 10, 11, or 12 graduation requirement can be 2 or 4-credit courses. The credit value reflects the length and scope of a course.

4. **Course Synopsis**

The course synopsis is a statement of product. It outlines what a student has gained when the course is completed. The course synopsis is more easily developed after completing the course framework.

5. **Goals and Rationale**

The goals are general statements of intention that give structure to the curriculum. To some extent, they are the “organizers” of the curriculum. Everything mentioned in the goals should appear somewhere in the curriculum, and everything in the curriculum should in some way be stated or implied in the goals. Please identify 4 to 8 goals.

The rationale is a brief statement that explains the area of learning in terms of the discipline(s) to which it belongs and the importance of the learning to students and to society (see the [Educated Citizen](#)). The curriculum rationale may also include how this area relates to other curricular areas of learning and connects to the cross-curricular competencies. Although the rationale may be modified during course development, taking time at the beginning to develop a solid draft will help to focus your work.

✓ 6. Aboriginal Worldviews and Perspectives

Consider ways to embed First Peoples Principles of Learning and integrate Aboriginal content into your BAA course. Please refer to [*Aboriginal Worldviews and Perspectives in the Classroom*](#), [*Visions du monde et perspectives autochtones dans la salle de classe*](#), or the print version available at [*Crown Publications*](#).

✓ 7. Organizational Structure

Like the provincial curriculum, BAAs are organized with a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning. The Content, Competencies and Big Ideas must be assessable, observable and understood by students and parents.

Content (Know)

The Content learning standards detail the essential topics and knowledge at each Grade level.

BAA content cannot significantly overlap with new Ministry curriculum content.

Curricular Competencies (Do)

The Curricular Competencies are the skills, strategies, and processes that students develop over time. While Curricular Competencies are more subject-specific, they are connected to the core competencies.

BAAs may share some or all of the Curricular Competencies of a Ministry-developed course(s).

Big Ideas (Understand)

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. The Big Ideas represent what students will understand at the completion of the curriculum for their Grade. They are intended to endure beyond a single Grade and contribute to future understanding.

BAAs may share some or all of the Big Ideas of a Ministry-developed course(s).



✓ 8. Recommended Instructional Component

The instructional component of a course expands on and clarifies the intent of the learning standards. It involves the use of activities, techniques, and methods that can be employed to meet diverse student needs and to deliver the curriculum. The nature and features of the course will influence instructional strategies and activities.

When developing the instructional component, consider:

- an appropriate balance of the various learning standards
- a variety of approaches, including both innovative and “tried and true”
- activities that draw from and build on prior learning
- various learning styles
- activities that are transferable to other contexts



9. Recommended Assessment Component

Assessment involves the wide variety of methods or tools that educators use to identify student learning needs, measure competency acquisition, and evaluate students' progress toward meeting learning standards. Assessment of all forms should support a flexible, personalized approach to learning and measure deeper, complex thinking.

Principles of Quality Assessment

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the Know-Do-Understand curricula model.

Quality Assessment

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

10. Learning Resources

The learning resources selected for the course should be age appropriate and help students to acquire essential knowledge, develop curricular competencies, and understand the Big Ideas of the BAA course. The selection and development of learning resources should take into account the needs of learners. Major learning resources, including teacher resources, are to be listed.

Learning resources must be evaluated through the local board-approved process. For more information, visit [Learning Resources: Provincial Approval Process](#) policy.



Development Process for BAA Courses

The Grade 10–12 provincial curricula gives teachers a significant amount of flexibility to customize course content, precluding the need for a separate BAA course. Before developing a new BAA course, explore whether the content you wish to cover could be incorporated into an existing Ministry-developed course.

The following seven steps outline the procedure for developing a BAA course.

- Step 1:** Read through the [*BAA Procedures and Requirements Guidebook*](#) and appendices, and [*Aboriginal Worldviews and Perspectives*](#).
- Step 2:** Develop goals and a rationale for the course.
- Step 3:** Develop the Big Ideas, Curricular Competencies, and Content of the course. Remember, BAAs may share Big Ideas and Curricular Competencies with Ministry courses, but must not significantly overlap with new Ministry curriculum content.
- Step 4:** Develop the instructional component(s), assessment component(s), and a list of learning resources.
- Step 5:** Complete the appropriate Ministry [*BAA Course Framework Template*](#) (see next page). Yukon schools should complete the [*Yukon Department Authorized \(DA\) Course Framework*](#).
- Step 6:** Write the course synopsis.
- Step 7:** Submit your completed [*BAA Course Framework*](#) and the [*BAA Course Form*](#) to the Boards of Education or Independent School Authorities for review and approval. Yukon schools should submit the completed [*DA Course Framework and DA Course Form*](#) to the Secondary Curriculum Consultant.



Please note: The Ministry may ask a Board/Authority to submit a copy of a full BAA course framework for review. If the Ministry determines that a course does not meet the requirements and procedures set out in this guidebook, the course cannot be offered. However, Boards/Authorities have the option to revise a course to meet the requirements.

Q. Another district/school has approved a BAA course that we would like to offer. As it has already been approved by a Board/Authority, can we offer it too?

No, BAAs must be approved by the Board/Authority in which the course is offered, regardless of whether the course has already been approved in another jurisdiction, to ensure it is appropriate for local needs. Boards/Authorities wishing to review a course already approved by another district/school should have the permission of the original approving district/school.



BAA Course Framework Templates

Ministry-developed BAA Course Framework Templates are available for course developers; use of these is optional. However, if a local format or template is used, it must contain all the required components included in the Ministry templates (see “Required Components for Board/Authority Authorized Courses” on page 4).

- The BAA Course Framework Template is available at:
<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/board-authority-authorized-courses>
- BAA ELL Language Acquisition/Culture Course Framework Template: BAAs developed for English Language Learners are to adhere to the “Guidelines for Creating Language Acquisition/Culture Courses” outlined in the [*Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*](#).

For reference, sample course synopses and a sample BAA course framework are included at the end of this guidebook.

Q. We want to develop an Introduction to English 10 course for our ELL students. Which template do we use?

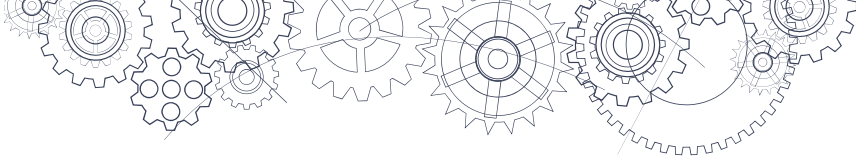
“Introduction to [Ministry Course Title]” courses do not meet BAA requirements, as BAAs cannot be preparatory, remedial or modified versions of Ministry courses. Schools wishing to offer preparatory or remedial courses may offer Locally-Developed (non-credit) courses. Please see Chapter 5 of the [*Handbook of Procedures for the Graduation Program*](#) for more information about Locally Developed Courses.

Districts/Schools wishing to offer BAA ELL courses are to follow the guidelines outlined in the [*Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*](#).

BAA Course Form

The [*Board/Authority Authorized Course Form*](#) is required for all newly-developed and revised courses, and must be submitted to the Boards of Education or Independent School Authorities along with the full course framework. Once the BAA Course Form is signed by the appropriate authority indicating the course is compliant with provincial requirements, the course may be offered to students. Yukon schools are required to use the [*Yukon DA Course Form*](#).

Once a BAA has been approved, Boards/Authorities must submit the signed BAA Course Form to Student Certification (EDUC.GradStandards@gov.bc.ca). The completed form serves to notify the Ministry of newly developed/revised courses and confirms they satisfy BAA course requirements.



Yukon schools should submit forms to the Secondary Curriculum Consultant at the Yukon Department of Education.

The *BAA Course Form* can be accessed at: <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation/getting-credit-to-graduate/board-authority-authorized-courses>

Board/Authority BAA Approval Process

Schools must have the approval of their Boards of Education or Independent School Authorities prior to offering a BAA course, regardless of whether the course has already been approved in another jurisdiction.

Approved authorities are:

- For B.C. public and Yukon schools – Superintendent and Board
- For Independent schools – School Authority Chairs or designate
- For offshore schools – Executive Director of Independent Schools and International Education, Ministry of Education

B.C. Public School Districts

- Step 1:** Submit the completed *BAA Course Framework* along with the *BAA Course Form* to the Superintendent for approval/signature. Select the most appropriate course code from the *BAA Core Categories* posted at https://www.bced.gov.bc.ca/datacollections/course_registry_web_search/search-home.en.php.
- Step 2:** Superintendent submits the approved *BAA Course Framework* along with the *BAA Course Form* to the Board for approval/signature.
- Step 3:** Board retains a copy of the framework for the Ministry upon request.
- Step 4:** Boards send an electronic copy of the *BAA Course Form* to the Ministry at EDUC.GradStandards@gov.bc.ca.
- Step 5:** Boards ensure that schools are reporting the course with the same course title (as approved by the board) and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.
- Step 6:** Boards are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Board.

Independent Schools

- Step 1:** Submit the completed *BAA Course Framework* along with the *BAA Course Form* to the Independent School Authority Chair for approval/signature. Select the most appropriate course code from the *BAA Core Categories* posted at



https://www.bced.gov.bc.ca/datacollections/course_registry_web_search/search-home.en.php.

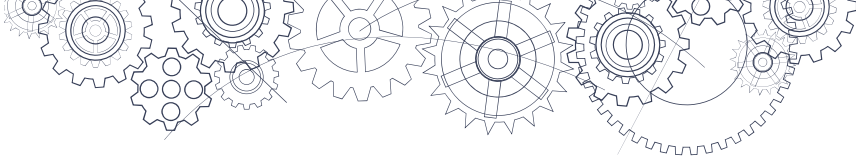
- Step 2:** Retain the approved *BAA Course Framework* and the *BAA Course Form* for the Inspector of Independent Schools and for the Ministry upon request.
- Step 3:** Submit the *BAA Course Form* to EDUC.GradStandards@gov.bc.ca. The *BAA Course Form* is to be submitted prior to the next scheduled inspection and therefore, without the signature of the Inspector of Independent Schools or designate.
- Step 4:** School Authority Chairs ensure that schools are reporting the course with the same course title (as approved by the Inspector of Independent Schools) and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.
- Step 5:** Authorities are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Authority.

Offshore Schools

- Step 1:** Submit the completed *BAA Course Framework* along with the *BAA Course Form* to international.education@gov.bc.ca for approval. The Executive Director of Independent Schools and International Education, Ministry of Education, is the Offshore Authority designate. Select the most appropriate course code from the *BAA Core Categories* posted at https://www.bced.gov.bc.ca/datacollections/course_registry_web_search/search-home.en.php.
- Step 2:** Retain the approved *BAA Course Framework* along with the *BAA Course Form* for the Ministry upon request.
- Step 3:** Offshore schools ensure that the BAA course is reported with the same course title and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.
- Step 4:** Offshore schools are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Authority.

Yukon Schools

- Step 1:** Submit the completed Yukon *DA Course Framework* along with the *DA Course Form* to the Secondary Curriculum Consultant. A course code will be provided upon approval.
- Step 2:** Yukon Education will retain a copy of the framework and will submit to B.C. Ministry of Education at EDUC.GradStandards@gov.bc.ca.



Step 3: Yukon Education ensures that schools are reporting the course with the same course title (as approved by the DA committee) and with the same four or five letter course codes as indicated on the Yukon *DA Course Form* and approval letter.

Step 4: Yukon Education is to review DA courses on a set cycle and/or as needed due to changes in the curriculum. If not revised, those DA courses that do not meet requirements are to be delisted by Yukon Education, and B.C. Ministry of Education will be notified of these changes.

Q. The BAA course code I am looking for is closed on the Course Registry. Where can I find the BAA course codes?

Boards/Authorities are to select the most appropriate code from 39-generic BAA core course categories found on the BAA website:
www.bced.gov.bc.ca/graduation/board_authority_courses.htm

ERAC BAA Sharing Platform

In cooperation with the Educational Resource Acquisition Consortium (ERAC), a searchable BAA Sharing Platform is available for Boards/Authorities to voluntarily share their BAA frameworks.

Boards of Education and Independent School Authorities will be responsible for uploading approved BAA course frameworks to the ERAC website, should they choose to share the course; sharing is not mandatory.

Only BAA courses that have been approved by the Board or Authority can be submitted to the BAA Sharing Platform. Once the Ministry receives an approved BAA Course Form, a confirmation email will be sent with an invitation to upload the BAA course to the Sharing Platform.

Boards of Education and Independent School Authorities will also be responsible for version control and for requesting the removal of frameworks when BAA courses are delisted by the Board of Education or Independent School Authority.

Any school or district accessing BAA courses on the Sharing Platform must seek approval from their Board or Authority to deliver the course locally, as per existing policy for BAA courses.

Questions about this platform can be directed to: EDUC.GradStandards@gov.bc.ca

The BAA Sharing Platform can be found here:
<https://archived.bcerac.ca/services/baa/search.aspx>



Appendix A: Sample BAA Course Synopses

Learning Strategies 10

This course will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process. It will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being. The focus on independence, advocacy skills, and personal goal setting combined with addressing study skills and organizational techniques related to literacy and numeracy will provide a foundation for successful school completion and lifelong learning.

Bicycle Maintenance and Repair 11

This course is designed to introduce students to the fundamental techniques used in the repair and maintenance of bicycles that will be donated to the needy within the community. Students will learn the proper use of the various bicycle tools required as they repair and maintain the bikes. Students will also learn the rules of cycling on the road, bike handling and traffic skills. Once all aspects of bike safety, repair and maintenance have been thoroughly covered, students will participate in supervised bicycle rides within the community. If time permits, there may also be opportunity to build custom frames and to service bicycles and to sell them within the community to address the entrepreneurial possibilities of the course.

Pastry Arts and Baking 12

Pastry Arts and Baking is a course that focuses on advanced skills and techniques in baking. This course will be valuable for any student considering a career as a pastry chef, employment in a bakery, restaurant, catering service, or opening up a business of their own. The skills learned in this course are transferable from the classroom to the competitive service industry.

Appendix B: Sample BAA Template



School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Mr. Smith	Date Developed: June 1, 2018
School Name: ABC Secondary School	Principal's Name: Ms. Doe
Superintendent Approval Date (for School Districts only): July 15, 2018	Superintendent Signature (for School Districts only): <i>Signature</i>
Board/Authority Approval Date: July 15, 2018	Board/Authority Chair Signature: <i>Signature</i>
Course Name: Athletic Coaching 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Physical & Health Education 10 & recommendation of a PHE teacher.

Special Training, Facilities or Equipment Required:

Teacher must be certified in BC Sports Med and National Coaching Certification Program

Course Synopsis:

This course has been designed to help students learn the basic skills in order to become a successful coach. In addition, students will receive recognized community certifications that will assist them in obtaining volunteer or paid coaching/leadership positions in the community.

Goals and Rationale:

Rationale:

Athletic Coaching 12 (AC12) is designed to develop educated coaches who have the knowledge, skills and understandings to be effective, adaptable and self-aware leaders in the community. The AC course focuses on competencies that will support both the learner in their volunteer/paid coaching roles and the youth participating in community sport groups. Certifications acquired in this course can contribute directly to employment in recreation centres or sport organizations.

AC12 combines aspects of coaching and leadership theory with modern community-based, recognized certifications. AC12 is strongly linked to the core competencies of communication and personal awareness and responsibility. The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. This competency is taken a step further as learners will gain the knowledge and skill necessary to communicate and motivate large groups of athletes while modifying their communication based on the age/development of their audience. The personal awareness and social responsibility competency is also heavily represented in AC12. Competency in this area will be built through self-awareness planning and experiential leadership.

The athletic coaching course has cross-curricular elements. Since a coach or community leader is often the first responder in situations requiring first aid or athletic therapy, students will gain knowledge and skill in athletic first aid and cardio-pulmonary resuscitation (CPR). Success in these areas requires a basic knowledge of human musculoskeletal anatomy. The core competency of thinking becomes a key element of injury assessment and management as it requires recalling past knowledge and applying it to real life sport injury situations.

A focus on lifelong safety, physical activity and health is valuable for both the individual student and for society as a whole. The knowledge, skills and competencies developed in AC12 will help support these concepts in self and others while maintaining a special focus on what is developmentally appropriate. Knowing how to support diversity among athletes and how to mitigate bullying situations between children or between head/assistant coaches promotes inclusion, safety and fairness. Some topics in AC12 should be approached with sensitivity and care because of their personal nature and connections to family, religious and cultural values.

Leadership is learning. Being able to demonstrate that learning through community recognized certifications is a key approach in AC 12. Community organizations such as the National Coaching Certification Program, Sport Medicine British Columbia, the British Columbia Parks and Recreation Association and the Canadian Red Cross are valuable community partners who provide programs and certifications via AC 12.

Because leadership and coaching require a great deal of self-reflection and planning, there will be ample opportunities for multi-dimensional inquiry throughout the course.

Goals:

- Develop an understanding of the many aspects of coaching and leadership as they relate to self, others and groups/teams.
- Develop the knowledge and skills to manage diversity in sport.
- Develop an understanding of the developmental stages of children and how that relates to the development of fundamental movement skills.
- Develop the knowledge and skills required to lead/coach children.
- Gain community recognized certifications in leadership, athletic first aid and CPR.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Athletic Coaching supports the development of self in support of connecting with others.

- Learning is embedded in memory, history and story.
- Leading and coaching involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Athletic Coaching requires exploration of one's identity, philosophy and ethics.
- Becoming a leader/coach involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in AC 12. Athletic Coaching is inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement
- The role of the teacher (leader or coach)
- Local focus

BIG IDEAS

Leadership
development is an ongoing process.

Certifications in leadership allow us to contribute to the community.

Sport safety practices and first aid can serve the greater sport community.

A **coaching philosophy** can help us be better leaders/coaches.

Coaching and leadership practices are influenced by the community, society, and the media

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Principles of Coaching:</p> <ul style="list-style-type: none"> Develop coaching philosophy, ethics, objectives and style Analyze coaching and leadership as represented in the community, society and media to understand their impacts on sports and players Understand elements of diversity in sport Complete community based certifications in coaching/leadership Demonstrate proper use of an automatic external defibrillator (AED) Recognize First Peoples perspectives and knowledge to gain understanding of leadership in sport Recognize and manage sport injuries and situations requiring CPR Recognize developmental stages in fundamental movement skills among children Teach technical skills and tactical skills with the games approach <p>Healthy & Active Living:</p> <ul style="list-style-type: none"> Demonstrate the ability to apply health knowledge and healthy living skills in making reasoned decisions related to their role as coaches/leaders Communicate and demonstrate safe and appropriate participation in physical activities <p>Community Building & Collaboration:</p> <ul style="list-style-type: none"> Employ leadership techniques to improve chances of success in a variety of physical activities among participants Plan ways to overcome potential barriers to participation in physical activities Develop communication strategies for working with teams, athletes, youth Complete a coaching practicum 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Principles of program design, including: personal sport philosophy, importance of moral judgments in sport and team objectives Different types of diversity in athletes, children and sport The signs and symptoms of cardiopulmonary distress and choking in infants, children and adults Basic musculoskeletal anatomy and physiology as it relates to sport The signs and symptoms of common sports injuries. Athletic taping techniques Sport safety guidelines First Peoples perspectives connecting sport and culture The developmental stages of children in fundamental movement skills The challenge zone for athletes/children Physical, cognitive and social traits of children Concepts of coaching Physical training basics Different leadership techniques to encourage inclusion and participation Communication methods and when to use different forms

Big Ideas – Elaborations

- **Leadership** qualities can be learned and are skill-based; leaders seek to provide players with maximum opportunities to achieve success.
- **coaching philosophy:** Identifying the purpose of your coaching, your coaching values and choosing your leadership style.

Curricular Competencies – Elaborations

- **philosophy:** how we view our coaching experiences and how this will define our future planning.
- **ethics:** moral judgements in coaching.
- **objectives:** setting goals and balancing winning, fun and development.
- **diversity:** managing differences among youth/athletes including maturation, culture, gender, sexuality, physical and mental abilities.
- **certifications:** Sample certifications include Fundamental Movement Skills, First Aid, and CPR
- **AED:** An Automatic External Defibrillator (AED) is a small, portable easy to operate lifesaving medical device designed to deliver an electrical shock to a person who is having a Sudden Cardiac Arrest (SCA).
- **Recognize:** the appearances and common situations that lead to injury.
- **manage:** prevention, first aid, referral, taping and recovery of sport injuries.
- **developmental stages:** maturational stages and skill acquisition stages.
- **fundamental movement skills:** running, jumping, throwing, catching, striking.
- **technical skills:** the motor programs necessary to complete a physical movement.
- **tactical skills:** combining technical skill with reading the situation and decision making.
- **communication:** dimensions of communication and the six step model of communication in sport. Why is communication sometimes ineffective? Coaching style and communication.
- **practicum:** students will work under a head coach or recreational leader to complete a minimum of 20 volunteer hours as a sport coach.

Content – Elaborations

- **signs:** the visual aspects to a sport injury.
- **symptoms:** the sensations reported by the injured athlete.
- **musculoskeletal anatomy and physiology:** major bones, muscles, connective tissue and joints; also the basic functions of these features.
- **challenge zone:** knowing how to adapt an activity to balance challenge with ability in order to maximize student success and potential.
- **Concepts of coaching:** coaching styles, coaching for character, communication, games approach, skills and tactical skills.
- **Physical training basics:** energy fitness, muscular fitness and the basics of periodization.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student-in-Role
- Peer teaching
- Experiential Learning
- Reflective Writing

Recommended Assessment Components:

- Journaling
- Peer Assessment
- Self-Assessment
- Performance Assessment
- Oral Presentations
- Quizzes and Exams

Learning Resources:

- National Coaching Certification Program (NCCP): [*Fundamental Movement Skills*](#)
- **High Five Recreational Leadership:** [*Principles of Healthy Childhood Development*](#) & [*High Five Sport*](#)
- **SportMed BC:** *Sport First Aid Level 1 & Athletic Taping Level 1*
- Canadian Red Cross: [*CPR guidelines and Automated External Defibrillator \(AED\) course*](#)

Additional Information:

None



Policy 6450
INVENTORIES

Adopted: 1998-02-10	Reviewed:	Amended: 2014-05-06
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POLICY

SUBJECT: **INVENTORIES**

The Board of Education believes in the value and importance of accurate record-keeping of the School District's assets. TheTherefore, the Board of Education requires that administrative personnel take an inventory of all school equipment at least once each year and the principal will forward the inventory to the Board Office by June 30th of each year. All serial, or identifying numbers of equipment, will ~~are to~~ be included in the inventory.



POLICY 7210
**RELEASING ~~PUPILS~~ STUDENTS TO
CUSTODIAL CARE**

Adopted: 2000-01-25	Reviewed: n/a	Amended: 2011-11-01
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POLICY

SUBJECT: **RELEASING ~~PUPILS~~ STUDENTS TO CUSTODIAL CARE**

It is the policy of the Board of Education that students will only be released from school into the care of: their legal guardian(s); person(s) with confirmed (written or verbal) permission from their legal guardian(s); or the student's own care, at the discretion of the school-based principal, vice principal or designate~~pupils are only released from schools into the custody of their legal guardians, or into the custody of other persons with the written permission of the parents or legal guardians.~~



POLICY 7210
**RELEASING ~~PUPILS-STUDENTS~~ TO
CUSTODIAL CARE**

Adopted: 2000-01-25	Reviewed: n/a	Amended: 2011-11-01
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REGULATIONS

SUBJECT: **RELEASING ~~PUPILS-STUDENTS~~ TO CUSTODIAL CARE**

General

1. Schools must record in their registers the name(s) of the parent or legal guardians of ~~pupils~~students.
2. The principal, or teacher in charge, should be certain of the identity of any person requesting release of a ~~pupil~~-student from school. If a ~~pupil~~-student is to be released to any individual other than the legal parent or guardian the school should obtain the following information:
 - a) Parental contact should be made ~~if at all possible~~ to verify the custody of the ~~child~~student.
 - b) Name and verification of the person taking custody.
 - c) The reason for custody.
 - d) Where the ~~child~~-student will be, including address and phone number.
 - e) Ensure that the ~~child~~-student understands where they are to go and that they know and feel safe with the person given custody.