



## SCHOOL DISTRICT NO. 64

### POLICY 520 Learning Services

*“Inspire learners, Integrate sustainability,  
Involve community”*

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Section: Learning  
Dates of Revisions:  
Date of Adoption and  
Resolution Number: June 13, 2018 – 76/18

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### **Rationale**

*School District No. 64 Board of Education strives to engage students in ways that inspire healthy, welcoming and safe learning experiences where all students flourish. Engaged students are inspired to be creative and collaborative, to develop goals and passions, and to take responsibility for their own learning.*

### **Policy**

School and district educators plan and coordinate a number of initiatives designed to assist schools in implementing their learning goals. Learning Services staff works directly with schools to provide support, problem-solve when issues arise, and collaboratively develop strategies and frameworks to enhance student learning.

### **Diverse Learning Experiences support all students**

The board is committed to learning for all students in Gulf Islands School District 64. The board recognizes that, for all students to flourish, varied settings, time requirements, and approaches are necessary to achieve success. The board is committed to this in a manner that is sustainable.

### **Students with Special and Individual Needs**

1. The board supports an instructional framework that maximizes success and independence for all learners by:
  - a. encouraging all students to reach their full potential
  - b. engaging all students in challenging programs
  - c. providing opportunities for access to all areas of the curriculum
  - d. recognizing and acknowledging personal achievements of all learners
  
2. The delivery of special education services reflects:
  - a. strengths of individual students
  - b. expertise of the multidisciplinary team members and classroom teachers as they collaborate and make decisions that support high quality learning experiences for each student
  - c. supports that build upon the individual students' strengths

- d. the classroom as the primary site of educational programs
- e. clear tangible supports for the classroom teacher
- f. recognition and celebration of the teaching-learning process
- g. home, school and community partnerships

### **Curriculum, Instruction & Assessment**

The board is committed to the vision of a redesigned curriculum and assessment models that incorporate the development of core competencies across the curricula, promotes mastery of core skills in the primary years, and increasingly personalizes learning for students.

Wherever practicable, the board supports educators collaborating to build frameworks and tools that enhance student learning as reflected by redesigned curriculum instruction and assessment practices.

### **Health and Wellness**

The board is committed to support the health and wellness of each student. School and district counsellors and other staff collaborate with community partners to support student wellness and nurture student resiliency.

### **Transitions**

Smooth transitions into the school district, between schools, and from school to community life contribute to student success. The board is committed to ensuring schools and the district plan and implement effective transition plans for each student.

### **Learning Enhanced by Technology**

The board recognizes that learning can be enhanced by technology. The district endeavours to build, maintain, and enhance technology infrastructure to support learning.

### **References:**

- Policy 100
- Policy 500 - Planning for Learning
- BC Ministry of Education: A Manual of Policies, Procedures and Guidelines
- BC's Curriculum (online) -- <https://curriculum.gov.bc.ca/>