

**DATE:** May 28, 2019

**TO:** Board of Trustees

**FROM:** Trustee Sherry Adams, Policy Review Committee  
Trustee Trisha Estabrooks, Chair, Policy Review Committee  
Trustee Bridget Stirling, Policy Review Committee

**SUBJECT:** Rescindment of Board Policy GHHA.BP Tutoring

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE**

**STAFF:** Marnie Beaudoin, Nancy Petersen

**REFERENCE:** [June 16, 1972 Board Report](#)  
[Trustees' Handbook](#) Section 6.1 – Caucus Committee  
Board Policy CH.BP – Framework for Policy Development and Review

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## ISSUE

The Policy Review Committee is recommending that the Board of Trustees rescind Board Policy GHHA.BP Tutoring.

## BACKGROUND

- As part of their 2018-2019 workplan, the Policy Review committee reviewed Board Policy GHHA.BP Tutoring. The committee conducted research into the original intent and purpose of the policy, how the policy has changed over time, and how the policy aligns within current educational and District context as it is written.
- The Committee's research regarding the original intent of the policy uncovered a report from administration to the Board of Trustees from June 16, 1972, which articulated the reasons for the establishment of the policy. The report included:
  - An acknowledgement of an increasing complexity of the learning needs of students across the District.
  - A recognition of the need to provide individual and small group learning supports to students, beyond that which schools were able to provide. These small group or individual supports were referred to as 'tutoring'.
  - Advocacy to move towards more inclusive learning environments in District schools, through the use of tutoring to provide individual or small group support within the classroom; the intention was that this tutoring was to come at no extra cost to parents.
  - A proposal to see instructional strategies in classrooms that resembled what today would be similar to guided reading, guided math or leveled literacy intervention.
  - A recommendation to advocate for the gathering of provincial data regarding students with different types of special needs.
- The Committee's research into the history of the policy yielded the following information:
  - Following the June 16 report from 1972, Board Policy HHHA.BP Independent Help was developed and approved by the Board of Trustees of the day. This original version of the policy addressed both tutoring and home schooling. In the section on tutoring, the Board approved

- the use of volunteers and private tutors during school hours, where recommended by the principal.
- In 1991, the following changes were made to the policy:
  - The home schooling section was removed to reflect changes to the *School Act*.
  - The authority to approve the use of volunteers and private tutors during school hours was shifted from the Board to the Superintendent.
  - The policy was renamed Board Policy HSHA.BP Tutoring.
- In 2010, changes to Board Policy HSHA.BP Tutoring reflected a shift in the authority to approve the use of volunteers and private tutors during school hours to the school principal.
- The Committee examined a range of board policies and administrative regulations and determined that the intent of the current Board Policy GSHA.BP Tutoring is fully addressed through the following:
  - AA.BP Stakeholder Relations
  - AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
  - FBCE.AR Volunteers - Registration and Records Checks
  - GA.BP Student Programs of Study
  - HA.BP Inclusive Education
  - IA.AR Parent and Community Involvement

## RELATED FACTS

- Research into the original intent and purpose of the board policy on tutoring revealed that the policy was developed as a mechanism to address increasing classroom complexity, and was an attempt to provide individual or small groups of students with targeted learning support using volunteers or private tutors during school hours.
- Initially developed in 1972, Board Policy GSHA.BP Tutoring has undergone a series of changes that shifted the approval for the use of volunteers and private tutors during school hours from the Board to the school principal.
- An examination of existing board policies and administrative regulations has identified several policies and regulations that address the original intent of Board Policy GSHA.BP Tutoring as well as the contemporary understanding of tutoring within a school community.

## RECOMMENDATION

**That Board Policy GSHA.BP Tutoring be rescinded.**

## OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Support the recommendation to rescind Board Policy GSHA.BP Tutoring.
2. Decline to support the recommendation to rescind Board Policy GSHA.BP Tutoring, and direct the Policy Review Committee to continue their work to review the policy.

## CONSIDERATIONS and ANALYSIS

- The direction or topic of the current policy is addressed in other board policies and administrative regulations.
- It is the perspective of the Policy Review Committee that Board Policy GSHA.BP Tutoring is no longer a relevant policy and the committee is recommending that it be rescinded.

- The rescinding of Board Policy GHHA.BP Tutoring would not result in any barriers or limitations to how the District can support student learning.

### **NEXT STEPS**

Upon approval of the recommendation, Board Policy GHHA.BP Tutoring will be removed from the District's policies and will be archived.

### **ATTACHMENTS and APPENDICES**

ATTACHMENT I GHHA.BP Tutoring

ATTACHMENT II GHHA.BP Alignment Chart

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**CODE:** GHHA.BP**EFFECTIVE DATE:** (09-03-2010)**TOPIC:** Tutoring**ISSUE DATE:** (29-06-2015)**REVIEW YEAR:** (2017)

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**POLICY**

The Board recognizes the need, in certain instances, to provide individual and small-group learning assistance to students beyond that which can be provided in regular or special classes.

In support of this, the Principal, with due consideration for the safety and well-being of students, is authorized to approve the use of volunteers and private tutors during normal school hours at no cost to the school.

**REFERENCES**

AA.BP - Stakeholder Relations

DIBA.AR - Liability Insurance for Volunteer Drivers

GICA.AR - Field Trips

HHFA.AR - Supervision of Students

IA.AR - Parent and Community Involvement

The following chart shows alignment of content from Board Policy GHHA.BP Tutoring with board policies and administrative regulations.

<b>Concept addressed in GHHA.BP</b>	<b>Concept addressed through other board policies or administrative regulations</b>
Provision of individual or small-group learning	GA.BP Student Programs of Study (differentiated learning)
	HA.BP Inclusive Education
Safety and well-being of students	AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
Volunteers in schools	AA.BP Stakeholder Relations
	FBCE.AR Volunteers - Registration and Records Checks
	IA.AR Parent and Community Involvement