

This manual was created by the School District #73 BCeSIS Management Committee, to establish standardization of business practices common operational processes, schedules, software configuration and coding within BCeSIS for our District. January 2009

BCESIS STANDARD FUNCTION 5

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BCeSIS Standard Function

A – Administrative Functions as SMC member

Before BCeSIS is used for the first time, its administrative functions must be set up to define the database codes and to control which software operations each user can access. These functions can be set at the enterprise (provincial), district or school level. Because all users share most administrative functions, they have been established at the provincial, level. Administrative functions can be changed only through a set of defined processes.

The administrative function areas of BCeSIS include:

Board/district group codes – These include a code and name for each district under the jurisdiction of the province.

Company file settings – This is an extensive list of the defaults related to the code tables in eSIS.

Diploma types – This table provides the basis for linking graduation and assessment requirements to students and courses. One addition has been made to this table: a school completion, which is not a diploma.

External data exchange – A set of reports using the data exchange interface to accommodate such uses as TRAX, attendance and auto-dialler.

System codes – These are the required codes that have been set up to provide functionality in each of the database sections. They include codes for incident types and course types as well as all the various codes associated with registration.

System set-up – These are the rules that define how sections of the system function, for example, the rules that apply when a student is deleted.

Transportation set-up – For this utility to be fully functional, information about street and catchment boundaries must be entered into the database. At this time we are using a Transportation software separate from BCeSIS.

User security – The set-up for user security must be defined, i.e., what information each group will have access to, who belongs to which groups, whether there are people who need access to students in more than one location, etc. Once the set-up has been defined, individual users can be assigned a user IDSS and password and given access to the

database.

Year-end transition (YET) – This process transitions and archives materials from a current school year and prepares for a new school year. It is very important that schools understand this process and are prepared for this event.

Code management

Enterprise codes (provincial) Definition

Common codes determined by legislation, regulations and policy. These are also referred to as core codes.

Description

These codes contain core information. Fifty-eight per cent of all BCeSIS codes are at the enterprise level. Codes in this category result in a single list of values being shared by all BCeSIS users across the province. Typically, these codes:

are reported to the ministry (e.g., demographic codes), • are available with change of access to student records, • do not overlap in meaning, • are changed via submissions from the ministry, • come under the custodianship of the BCeSIS Service Management Council, and • are changed through a formal review and approved by the Service Management Council. Examples

graduation requirements • provincial courses or all courses • school codes • codes related to funding • withdrawal codes

Enterprise codes (system)

Common codes used by all BCeSIS users. These are also referred to as non-core codes.

Description

These codes contain supplementary information. Codes in this category result in a single list of values being shared by all BCeSIS users across the province. Typically, these codes:

- are available with change of access to student records,
- are changed via submissions/requests from districts or the ministry,
- are changed through informal review and approval from a business working group,
- are managed centrally, and
- are not reported to the ministry.

Examples

- incident categories
- action categories
- medication categories
- room types
- team categories

Enterprise codes (hybrid)

Codes that combine both provincial and system codes.

Description

The assessment code table contains both provincial and system code information. It is the only instance of a hybrid enterprise code.

As provincial assessments are added or deleted, they will be changed at the enterprise level, as are all other provincial codes. When districts wish to add new assessment tools for district or school use, they request the addition and follow the system process.

Examples

Provincial: FSA; Grade 10, 11 and 12 provincial exams

District codes

Codes determined by the school district or school authority.

Description

These codes are of interest to the district or school only. They result in a shared list of values in a district/school. Typically, these codes:

- are managed by the districts according to their own practices,
- are reported only within the school or district,
- are changed by the district/school as required, and may be linked to enterprise codes for reporting.

Different schools can have overlapping meanings for each code, if the district allows it.

Examples

- teams
- departments
- program groups and types
- incident types
- master assessment types
- superintendents
- textbooks
- victim action type

School codes

Codes determined by the school.

Description

Most schools will adopt either enterprise or district codes. Schools may create their own school codes to meet local needs only if the table of values permits and the district approves.

Examples

- attendance codes – linked to enterprise codes (Ex Late, Unex Late, Ex Absent, Unex Absent)
- school day types (school)
- volunteer activities (school)
- fee type (school) – then linked to Master Fee Code List

B – Security

BCeSIS provides a broad range of student information in an easily accessible manner. It is critical that districts establish security processes that safeguard this information from unauthorized access and ensure it is used appropriately.

Three provincial acts outline requirements around security:

- School Act, section 79
- Independent School Act
- Freedom of Information and Protection of Privacy Act (FOIPPA), sections 30 and 32 (public schools)

Reports, records and the Data Submission Order also have security implications.

Security processes

User Access templates have been established based on roles and responsibilities in the district. The roles are:

- Secondary Administrators (Principal, Vice Principals)
- Elementary Administrators (Principal, Vice Principals)
- Secondary Stenos (Secretary in Charge, Steno 1, Counseling Stenos)
- Elementary Stenos
- Secondary Counselors
- Strong Start Facilitators
- Leadership Development (LDP)
- Teacher
- School Support (FNEW, AI, etc.)
- Learning Assistant Resource Teacher
- Resource Room Teacher
- Strong Start Attendance
- District Support Level 1

If there are issues of users' roles that are unique, a BCeSIS Access Request form must be completed requesting the unique security elements. These unique situations will be reviewed and a decision will be made by the staff responsible for data quality and access and/or the BceSIS Management Committee.

Protocol for access to BCeSIS by SD 73 staff:

The BCeSIS Access Request Form must be completed and submitted to the designated staff responsible for data quality and access. The designated staff is responsible to ensure the district standards for BCeSIS are followed.

The BCeSIS Access Request Form can be submitted by:

- Human Resources for new staff hired, and for current staff who are reassigned through Human Resources
- School Administrators who are re-assigning roles for staff at their school level

Before staff are given access to BCeSIS they must have a training plan in place. This must be described on the BceSISs Access Request Form. Depending on the role this training plan can include:

- Mentorship plans
- Formal workshops – District sponsored or school based

Included in the training program must be a review of the FOIPPA rules and agreement to comply by the trainees.

Human Resources will be responsible to notify the designated staff responsible for data quality and access of any staff that leave the employment of the district to ensure their BCeSIS access is terminated.

The designated staff responsible for data quality and access will collect the weekly list of Users Access files from the provincial team.

The user is responsible for ensuring physical security requirements as per **Appendix III: Information for Planning and Physical Security.**

Have users sign a user agreement prior to being given an ID,

Any perceived breach of the BCeSIS Standards or the user agreement will be referred to:

- staff's immediate supervisor for review
- can be referred to the Assistant Superintendent for review

User Security

- No anonymous usernames or IDs may be assigned.
- Do not use automatic or scripted log-on processes.
- Assign a unique user ID, username and password for all BCeSIS users.
- Specify user type (determines the students and schools a user can access)
- Assign security class/role (controls access to BCeSIS forms and reports)
- Specify authority (determines what icons and menus the user can see on the Start screen)
- Define access to program groups (programs related to a specific area of reporting, e.g., ESL or FSL) and program types (type of program within a group)
- Establish security policies to deal with access to student records, both authorized and unauthorized. Regularly audit usage to determine compliance with Board policy
- Appoint a central office user or higher security users to modify board/district information.

- Create and send messages. (These are set up at the district level and can be quite a useful broadcast feature.)

Passwords

- Must be generated and controlled in a manner that maintains the confidentiality and integrity of the password
- Should be known only to the user
- When assigned with new user IDs, passwords should be set but the user is required to establish their own password the first time they log on; this ensures that only the user knows the password.
- Must contain a minimum of eight characters and a maximum of 14
- Must contain characters from three of the following categories: upper case, lower case, numerals or the symbols #, _ or \$. The first character of the user password must be a letter not a number or symbol, as per British Columbia government policy. (This also eliminates possible system issues that can occur with a number or symbol in the first character).
- Should not contain any part of the username.
- Should have an expiration date.
- If a password needs to be reset, an email must be sent to the district helpdesk using the user's School District #73 email account requesting the reset. They will be notified of the change and be given the new password in a secure manner.

Procedures for teachers on call (TOCs)

- For short-term TOCs, school will use manual processes for entering information or printing out class sheets, etc. Classroom attendance will be sent to the office for processing or at the direction of the school, maintained in the teachers' documents for their processing when they return.
- A reasonable rule of thumb is that if the substitute will be replacing the teacher for a week or longer, they should probably be given access to the same information the teacher has by creating a username for the TOC and assigning them the role of the teacher they are replacing in the school. This does include access to the Gradebook of the teacher which is a discussion at the school level to determine if this is acceptable.

Procedures for temporary clerical staff

- Relief secretaries/clerical staff must complete the training for level 1 of BCeSIS before being assigned their username.
- There will be two 'families of schools' set up to provide the Relief Steno's access to the schools in their region (Kamloops Schools, North Thompson Schools). Therefore, Relief Stenos will have to be trained to select the school from the Select School options.
- Access to BCeSIS is restricted as per Security Roles described above.

C – School Descriptions

BCeSIS will contain a basic description of each school, supplemented by details provided at the school and district level. This information — contacts, programs, courses, scheduling, room and staff maintenance, school calendar information — is the heart of operations of the education system, so it is important to keep it current and accurate.

School Closure Procedures

If the school is currently active within BCeSIS but is to be closed next year, do not set up a school schedule or grades in Next Year. The absence of these two items will prevent the admittance of students into the school once Year-end Transition completes.

After YET has been processed:

- Remove the check boxes on School Details denoting the days the school meets.
- Remove the entries on School Details denoting the superintendent, family of schools and area of schools; this will by default remove this school from security profiles that are set up with these parameters.
- Check out your users' security to ensure you have no school or itinerant users still pointed to this closed school.

D – Admission

The key to success is understanding that there is only one record for each student and that access to that record is changed as required.

Admission is the process of entering student data into BCeSIS. It is completed only once for each student. Once a student is admitted and a record created in BCeSIS, the student can be registered in a school or program. Correctly following the admission and registration processes will ensure better-quality data and greater efficiency for all current and future BCeSIS users.

All the fields in the BCeSIS demographic loop that appear in bold type are required. Users should ensure that information has been entered accurately in all these fields prior to leaving the demographic loop.

Admission processes

Verify identity and eligibility

- The student's legal name, date of birth and gender are required elements of the demographic file held in BCeSIS and must be validated by the school with information that reflects entries appearing on legal documents relating to civil (e.g., immigration or citizenship) status. As reviewed in # 3 below, the school registering the student should first do a search for the student to reduce the chances of creating a duplicate student record.
- To attend school in B.C., the student must be at least five years old by the end of the calendar year in which they start. Documentation showing they are a Canadian citizen, permanent resident or international student is also required.
- Student who are attending a Strong Start Center must be enrolled and the same requirements identified above apply.
- Students are school age until the school year in which they turn 19.

Review original documentation

- Canadian citizens and permanent residents must provide Canadian documentation as listed in 1.1.1 below.
- Foreign documentation will only be accepted for international students. The legal documents listed in 1.1.1 and 1.1.2 provide acceptable proof of identity and eligibility.

- If a student transfers from a non-BCeSIS school and there are differences between the information on their school application/registration form and the official documentation, use the information on the official document with the most recent issue date.
- Where there is a discrepancy between information in the student's previous record and an official document supplied by the parent/guardian, consult with the PEN department to confirm which information is correct. This will prevent the student from receiving two PEN numbers.

Canadian citizens or permanent residents

- permanent residence card
- provincial identification card
- passport
- Canadian birth certificate
- marriage certificate
- Indian status card
- Canadian citizenship card
- Canadian driver's licence
- confirmation of permanent residence (IMM5292)
- Canadian immigration record of landing (IMM 1000, not valid after June 2002)
- Canadian adoption order
- Canadian court order approving legal change of name

International students

- birth certificate (with English translation)
- passport/visa
- study permit
- parent/guardian study or work permit

Obtaining parental verification

- At the time of admission, a parent/guardian must complete and sign the District approved Student Enrollment Form. A student is not to be enrolled in the school until the school's administrator has signed the form.
- The registration form includes a statement advising parents/guardians for what purpose and consistent use the information is being collected: "The information on this form is collected under the authority of the School Act. Information is used for Ministry of Education reporting: demographic, enrollment, budget, facility, transportation and other school operations. It will be kept secure and confidential, in accordance with the Freedom of Information and Protection of Privacy Act.
- If the school or district plans to make the information collected available in a recognizable form to any service provider or third party for reasons other than that

for which the information was originally collected, the parent/guardian must sign a separate consent form .For that consent to be meaningful, parents/guardians should have the opportunity to review the information and know what they are consenting to.

- Consent must be renewed each time information is provided to a service provider or third party for a different reason. Districts/schools will informing parents that consent will be carried over from one year to the next unless the parent requests removal of consent. If consent is to be carried over, parents must be made aware in writing of any changes in information-sharing practices and then be given the opportunity to renew or deny consent.
- If consent is not obtained, the student's information must not be provided to any service providers or third parties for reasons other than those for which it was originally collected.

Search for duplicate

BCeSIS will contain only one record for each student. When a student moves from one school to another, the access to that record changes. A new record is not created each time a student moves.

- Search the BCeSIS database for an existing record to determine if the student has been previously admitted into the BCeSIS system.
- To eliminate the possibility of creating a duplicate student record, a search must be conducted for every new student seeking admission to a BCeSIS school.
- Search by legal last name, gender and birth date to identify any previously entered records. (Remember that the BCeSIS date format for birth date is DD-MMM-YYYY.)
- If a duplicate record is identified, notify the BCeSIS District helpdesk immediately by completing an email using the duplicate record template they have established.

What to do if No BCeSIS record is found

If BCeSIS does not have a record for the student, contact their last school to confirm that the student has withdrawn and to request a copy of their record.

Existing BCeSIS record is found

If the student already has a record in BCeSIS, notify the other school to request a release of access to the student record, if the previous school has not withdrawn the student. This request is triggered by the parent/guardian signature on a registration request.

The release of the record should occur within one business day.

If a student is leaving a school/district, the school of record must provide a withdrawal form for the student. The pre-transition process must not begin until the student's new school/district has registered the student and requested that the pretransition of the student's record occur.

Enter demographic data

Collect student demographic information by completing the required fields in the BCeSIS demographic loop. (The first two screens are mandatory, while the required entries on the remaining ten screens are determined at the district level.) Update demographic information at least once a year.

PEN number

- There is no manual entry of PEN numbers at the school or district level.
- A PEN extract occurs as follows:
 - First extract will be submitted on the first night that the student is active in the production database.
 - The turnaround time is quick, unless a district has not reviewed the PEN report and continues to have duplicate records. When the extract is returned, BCeSIS will reject any records with PENs that match PENs in existing records.
 - If a student has received more than one PEN or there is a request from the PEN department to change the PEN for a student, the school can submit an email to the district helpdesk who will submit a BCeSIS heat ticket to have the PEN removed for that student. It will then be repopulated through the regular PEN process with the correct number.

Legal Last Name

- Schools must enter a student's entire legal surname.
- If the student has more than one legal last name, enter them in the same order as they appear on the acceptable documentation as defined by the ministry.

Married women can use their maiden or married name as their legal surname, as long as it is the same as the surname on the acceptable official document. A copy of the marriage certificate is required.

Legal given names (first and middle)

- Students must provide all of their legal given names and provide documentation such as a permanent resident card.
- If more than one name appears on a student's acceptable official document, enter them in the order they appear on that document. (Use the complete name in the Legal Name fields and the preferred name in the Usual Name fields.)
- If a student does not have a middle name, the Legal Middle Name field must remain blank and the box must be checked, indicating no middle name.
- A usual name is the name the student would prefer to be called.
- Name(s) referred to in the remarks area of the immigration document, which indicates "...the name(s) should read..." or "...the client's full name is..." may also be usual names and may appear in the Usual Name fields only. Get clarification before entering data.

| Entering Legal Names | |
|--|---|
| Rule | Example |
| Hyphenated given names should be coded as one name. | Jean-François |
| Continuous versus hyphenated names. Check that the style the student enters matches the legal documentation. Students will sometimes write differently on the registration form. | Names are detached (e.g., Xiao Xin) on the official document, and the student runs them together (i.e., Xiaoxin) or vice versa. |
| No nicknames or short forms are permitted in the Legal Name fields. | Robert cannot be entered as Bob. Don't accept names in this field such as Buzz, Zinger, etc., unless they appear on the legal document. |
| Students of Asian heritage often have multiple names that together make up a single given name. These should all be put in the Legal Given Name field whenever possible. Follow the rules above for formatting such names. | Code as per legal document. |
| Some international students may place the surname first. Obtain clarification from a second acceptable legal document or the parent(s) before entering the data. | Lao is the surname for Lao Sun Lee Hung. |
| It should be entered in the Legal Surname field. Students with a legal name including a suffix such as Jr. or III. | Enter the suffix with the legal last name. Don't use the suffix field on the demographic screen. |

Date of birth

- This must reflect the information on the acceptable official document.
- If a student submits a passport, use the birth date on it.
- On the Record of Landing, Study Permits and Confirmation of Permanent Residence forms, the date of birth is clearly stated under "Date of Birth" or "Date de Naissance." These forms use the format of day/month/year.
- To help prevent transposition of date information, the BCeSIS standard for date entry

is DD-MMM-YYYY, e.g., 12-MAY-2005.

Gender

- Should be coded as it appears on the official document.
- Gender is shown in Box 8 on the immigration papers and is indicated by the number 1 (male) or 2 (female).

Address fields

All addresses entered into BCeSIS must conform to Canada Post conventions to minimize data quality issues. Some examples follow. See Appendix V for details and for lists of abbreviations.

| Rule | Example |
|--|------------------|
| Street: This is the official name recognized by each municipality. It cannot be translated. There is no space between a numerical street name with an ordinal or an alphanumeric character. | 2nd St 36A St |
| Street Type: Use common abbreviations, but do not use periods. | St Ave |
| In some instances the street type is also the street name. | Parkway |
| Street Direction: Use the common one-or two-letter abbreviation. Do not use periods. | NW SE |
| Postal Code: Must be in upper case and have one space between the first three and the last three characters. | V8X 3X1 |
| Post Office Box: Do not use the # symbol or its French equivalent, n ^o , or any other punctuation. | Box 301 |
| Station Information: Must be present to direct mail to the proper postal installation when there is more than one within a municipality. Use the abbreviation for station without any punctuation. | STN A |
| Province: Should always be entered using the recognized two-letter abbreviation. BC ON Rural Route: Do not use either the # symbol or punctuation. | RR 3 |
| General Delivery: Should be the two-letter abbreviation without punctuation. | GD |

Students may not be able to provide an address when they apply for admission to school. For example, a student may apply in the spring for admission the next school year. Inform parents of their responsibility to notify the school of changes to student information within 20 days or in compliance with district policy knowing they will be moving during the summer. To permit processing of the information necessary to schedule the student, schools are all asked to follow the same process:

- 000 Unknown St will be entered as the street address.
- Under the Common View menu choose Notes and enter an Address Update note with a follow-up date. This will create a pop-up screen that reminds the user to enter a correct address at a later date. This will not work if a student is trying to gain admission to one BCeSIS school within the province while still registered at another BCeSIS school. Students can be cross-enrolled to the school they are moving to for the next school year if that school is also on BCeSIS.
- Confirm any custody situations that need to be documented.
- If a student requests that a contact (parent, guardian) be removed from their demographic information, the school should obtain written confirmation from the individual in question to ensure they will no longer be participating in the student's education. Exceptions are if the contact person dies or the student reaches the age of 19.
- All information entered should be the appropriate mixture of upper and lower case. Do not enter information with the Caps Lock button on.

Update information

Update the student's required demographic information (the Student Box on the Basic Student Demographics screen) only if there is new legal documentation verifying that change is necessary. An example would be if Citizenship Canada were to correct information on an official immigration document that had contained an error. In this case, the student would have to provide new, corrected immigration papers in order to have a change made.

If the student's name has been changed officially, the student must provide a copy of the court order approving the legal change of name or a legal name change certificate.

E – Registration

Following admission, a student must be registered in an education program. Registration determines the student's class assignments and schedule and enables attendance to be taken.

There are three ways to register students in BCeSIS.

Single student during admission

This process is used if the student is beginning their program at the time of admission (e.g., seeks admission in September and is starting classes right away).

Single student after admission

This process would be used for a student who wishes to be admitted to the school but will not be attending until a later date (e.g., seeks admission in May for the following year).

Group of students (mass register)

This is done for existing students who are continuing (i.e., not withdrawing). Year-end Transition sets student records to a status of admitted. Mass Registration is the process that takes these students and registers them at or soon after the beginning of the school year for the purpose of initiating attendance-taking.

Students in this group who are No Shows (i.e., do not appear at the school in which they are registered) can be reverse-registered and then either transferred to a district school or withdrawn. A student may concurrently register at more than one school. This is known as cross-enrollment. BCeSIS permits the schools involved to share access to the student's record.

Cross-enrollment

Each cross-enrolled student must designate a school of record, which is commonly referred to as the student's home school.

School of record

It is the student's choice which school or schools to attend. The school of record will be determined by:

- majority of courses taken
- student/parent choice

Note: In the case of grades K -9 funding will be allocated to the school of record and any required transfer of funds will be arranged between schools. For grades 10, 11, 12, Secondary Ungraded and Graduated Adult, funds will be distributed to each of the schools based on the # of courses taken at each school. Please see 1701 reporting process for details on this resolution process:

www.bced.gov.bc.ca/datacollections/

If there is an equal number of credits at each school, the parent/student needs to confirm in writing which school they wish to designate as the school of record.

School of record's responsibilities

- For grades K – 9 the school of record will be responsible for reporting the student to the ministry, using the funding processes. It is up to the school boards or independent authority involved in the cross-enrolled student's education program to work out an agreement as to any transfer of funding as required.
- The school of record is responsible for the overall educational program of the student and for tracking their progress through to graduation.
- For grades K – 9 the school of record is responsible for producing a report card for the student. For grades 10, 11, 12, SU and GA schools are responsible for preparing report cards for the courses taken at their school.
- Records for students cross-enrolled in both BCeSIS and non-BCeSIS schools should be sent to the BCeSIS school for input into the system.

Withdrawal

When a student withdraws from a BCeSIS school, the withdrawal date is the day after the student's last day of attendance.

If a student is transferring to a BCeSIS school no hardcopy of the PSR is required to be printed since all records are available to the new home school.

If the student is transferring to a non-BCeSIS school (inside or outside British Columbia), the school which the student is withdrawing from is responsible for printing a Permanent Student Record (PSR) containing demographic information, courses, grades and historical information. The PSR is then mailed to the receiving school. However, the student's electronic record remains within the BCeSIS database for future admission to another BCeSIS school. A new record is not created for the student, as the original

BCeSIS record is not deleted.

If a student is transferring to an out-of-province school the same rules apply as if the student were transferring to a non-BCeSIS school in province.

No show

There are two ways for a school to remove a student who has been admitted for a future semester or for the following year but who never attends.

- If the student has chosen to attend another BCeSIS school within the same district, and if this is their first entry into a BCeSIS school, the school to which the student was originally admitted but never attended may No Show them, then select Transfer instead of WD and enter the name of the school the student will be attending. (This school must be notified of the transfer, as the system does not advise them that it has occurred.) This quickly and efficiently moves the student's records and access rights to the school they will attend.

Note: To use the No Show process, make sure the No Show setting in the district company file settings under Withdrawal is Yes.

No Show affects two types of students: Those that have been in BCeSIS before and those that are new to BCeSIS.

- For those students who have been in a BCeSIS school before, when a No Show is performed, the student's record reverts back to the prior school. There are no delete or transfer options.

For those students who are new to BCeSIS, two choices are available to be made: Transfer or Delete.

- A No Show Transfer delivers the record from the school the student was admitted to, to the school the student is actually at. Admission and registration dates can be modified to accurately reflect the student's attendance in the school they are attending.
- Deleting a record is an option if a student has never been in BCeSIS before and no other school has requested that student's record. When one deletes a record, that record is not recoverable as it is removed from the database. The benefits to deleting a student over withdrawing are twofold, both dealing with data quality:

First, if the student is eventually picked up by a BCeSIS school, that school will be able to accurately enter attendance data for all days. When the

withdrawal process is used, even for one day, it potentially creates inaccurate data. This is because the new school will be unable to enter attendance data for the dates that the Withdrawing school has identified that the student was admitted there.

Second, an inaccurate admission/withdrawal record is created against the student's history. Technically, when a student never shows up at the BCeSIS school, the admission record must be taken to mean an admission request that has been rescinded. Deletion is the most appropriate action.

Withdrawing students during the year with completed courses

You can withdraw a student with completed courses that have NO provincial exams at any time during the year since the final course marks will be transferred to the Credit Details screen as part of the procedure.

You **MUST** keep a student in a cross enrolled state even after they have completed all the courses at your school until the provincial marks have been uploaded. Then you can withdraw the student.

If you have a student mid year that is leaving your school with a completed course which has a provincial mark pending, cross enroll with the school the student is going to, and transfer home school status to that new school. Then when the marks are uploaded, you can withdraw as a cross enrolled school.

Deceased student

If a student dies, they are withdrawn; the withdrawal code "retirement" is used, and the reason is "death." This code is not to be used for any other reason.

F – Courses

A course is defined in legislation as an organized set of learning activities in a subject area that meet the learning outcomes set out in the applicable educational program guide listed in Ministerial Order 333/99, the Educational Program Guide Order, and includes a Board/Authority Authorized (BAA) course, a ministry course and independent directed studies.

BCeSIS defines courses as units of learning for all subject areas from kindergarten to grade 9 and for traditional courses in grades 10, 11 and 12.

BCeSIS contains a complete registry or course catalog for all subjects and courses, from which schools can select customized course offerings and manage student learning toward graduation. The catalog contains more than 7,000 provincial, locally developed, career preparation and Board/Authority Authorized courses and generic codes.

BAA courses are described in:

www.bced.gov.bc.ca/graduation/boardauth.htm

[www.bced.gov.bc.ca/policy/policies/board_authority .htm](http://www.bced.gov.bc.ca/policy/policies/board_authority.htm)

Among the terms used to describe courses are:

Course title – The official title of the course as it appears on the transcript of grades.

Course code – A unique, ten-character alphanumeric code for each course area.

Course definition – A brief description of each course.

Learning outcomes – Expectations of student learning as documented in the curriculum guide (IRP).

Course credits – The numerical value of a grade 10, 11 or 12 course. One credit is approximately 30 hours of instruction; a full course is 4 credits or approximately 120 hours.

Grade level – The normal grade in which the course is offered.

Start date – The date that the course first became available for credit. Students may have completed external course(s) before the reporting start date, but do not record any course as being completed before the reporting start date.

Enterprise course catalogue

- Schools cannot assign a course unless it is loaded into BCeSIS at the enterprise level and then brought to the district level.
- New courses and codes are added regularly to the catalogue.
- The catalogue is searchable by course code, course name, subject area and grade level.
- The district must search the provincial catalogue first and bring into the district course catalogue all courses it wishes to have for use.

- Schools may then adopt any of the district courses for the school catalogue.

Course codes

The course code is a unique, ten-character alphanumeric code that is assigned to every course in BCeSIS. The first seven characters are determined provincially, and the remaining three are available for schools and districts to assign as required to meet local needs.

- The first character (M) identifies one of ten different course types.
- The next four characters (AMA-) identify the course code.
- The following two characters (12) represent the grade level (and/or subsection, such as 12A or 12C).
- The remaining three characters (---) are available for each school or district to create a unique code for specific designations such as honours, modified, etc.
- Course codes do not need to contain a letter or number in each of the ten spaces; they may also include a placeholder character such as -, unless the spaces occur at the end of the code.

There is also a set of codes that may be used for activities that do not qualify as courses.

Standard and non-standard courses

When a course is entered into BCeSIS at the enterprise level, there is a place to indicate whether it is standard (Nonstandard = No) or non-standard (Non-standard = Yes). With few exceptions, ministry-authorized courses and their French versions are Non-standard = No; in other words, they are standard courses. Districts and schools must use them with the credit values and diploma categories set at the enterprise level.

Non-standard = Yes courses, on the other hand, allow districts to set the appropriate credit value and diploma category. Schools are able to change the credit value if districts leave them credit value options. This category would include ministry-authorized grade 10 Fine Arts and Applied Skills courses with 2 or 4 credits and all Board/Authority Authorized courses.

The diploma category for Non-standard = Yes courses needs to be set at the district level, so if a particular course is offered in more than one school in the district and has different diploma categories and credit values, more than one version of the course must be created at the district level.

Middle years courses

Courses for grades 6 to 9 have coding based on whether they have an IRP, meet the legislative definition of a course or are modified/non-course activities. Courses that have IRPs and meet the ministry definition of a course begin with either M for ministry course or F for ministry course taught in the French language.

Courses that do not have ministry-defined IRPs but are offered by schools and meet the definition of a course may be defined using the XLD code, indicating locally developed, and then be given the name defined by the district, school or authority.

Other activities that do not meet the requirements to be defined as a course would be coded using XAT. (See description for Assigned Time further on in this section.)

Graduation program courses

These courses have been designated as meeting one of the diploma categories. These designations enable the user to determine the graduation status of secondary students. See Graduation section for further details:
www.bced.gov.bc.ca/exams/handbook/

Student transcripts are coded. When they are pulled up, the BCeSIS system puts them into the correct sections of the transcript.

Credit restrictions by code (anti-requisites)

When courses are restricted for credit, they are deemed to be equivalent to other credit courses. Credit restrictions (antirequisites) prevent students from receiving double credit for successfully completing the same learning outcomes.

If a student takes two courses restricted for credit, both will be reported on their transcript. However, credit toward graduation will be given only to the course with the greater number of credits and the higher final percentage (as per the Graduation Handbook). It is the principal's responsibility to ensure that students do not obtain double credit. When the student's transcript is pulled up, it is coded, and the system will put the credits in the correct sections of the transcript. BCeSIS has built-in credit restrictions, however; whenever equivalent credit is being given, the current course credits should be checked first.

For example, a student wishing to receive credit for outside dance learning should not use this documentation to receive credit for both Dance 11 Performance and Royal Academy of Dance

11 External Credentials. These two courses would have different seven-character codes but may have the same learning outcomes. Courses taken within the school that have the same seven-character codes with variations in the last three characters and different names would not both receive credit. This would be determined by the anti-requisite settings in BCeSIS.

Selecting courses for use in the district or school

BCeSIS maintains the entire set of provincial, BAA and Special Ed courses, Districts must select the courses to be used in their district and add them to the district course catalog. Schools may then populate their course catalogs by selecting from the district course catalog.

Course types

All B.C. courses and codes are maintained within the BCeSIS course catalog. It contains eight types of courses:

| | |
|---|-----------------------------|
| M | Ministry |
| F | French |
| I | International Baccalaureate |
| A | Advanced Placement |
| P | Post-secondary |
| U | External |
| C | Career Preparation |
| Y | Board/Authority Authorized |
| X | Locally Developed |

Ministry-developed — standard

Courses developed by the Ministry of Education and published as IRPs or program guides in all subject areas from kindergarten to grade 9 and specific courses in grades 10, 11 and 12.

Board/Authority Authorized (BAA) — nonstandard

Grade 10, 11 and 12 courses developed or offered at the district or school level that meet standard requirements set by the Ministry of Education as outlined in the Board/Authority Authorized Course Order and that have been approved by a school board or independent school authority (Ministerial Order M298/04).

School districts may use only approved BAA courses for which the ministry has assigned

codes in BCeSIS. Prior to developing or submitting new courses for approval, districts should review the course catalogue for similar BAA course offerings. New course codes are created only when the course learning outcomes are significantly different from those of any existing BAA course.

For each new BAA course, school boards are required to send the course name, grade level and authorization date to the ministry on form 1526. Upon review of the form, a new course code will be assigned and added to BCeSIS. The requesting school board will be notified of course code assignment upon entry into BCeSIS.

Independent schools should consult with the Office of the Inspector of Independent Schools regarding the procedure for obtaining ministry course codes for BAA courses.

Independent Directed Studies (IDS) — nonstandard

These are student-initiated courses based on the learning outcomes of ministry-developed or Board/Authority Authorized courses in grades 10, 11 and 12. Students pursue learning outcomes beyond those normally taught in the classroom for 1, 2, 3 or 4 credits.

When students complete a portion of the outcomes for a course, schools may report their achievement to the ministry using IDS coding to assign partial credits.

Schools can use the IDS policy in relation to any ministry-developed, locally developed or BAA course for 1, 2, 3 or 4 credits.

In the current TRAX system, Ministry of Education, there are nine course codes for reporting: IDS 10A, IDS 10B, IDS 10C, IDS 11A, IDS 11B, IDS 11C, IDS 12A, IDS 12B and IDS 12C.

Note: Currently, BCeSIS has the same IDS courses entered as TRAX, grades 10–12, A, B and C versions. The credit value has not been defined, and schools will be able to enter 1, 2, 3 or 4 credits for each IDS course.

External credentials

These are approved courses or credentials developed outside the ministry and approved for use by the ministry. Students take them outside the classroom for credit toward graduation.

Post-secondary

Dual credits for post-secondary courses that lead to a credential from a post-secondary institution.

Special Education activities

BCeSIS users and the ministry have recognized a gap in the coding structure for ministry funding. Students who are unable to meet learning outcomes at subject and grade level require an alternative code that is recognized for funding purposes, can be applied to any activity name, can be reported and does not carry credit. To assign such activities using these codes, the student:

- must have a designated special needs funding category,
- must have an Individual Educational Plan (IEP),
- must be receiving an educational program and/or support to meet the goals of their IEP,
- must be assigned this activity because it is being used to assist them in meeting one or more of the IEP goals,
- requires modification of the curriculum because the student is unable to meet the learning outcomes for authorized courses at subject and grade level.

The following is a sample of the set of course codes (refer to the Handbook of Procedures for the full listing of available codes) that the ministry funding software will recognize as accepted activities for identified students on an IEP:

- XSIEP 8A, 8B, 8C, etc.
- XSIEP 9A, 9B, 9C, etc.
- XSIEP 10A, 10B, 10C, etc.
- XSIEP 11A, 11B, 11C etc.
- XSIEP 12A, 12B, 12C, etc.

Assigned time

This category is for non-credit activities that require a course code for scheduling purposes. The BCeSIS course catalog contains codes for non-credit activities such as learning assistance (K – 9), study period and homeroom.

Note: Starting in September 2008 Grades 10, 11 and 12 will receive funding for support blocks through the use of the XSPBK course code.

These activities must use assigned time codes, as they do not qualify as courses and would not appear in the provincial course handbook. The core code for each assigned

time code is XAT--followed by the grade.

There is also a XAT--00 code that denotes Assigned Time Ungraded and may be used for any activity that does not require a grade level to be assigned.

Additional XAT codes have been added for the specific use of certain jurisdictions. These are noted as Non Standard, Not Recommended. School boards/authorities using these codes assume the risk for their use and the impacts from system changes and transitions longer term.

Each grade level of the XAT code may be used up to 99 times. As these non-credit activities do not carry over into course history, each school may use the XAT codes to suit its own purposes and may use them differently each year if required. Two or more schools in the same district can use the same code with a different description. This provides the flexibility of nearly 500 codes available to deal with the various non-credit activities that need placeholders in the timetable.

Career Preparation (CP)

These locally developed courses are included in the package of courses that make up a career program. Career programs are local education programs focusing on a career or career sector; they include a work experience component. Note: Career programs closed in August 2006.

For students in the 1995 Graduation Program (52 credits), up to 24 credits of CP courses can count towards graduation.

For students in the 2004 Graduation Program, CP courses do not count towards graduation. Boards and authorities should be converting existing CP courses to BAA courses.

G - Elementary curriculum

The elementary curriculum model contains the provincial curriculum standards for K to 7 and the primary and intermediate performance scales. These provide the framework for elementary teachers to evaluate their students and report to parents on the students' progress based on the provincial learning outcomes.

Processes

Only one model is available for K to 7 in B.C. It is titled Provincial Curriculum Standards Model under the Administration menu.

- Level 1 — IRP/subject
- Level 2 — Grade
- Level 3 — Organizer
- Level 4 — Sub-organizer
- Level 5 — Learning Outcomes

Performance Scales for each IRP are chosen based on grade level. These have been entered at the enterprise level, with the Kindergarten Performance Scale designated for K, the Primary Performance Scale designated for grades 1 to 3 and the Intermediate Performance Scale designated for grades 4 through 7 in this module.

The Kindergarten Performance Scale is a three-point scale:

- 1 Exceeding expectations
- 2 Meeting expectations
- 3 Approaching expectations

The Primary Performance Scale for grades 1 to 3 is a four-point scale:

- 1 Exceeding expectations
- 2 Meeting expectations
- 3 Approaching expectations
- 4 Not yet meeting expectations

Note: The three common points have the same number; the different point is the fourth number.

The Intermediate Performance Scale is the same as the scale for grades 4 to 12 in the Provincial Letter Grades Order (definitions are in abbreviated form):

- A Excellent/Outstanding Performance
- B Very Good Performance
- C+ Good Performance

C Satisfactory Performance
C- Minimally Acceptable Performance
F Failing/Failed
I In Progress
SG Standing Granted
TS Transfer Standing
W Withdrawn

****** NG for No Grade, or any other placeholder used by districts in the past, is not recognized by the system.***

H – Attendance

BCeSIS has a comprehensive attendance-tracking section. When determining how to use the attendance features, schools should keep in mind that not all models of education in B.C. involve the traditional classroom. The definition of attendance must therefore be broad enough to accommodate all models.

Processes

- Schools have the option of taking daily or period attendance, based on the set-up of the School Details and Calendar.
- Attendance can also be taken using the Teacher Assistant function.
- Daily attendance can be taken by homeroom or specific period.
- The Student Absences screen displays a student’s attendance details for the current year.
- Attendance history can be reviewed for present and previous years.
- Notify parent/guardian in a timely manner in the event of non-attendance. This may be a single event or a cumulative problem.
- Use attendance to verify missed learning. (When entering attendance, do not choose Not Applicable, or the absence totals will not be in the calculation for reporting on report cards.)
- Attendance can be taken using the Attendance function in BCeSIS or by using the Teacher Assistant attendance function. (See the section on Teacher Assistant for further details.)
- Both daily and period attendance options provide a variety of ways of entering attendance: - daily mass entry
 - mass sign-in/sign-out entry
 - sign-in/sign-out entry
 - full-day/multi-day absences by student
 - homeroom entry (daily only)
 - class entry
 - team/club entry
 - class trip entry
 - bus entry
- Remember that attendance becomes visible to the new school when a student transfers. Districts and schools should refer to FOIPPA (where applicable) to ensure that the information becoming available is in compliance.
- Attendance may be rolled over as a summary or detail at year-end. If you are choosing to roll over detail, it would be helpful to ask the following questions:
 - What do we need to know to continue supporting the student’s educational program?
 - Are we keeping this information because we always have, or does it help the

student's learning?

- If a parent/guardian is signed up for Parent Assistant (when/if it is activated) and a secondary student requests that the parent/guardian not have access to that level of information 24/7, it is recommended that this issue is best settled between the student and their parent/guardian at the school level.

I – Student Achievement

This area of BCeSIS provides the format for collecting, storing and reporting on student performance. It has significant overlap with the sections on courses, graduation, and assessment and evaluation. Reports may be generated for district and school staff to analyze their progress on improving student achievement.

Processes

- Gathering information about what the student has learned can be done in detail using Teacher Assistant.
- Grade information may be entered into BCeSIS mark records using Teacher Assistant or manual entry, or by importing grades from third-party software.
- Student achievement also involves clear communication to parents/guardians.
- Historical records are created at year-end so that a student's progress through to diploma is available to the school of record and may be transferred with the student.
- The report cards developed for BCeSIS provide a choice about where comments are drawn from.
- Teacher Assistant: Teachers can develop a bank of comments related to their subject area(s) and learning outcomes or create anecdotal comments.
- School comments: Teachers can also include brief comments from the school databank.
- Parents may find comments from various sources helpful in supporting their children's learning improvement.

Mark set-up

All mark entries in BCeSIS will use the provincial mark scale. See:
www.bced.gov.bc.ca/legislation/schoollaw/e/m19294.pdf

- | | |
|----|--|
| A | 86% – 100% |
| B | 73% – 85% |
| C+ | 67% – 72% |
| C | 60% – 66% |
| C- | 50% – 59% |
| F | 0 – 49% |
| I | In Progress. May be assigned at any time during the school year but must be converted to a letter grade: <ul style="list-style-type: none">○ when recording on the permanent student record card,○ before submission to the ministry for inclusion on that student's transcript of grades, and○ before a student's records are transferred to another school, unless there is agreement between the principals of the two schools to defer the conversion of the I letter grade. |

| | |
|------------------|--|
| RM | Requirements Met – For use with Graduation Transitions 12 Only |
| W | Withdrawal |
| SG | Standing Granted. May only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school. |
| TS | Transfer Standing. May be granted by the principal, vice principal or director of instruction in charge of the school on the basis of an examination of records from an institution other than the school. Letter grades may also be granted on the basis of that examination as an alternative to TS. |
| AEG | Aegrotat. May be granted to a student who is unable to write the provincial exam due to serious illness or injury. The student would receive standing in the course based on the school mark. |
| Challenge Credit | for undocumented prior learning for ministry-developed or BAA courses in grades 10, 11 or 12. Can be given a letter grade, SG or TS. |
| Equivalency | Documented learning from outside the British Columbia school system that is deemed equivalent to the learning outcomes of a ministry-developed or BAA course in grades 10, 11 or 12. Can be counted as credit. |

Final grades

The reporting of final grades or comments varies according to the grade level of the program or course:

- Student progress reports for kindergarten to grade 3 must be in writing.
- The final report for grades 4 to 9 must contain letter grades. 40
- Term and final reports must contain percentages for courses numbered 11 or 12 on the Grad 1995 program and courses numbered 10, 11 or 12 on the Grad 2004 program (as determined by designated diploma category in the course directory).
- Students on an IEP who are unable to demonstrate the ability to meet the expected learning outcomes and who require modifications to participate in an educational program still receive a final grade based on their achievement against the Learning Outcomes of their IEP. A written comment stating that the grade is for modified work must accompany the grade.

Work Habits

The requirement to report on work habits is found at www.bced.gov.bc.ca/legislation/schoollaw/e/m19194.pdf under Schedule 2, section 1(g).

The standardized report card templates utilize the following work habit descriptors:

(Note: School District #73 practice is not to use “E”)

Good (G)

Satisfactory (S)

Needs improvement (N)

Grades in BCeSIS

Grades may be:

- posted from the Teacher Assistant section into the Mark Reporting section of BCeSIS. This process also permits the key operator to see who has and has not completed mark entry in preparation for printing report cards.
- imported from third-party grade books where the export file from the third-party software can be configured to match the specifications required by BCeSIS for importation.
- manually entered.

Teacher Assistant contains a grade book for teachers to track student progress through the learning outcomes for the program or course. This provides teachers with real-time information about students entering and withdrawing from their classes. Final grades can be sent seamlessly from here to Mark Reporting, and teachers can create/keep comments for reporting.

Interim reports for parents can be created from Teacher Assistant, and if/when the Parent Assistant function is implemented, parents will be able to get a real-time update of their child’s progress.

Assessment and standard testing

The assessment section of BCeSIS contains a combination of core and non-core coding information. All provincial exams and assessments, including grade 10, 11 and 12 exams, are core. However, other standardized tests and assessment tools required by the district or schools will be entered in this section at the request of the district and school authorities. This will be done centrally to avoid duplication and to maintain a common coding for all BCeSIS districts and schools.

The BCeSIS database uses two similar terms in this section: Standardized Tests and Standard Tests. These terms are synonymous. Districts are not able to set any of the values in the code tables associated with Standardized Tests and cannot change any of the code values.

Districts and public or independent schools may adopt an assessment from the enterprise selection and then enter detailed assessment information relative to the district or school using the assessment.

Processes

Choose Standardized Test/Assessment from the Administration menu.

- Select the assessments your district will use. This is done through **Administration/Standardized Test/District Standardized Tests**. Select assessments from the provincial list and add to the district list.
- Once the district list has been created, the school can create its own list by choosing **Administration/Standardized Test/School Standardized Tests** and following the same process.

Provincial exams

For information on the TRAX processes, please refer to the Report information on an Ministry Reporting section of this manual. Exam marks for individual student by provincial exams will be returned into BCeSIS (if the TRAX printing a Student report to the Ministry was generated from BCeSIS). Marks Standard Test Summary will be loaded as sub-scores for the standard test, which will automatically set them up to appear on the Mark Entry from Standardized Tests screen. Once YET is run, these will then roll over to become a part of Credit Details in history.

Permanent Student Record (PSR) cards

Districts must use the most current PSR form 1704 (revised 12/04), PSB 048 (revised 1995) to print the demographics directly on the card.

- Older versions are not necessarily in the same alignment and will not all work.
- The ability to print demographic labels for attaching to PSR cards is provided.

If Permanent Student Record Form 1704 data are stored in electronic format: the school must be capable of recreating the data in case of a system failure,

- printouts must represent the fields in the same order as on the form,
- printouts should read as one of the following:
 - ****Copy Only---Master resident at school****
 - ****Obsolete Copy---Record Transferred****

- ****Master Copy---Do Not Destroy****
- printouts should clearly display the date and time of production and the school and system from which they have been produced, and
- the form must be printed and stored when the student leaves the British Columbia school system.

Scheduling

A goal of this implementation program is for BCeSIS to have all students being educated in British Columbia on one student information system. To accomplish this, BCeSIS must be able to handle a variety of scheduling models in the one system:

- Extended day for schools that operate or wish to operate on a different time schedule.
- Year-round schedule for schools currently operating on a year-round schedule in a regular school, distance education schools and schools offering continuous progress models of education.
- Single-, dual- and multi-track timetabling options for schools that offer or wish to offer more than one learning or calendar option within the same school — for example, traditional and continuous learning models in the same building or traditional and year-round learning calendars in the same building.
- A single student enrolled in courses in more than one school.

The system is very robust and can support this variety of flexible educational alternatives. The parameters for schools offering such alternatives would have to be set up in prescheduling.

The scheduler in BCeSIS permits the school to enter a manually created schedule or to build a Master Timetable automatically based on student course selections after the required restraints have been added.

Using Master Timetable Builder, simulations may be run as many times as desired prior to the year-end process.

The Master Timetable to be used in the new school year must be in place prior to running YET. Manual changes and student timetable changes may be made once the year-end process has been run, but mass simulations can no longer be run.

Pre-scheduling processes

- Pretransition needs to be completed so all students who will be in the school for the next year are entered in the Next Year and option sheets can be printed for each student, including those who will be moving in from feeder schools.
- This pretransition enables students to be cross-enrolled for scheduling and assigning homerooms.

- If a student is leaving a school/district, the school of record must provide a withdrawal form for the student. The pretransition process must not begin until the student's new school/district has registered the student and requested that the pretransition of the student's record occur.
- Do not make any changes to the current year School Details screen until after year-end transition (YET).
- Pre-scheduling activities must be completed prior to the completion of the Master Timetable for the next year.

Scheduling processes

- All schedule-building activities must be completed prior to YET.
- The Timetable can be updated manually after YET using the Course Section Maintenance screen.

J - Graduation and Diplomas

British Columbia's graduation program defines the grade 10, 11 and 12 courses required to earn credits toward graduation. BCeSIS tracks courses and credits completed for a student, produces reports that indicate portion completed and credits yet needed and provides detailed transcript information for students who have completed their graduation requirements.

Processes

By linking diploma courses to exam requirements, BCeSIS automatically produces the necessary information for the Ministry of Education about the number of students requiring exams, what exams are required and when.

This function of BCeSIS reduces the requirement for the submission, verification and tracking of information for each exam period. Currently, three graduation diplomas are recognized. As these are ministry-prescribed and required for B.C. students to graduate, they have been set up at the enterprise level for use by all schools and districts.

The following information has been set up in the student information system under Administration> Diploma>Diploma Types:

2004 Graduation Program – 80 credits, start date

Currently, there are 1,904 grade 10 – 12 courses available. This includes ministry-developed English and French version courses, External, IB, AP, PSI and BAA courses.

1995 Graduation Program – 52 credits, LD limit, start date

Currently, there are 6,323 grade 11 – 12 courses available. This includes ministry-developed English and French version courses, External, IB, AP, PSI, BAA, CP and LD courses.

Adult Graduation Program – 20 credits (5 courses), start date, age requirement

Currently, there are 777 grade 11 and 12 courses available. This includes full 4-credit ministry-developed English and French version courses, External, IB, AP and PSI courses.

School Completion Certificate Program – This is not a graduation program and has no required course or credit attached. The School Completion Certificate Program has been added as a diploma in BCeSIS to provide school staff with the ability to track students who are on a modified program and/or who will be unable to meet graduation

requirements. All students receiving the School Completion Certificate Program credential will be issued transcripts showing all successfully completed credit and non-credit grade 10–12 courses. For specific details and requirements of the new SCCP please check the following Ministry of Education Web site:

www.bced.gov.bc.ca/graduation/completion/

- The number of tests required has been linked for each diploma category with required course names for English and French version courses.
- When a student takes a course that requires a provincial exam, that link (which has been established at the enterprise level) will automatically trigger an exam for that student for the appropriate exam period.
- Where equivalency has been granted for a course that would normally require an exam, a different set of procedures must be followed for entering that course into grades or course history. Refer to the courses section, special cases, Q codes for more information.

Diplomas

B.C. secondary schools recognize three graduation diplomas: the 2004, 1995 and adult graduation programs. Using these three diplomas, BCeSIS can calculate courses and credits completed by students and determine if graduation requirements have been met. Every student who is taking courses that will be credited towards graduation must have a diploma selected in the Diploma screen.

When a student is new to a school and enrolled in grade 10, 11 or 12, or when a student begins a program that contains graduation program courses, the type of diploma the student is working toward must be entered. This may be done as a group for a grade transitioning at year-end or by Mass Assignment after YET has run.

Thousands of graduation program courses are available through standard courses that have been either ministry or board/authority approved. For each of these courses, the Credit Details screen will list courses that students have completed, with final marks and credits earned, up to the current school year. Final marks and/or credits earned by a student during a current school year are posted to Credit Details during year-end transition or are entered manually. For diplomas to calculate correctly, it is important that all course information be entered accurately in Credit Details.

Types of courses that might need to be added manually to Credit Details would include credits earned for all grade 10–12 level courses completed at a school not using BCeSIS, new external credentials that have been completed and courses earned through equivalency and challenge. All diploma information from a previous BCeSIS school will move with a student transferring to another BCeSIS school.

General processes for diploma

All diploma information from a previous BCeSIS school will be available to the new school when a student is transferring to another BCeSIS school.

When a student is new to the school and enrolled in grade 10, 11 or 12, or when a student begins a program that contains graduation courses, the type of diploma the student is working toward must be entered. This may be done as a group for a grade transitioning at year-end. If it is not done as a group, it will have to be entered for each individual student once the year-end process has been run.

Schools can verify the position a student is in relative to completing their diploma requirements at any time through the reports process.

Students who have qualified for graduation before the year-end process can also be transitioned.

Diploma calculations – setting credits and diploma categories

Locally developed courses do not have their diploma categories or credits set, since they are determined by the school district based on graduation program rules. Districts will need to set diploma categories and credits for their nonstandard courses. Locally developed non-standard courses include:

- BAA (Board/Authority Authorized grades 11 and 12) 1995 Graduation Program
- BAA (Board/Authority Authorized) 2004 Graduation Program
- LD (Locally Developed grades 11-12) 1995 Graduation Program only
- CP (Career Preparation grades 11-12) 1995 Graduation Program only

Fine Arts and/or Applied Skills diploma categories for the above courses are determined locally through the development and authorization process. In some instances the course may not meet either of these diploma categories and may be used as an elective.

Districts/authorities will need to develop a process to gather diploma category information from each of their schools that offer grade 10 to 12 locally authorized courses, to guide the setting of diploma categories and number of credits.

Graduation Transitions – 2004 graduation requirement

Starting in the September 1, 2007 school year, Graduation Transitions English and French replaces the Graduation Portfolio Assessment found in the original 2004 graduation program. All BC secondary school students who are enrolled in Grade 10, 11 or 12 as of September 1, 2007, and beyond must demonstrate they have met the following requirements for:

- Personal Health -maintain a personal health plan and participate in at least 80 hours of moderate to vigorous physical activity, in addition to PE10.
- Community Connections -participate in at least 30 hours of work experience and/or community service and describe what was learned.
- Career and Life -complete a transition plan and present significant accomplishments.

K - Incident Management

Students are required by both the School Act and the Independent School Act to comply with the school rules and code of conduct and with district rules and policies. Should an incident or accident occur as a result of non-compliance, or if it results in injury, the school needs a mechanism for recording the events that took place. BCeSIS provides the mechanism for recording incidents and contains the accident reporting mechanism required by the Ministry of Finance's risk management branch.

Processes

Incident information is a particularly sensitive area for students, parents and schools. It is something that parents are quite concerned about, so each district should have a policy about what information is recorded, when it is recorded and how long it will be kept. Once incidents are in the system they can be very difficult to remove, so serious review should occur before an incident is entered.

Enterprise categories were developed by the BCeSIS data standards group to standardize procedures for incidents and actions. These categories provide consistency for the information that is stored and transferred with students.

Each district and school can create its own incident and action tables, but these are linked to the appropriate enterprise table. There is a process for minor infractions that do not follow the student and a process for ongoing concerns and incidents that do become archived and follow the student.

Incident/action codes

Each district/school will develop a directory of incident and action codes and descriptions for the codes. Each code must have an enterprise level category linked to it. These categories appear on the Student Incident Details screen as Incident Ext. Code. This is a non-core table, so requests can be made for additions if schools find there is not a suitable category for a particular type of incident or action.

Student or school incident

When an incident occurs, the person dealing with it must make a decision about its severity. However, an incident entered as a "school" incident will transfer with the student and may be archived at year-end. There is a box on the Student Incident Details screen titled Delete on Transition which, when checked, will cause that incident to be deleted at year-end. ***Our district practice is to ensure all recorded incidents stay as part of the students record and the option to remove an incident at time of transition is NOT***

ticked.

Important steps

Action type – Entering information in the Action Taken screen permits the school to track the action taken and follow up as necessary.

Parent contacted – If the incident was severe enough in nature to warrant parent contact, this can be recorded (type of contact, person contacted, date and notes).

Notes – There are narrative screens in the Student Incident Details screen and the Disposition screen where additional information may be typed in free form. This is useful for capturing information in a timely manner.

Injury – Should an incident occur that results in injury to one or more students, complete the full details required by the Ministry of Finance’s risk management branch on the Injury and Accident Details screen.

L – Fees

This refers to money collected at the school or district level for a specific purpose authorized by the district fees policy. BCeSIS has a comprehensive module for assigning fees to courses and/or students as well as for accounting for fees collected by student, teacher, course and date for reconciliation. The system also provides a variety of reports that can be printed and the option of carrying over the fees owed to the next school year or transferring fees for another activity.

Processes

- Fees are authorized according to local school board authority.
- Schools enter the codes and descriptions for the fees to be charged.
- Receipts need to be issued when fees are collected. These can be done in a batch, where the fees are being submitted by a teacher who has collected them, or individually, where a student has paid their own fees directly. At this time BCeSIS does not have the capacity to upload direct deposit information related to fees.
- A summary of daily deposits and fee adjustments is available to balance money collected.
- Each school must publish a clear waiver policy for parents so parents who cannot afford the fees have an option to still have their children participate.
- Schools should identify a process for crediting an account with money for a student whose fees have been waived, while still protecting the student's privacy.

Fees and student transfer processes

- When a student is being withdrawn, the user can choose to keep fees active or to archive them.
- If fees are kept active, when a student returns to the same school at a later date, the record will show unpaid fees.
- If fees are archived, the fees that are still owed will appear on the fee record in a different colour.
- The user is prompted with a message that the student has fees owing prior to withdrawal. The user is asked whether they want to continue giving the school the opportunity to request that fees be addressed prior to completion of the transfer.
- The fees do not transfer with the student, but a note about outstanding fees can be made in the transfer record so the receiving school is aware that the student has some fees to clear at the previous school.
- Refer to FOIPPA information when determining how to maintain confidentiality for students who cannot afford fees.

M – Year-end Transition (YET)

YET is the process of archiving current year files to close out the current school year and prepare records for the next school year. This sets up the new school year as the current active one on the database.

This process will be new and very different for most schools. Districts and schools will need to do very special preparation for it, especially during the first time through YET, because information on this system cannot be restored for an individual school.

YET is an annual process. It does not allow users to roll over various sections of their database at different times. Everything is rolled over at the same time for everyone in the province. This is not an optional activity. Processing begins on August 1 or the closest weekend and may take several days to complete.

Processes

- During the time YET is being run, end users will not be able to access BCeSIS.
- The BCeSIS project team will run reports to determine if districts/schools have completed the necessary tasks for YET. Districts and schools will be contacted if there are issues.
- Completion of YET tasks:
 - All tasks that must be completed before YET are listed in the current year YET timeline. As these tasks/processes may vary from year to year, new instructions will be issued every year.
 - Pretransition needs to be done for scheduling. This may begin as early as February but must be completed by the dates specified in the current year YET timeline.
 - No conversions will be allowed during final processing of pretransition until the completion of YET. This period is in July; please refer to the current year YET timeline for specific dates.
- Schools completing data conversion into production prior to YET must convert into the current school year, not the next school year, to avoid date issues after YET.

N – Teacher Assistant

This is the teacher gradebook module of BCeSIS. It gives teachers a timely, hands-on way to collect, track and record information that they can then share with students and parents. Teachers will be able to post grades and assignment information to Parent Assistant when/if it is activated. Parents, in turn, may leave an electronic message for the teacher, who is able to respond through Teacher Assistant.

As well as enhancing school-parent communications about student progress and achievement, this tool can provide teachers with information on which to base decisions about their own practice.

Processes

Preconfiguration of Teacher Assistant to determine the settings for all users in that school/district for:

- Observation types
- Assessment types
- Textbooks
- Textbook condition
- Company File settings (letter category, number of marks, attendance settings)
- Security
- Reporting periods

Using Teacher Assistant:

- Teacher will need to set preferences for mark calculation, including weighting scales.
- The mark scale used in Teacher Assistant should be the same as the one in BCeSIS, as this is a provincially mandated scale.
- Teachers can determine the Failure Threshold for assessments.
- Various types of weighting are available. To better understand the impact the weight of any given assessment has on the student's overall grade, teachers can display what happens when weightings change or when just raw scores are used.
- Teacher Assistant permits transfer of classes from one teacher to another, which supports teachers who receive a change of assignment during the term or those who are taking over a class due to a leave situation.
- Shared Access to a gradebook is another setting that may be checked. Before doing this, ensure that the information being shared is required by the other person and is in compliance with FOIPPA. This is an excellent tool to support team teaching and teacher/student teacher situations.
- Teachers can create a comment bank relative to the learning outcomes of their courses. These are smart comments and will put the appropriate name and pronouns in when used.

- Teachers can also type anecdotal comments for reporting purposes.
- Alerts on the student roster readily make teachers aware of student concerns. These can include the need for adaptations or modifications to a student's class and assigned work. The ability to set alerts is determined by the security settings associated with different roles within the application. Schools and districts will ultimately determine which individuals within a school will be assigned the roles capable of setting alerts.
- When a coach enters information about student absence for trips, this appears on the teacher's attendance in Teacher Assistant.

O – Student Services

Student Services Standards

The Student Services module provides an integrated approach to managing the processes and documentation involved in providing school-based, district and provincial supports for students with diverse learning needs. It gives professionals immediate access to the key information they need to make timely and informed decisions when receiving new students or reviewing the placement of current students. By tracking historical data, Student Services also makes it possible to measure student progress and program effectiveness related to specific student needs.

The module also has a number of features that support collaboration, such as the ability to set agendas, keep records of meetings and track communication among participants, including ample space for notes and comments.

Related orders and policies – Special Education Services Manual IEP Order:
www.bced.gov.bc.ca/legislation/schoollaw/e/m638-95.pdf

Modes

Schools currently have two modes for using the Student Services module:

- **Basic** – With the basic mode, users can only enter information about eligibility for ministry funding. Access is provided through a specific set of Student Services security roles and can be designated to a support role for Student Services.
- **Full** – This mode enables the school and district to access the full range of functionality available through this module, such as tracking the student from referral through assessment and review; and the development and management of Individual Education Plans

Determination of Eligibility

- A student can only be identified in only one educational category for funding.
- Do not enter multiple eligibilities to document services offered that are related to another ministry category. This could cause problems with 1701 reporting. It could also cause confusion in terms of historical information, because it may be difficult to interpret what category a student was funded for in any given year. Information of this sort should be added to the memo field under the Notes and Comments tab.
- Once eligibility for a category of special needs has been determined based on the ministry's Special Education Guidelines, confirm that the audit checklist for that category has been reviewed by clicking the Complete button. This must be done before the record can be finalized.
- Eligibility for a category of special needs must be finalized in order to report a

- student with special needs to the ministry.
- Eligibility should be left active on transfer/withdrawal as an indicator to the receiving school that this is a special needs student with a historical record of IEPs and support.
- When it is determined that the educational category for funding needs to be changed, this must be done through the Exit Special Education function to close the current designation. Then enter the eligibility information for the new designation.
- Districts should limit access to the delete function to only a few individuals who will control which eligibility records are deleted.
- Only eligibility records that have been entered in error should be deleted. All other records should become a part of the student's history.

Notes and Comments

- A Notes and Comments tab exists in both basic and full modes.
 - No entries are required to finalize an eligibility. However, the tab should be used to capture information that would assist future case managers or schools in placing this student, e.g.
 - Additional information documenting services offered relating to another ministry category. or
 - Parent was invited to provide input but declined to do so, or
 - Parent has requested that the student not be identified, although the student meets all criteria for a specific eligibility.

Students Services Full

The following standards are in addition to those defined for Student Services Basic use.

Staff Access

- Access to the Student Services Full mode is limited by security role and the security roles for Student Services are distinct and separate from the regular BCeSIS security.
- These roles are assigned by approval of the designated District Administrator for Student Services.
- Persons with School Administrator roles for Student Services should determine the level of access at the school level and assign Case Managers.
- Access to specific student information within the module should be limited by the following question:
 - Does the specific staff member need to have access to the information based on their level of interaction with the student, or their administrative responsibilities?
- Use of the delete function requires Student Services administrative approval and only limited information can be deleted.

- Maintenance of the historical integrity of records should always be the paramount priority when determining whether to delete information or not
- The entry of reports / findings by external professionals should be controlled by a school based individual so reports can be finalized
 - External experts can access the module online to view and enter limited information
 - Unless these individuals are identified in the Staff Maintenance module for a school, they are unable to have write privileges in Student Services Module

IEP Requirements

- Requirement to complete an IEP
 - An IEP is required by Ministry Policy as soon as practical after the student is identified as a student with special needs
- The IEP module provides the user with all the necessary tools to generate an IEP that meets Ministry Policy standards.
- Districts should develop a strategy for making changes to IEPs that ensures an accurate and complete history is maintained for the student.
- To ensure the integrity of student records by creating a version history, all Finalized IEPs should be updated by using the Amend function. The Re-open IEP function should not be used without express approval from the Student Services administrator for the district, or their designate, in accordance with District Policy, in the rare event that it is authorized.
- An IEP, by policy, is current for one year from the date it is created.
- The IEP should be completed fully as this information will be available to the next school the student attends.

Contact Logs

- A good tool to capture all communication between educators and service providers and the parents/guardians of the student
- Access to this function is optional and should be based on the policies and processes of the school/district/authority

Progress Reports for IEP Goals

- Progress is reported at the objective level for goals in the IEP
- Access to this function can be available to each person responsible for entering progress information on one or more of the objectives (based on the assignment of a Student Services role), or the Case Manager can maintain responsibility for this activity
- These are tied to the school reporting periods

Consultants/Assessments

- It is recommended that schools/districts/authorities create a set of guidelines for this section based on privacy, parent/guardian permissions, and necessary information for sound educational placement

Service Plans

- This is an opportunity for schools to capture support information for students who do not meet eligibility criteria or who have not yet been identified
- Use of this feature will provide sound information to a receiving school for such a student and better enable that school to create a quality educational placement

Service Reports

- For students who do not have an eligibility, but are receiving support via a Service Plan, the individual assigned as responsible for progress reporting can enter these reports either:
 - Directly into the Student Services module if the person is on the staff of the school and has the appropriate Student Services Security role; or
 - By providing the Case Manager with the information "

Transfer of Student

- All information from the IEP, contact logs, historical information, etc. is available to the next school when a student moves from one BCeSIS school using Student Services Full to another school using Student Services Full
- Schools/districts should have a policy in place to deal with Psych Ed assessment information if these are going to be stored in the Student Services module

P - Parent Assistant

Under review

Q - Ministry Reporting Processes

This section explains how BCeSIS affects the processes used to report information to the Ministry of Education and to receive information related to student data from the ministry.

One of the major benefits of using BCeSIS is that the ministry will be automating many of the reporting processes through this system, relieving participating districts of the administrative and technical burden of creating data files for submission and making annual adjustments to the file format.

School districts will still maintain control over the data to be collected and sent to the ministry. BCeSIS will prepare the data for submission, and any format changes will be maintained and updated annually as needed at no additional cost to users.

Reasons for collecting data

The Ministry of Education co-governs K–12 education with school boards: boards, public schools and independent schools deliver education services locally, while the ministry provides leadership, develops policy and legislation, oversees system governance, sets results-based standards and develops accountability frameworks.

Data collection supports the ministry's mandate in five key areas:

- **Providing funding** – Allocate resources for the education system (e.g., distribute per-student operating grants, provide unique-characteristics operating grants).
- **Establishing governance structures** – Oversee the governance of the system as a whole (e.g., establish school boards, accountability framework).
- **Setting educational standards** – Establish and communicate system-wide, outcome-based standards for student performance (e.g., set graduation requirements, develop results-based curriculum standards).
- **Monitoring student performance** – Develop and implement system-wide measures for student performance (e.g., develop student achievement measures, apply accountability framework).
- **Reporting results to the public** – Prepare and distribute student-achievement reports to the public, school districts, schools and stakeholders (e.g., communicate results and future direction through the service plan, publish results of provincial exams, Foundation Skills Assessment and satisfaction surveys).

Personal Education Number (PEN)

The data collected by the PEN system to identify and match students with a unique identifier that will follow them through their education career in B.C. consists of:

- student's legal name (surname, first name, middle name)
- student's preferred name (surname, first name, middle name)
- student's birthdate (DDMMYYYY)
- student's gender
- student's home postal code (A#A#A#)
- student number in local student administration system for details. (BCeSIS)

Process

As students are registered in BCeSIS, users will not be allowed to enter the PEN field. This will be done by the system based on a match of the student's data. If the student is returning to the same school or is coming from another BCeSIS school, the data will be available through a lookup within the system.

If a PEN is not found within the BCeSIS database, the record will be flagged and will be sent to the ministry for verification or assignment of a new PEN as needed. This will be done behind the scenes as a batch process on a regular basis, with the results entered electronically into the appropriate PEN field.

Students coming from schools not on BCeSIS but not new to the B.C. education system will be matched quickly. However, students new to the system may take a day or two to be verified and assigned a new PEN.

The BCeSIS user will not need to do anything to assist or prompt this service. As more and more schools join the BCeSIS system, the search for the student will be more immediate.

PEN report

Schools on BCeSIS will receive the PEN activity report via email to their registered contact on the PEN Web system. For details on how to register, see: www.bced.gov.bc.ca/pen/schools/account_setup.htm. The IDS file will be automatically uploaded to BCeSIS, so the additional step of uploading this data to your system will not be required.

If the report indicates that a PEN could not be assigned for any reason, the school should take the appropriate action to correct or clarify this information promptly, as the system will simply resubmit the student data during the next run. The school will continue to receive the same report until the error is corrected.

Student-level data (Form 1701)

Processes and timelines for collecting student-level data are detailed on the ministry's Web site: <http://www.bced.gov.bc.ca/datacollections/september/>

The data extract must be created on September 30 as per ministry policy. Save the file to disk or folder and run it through the ministry's Web-based verification manager.

Process overview

The 1701 process is very similar to the processes followed in using other software. Schools/districts can run 1701 reports to examine their data and correct errors at any time. Schools/districts can also generate a 1701 extract prior to September 30 and run it through the verification manager to identify errors and correct the data in BCeSIS. After September 30 all errors must be corrected in the verification manager before final submission of the extract to the ministry. These corrections must also be made to the data in BCeSIS.

Further refinements to BCeSIS will include integration and streamlining of the verification software functionality into BCeSIS, including the ability to:

- verify data (data should be edited at source),
- receive summary reports, and
- submit the file to the ministry.

Further streamlining will include electronic resolution of duplicates (if required) and electronic receipt of final sign-off reports, with a means to approve.

Certification (TRAX)

The ministry collects data on graduation program examination courses and non-examinable courses in the school year the courses are completed for students in grades 10 (2004 Graduation Program only) and 11 and 12 (1995 and 2004 Graduation Programs) and for adults in grade 11 or 12 courses working towards the Adult Graduation Program. Details of this data transfer are found in the Handbook of Procedures for the Graduation Program, available online at www.bced.gov.bc.ca/exams/handbook/.

The three files that are transferred to TRAX are:

- demographic data (DEM file)
- course data (CRS file)
- exam registration data (XAM file)

These three files will be prepared by BCeSIS in a very similar manner to the 1701 report. BCeSIS provides the means to check your data before submitting, then prepares the files for transfer to the ministry. Once the file is prepared, BCeSIS users will submit the file to the Turbo-TRAX software only for the purposes of file review.

R - Business Continuity/Disaster Recovery

This section gives school districts an overview of:

- the service provider's disaster recovery plan,
- the circumstances under which the system may not be available, and
- the data that may be lost and may have to be stored or recovered by alternative methods.

Each district is responsible for creating its own Disaster Recovery Plan. This information will help districts develop their own policies and practices for dealing with potential loss of service to the BCeSIS database.

How each district is affected and at what level

School

Because BCeSIS is Web-based, the data can be updated from an off site location with Internet access that is unaffected by the localized failure. Teachers may also be able to access Teacher Assistant from home and to update attendance, grades, etc.

Should an individual school experience an equipment failure, power outage or network issue, there should be no need to restore historical information post-recovery, as this information would not be affected by a localized failure.

In this instance, recovery will require an updating of essential data from the time of the outage to the time of recovery. (District policy will determine what data is essential. The function table later in this section may serve as a guide in this process.)

District

There are two possible scenarios to consider:

- Only the district office is affected by a localized failure.
- The entire district is affected by a district systems failure. The situation is likely to be similar to a localized school outage. Recovery will not involve restoration of historical information, but it will require maintenance of key data during the outage and a process for updating the database with that information once functionality is restored.

In this scenario, as in the localized school outage scenario, Web access may still be available from a site not affected by the district system failure, and it may be

possible to keep some data up to date using alternative sites.

District/schools also need a plan for updating the database once the system is recovered. Only in a catastrophic event would this be required for an extended period (more than five days). No Web-based access to any part of the database would be available from any site during such a failure.

Disaster recovery plan overview

Business function areas

District/authority plans should consider essential functional areas, time of school year processes, alternative data maintenance methods and recovery methods.

The table below provides a summary of the business function areas of BCeSIS, critical data elements and times of significant data requirements (number of x's indicate criticality):

| Function | Duration (in days) | | | Time of Year | | | | | | Critical Activities |
|---------------------|--------------------|-----|-----|--------------|-----|-----|-----|-----|-----|---|
| | <2 | 2-5 | >5 | A-S | O-N | D-J | F-M | A-M | J-J | |
| Admission | x | xx | xxx | xxx | x | x | xx | xx | x | Enrolling students in the school without creating duplicate records |
| Registration | x | xx | xxx | xxx | | | xx | | | The ability to create timetables for new registrations in middle and secondary schools. |
| Courses | | | xx | | | x | xx | xx | xx | Preparing for and running the process of course selection and scheduling |
| Attendance | x | xx | xxx | x | x | x | x | x | x | Some form of attendance must be kept for each school day. |
| Student Achievement | | x | xx | | xx | | xx | xx | xx | Teachers require a tool for recording grades on activities, and report cards must be produced as close as possible to scheduled reporting |

| | | | | | | | | | | |
|---------------------|----|----|-----|-----|---|----|----|---|-----|--|
| Scheduling | | | x | x | | xx | xx | | x | This should not be an issue, as unless there is a catastrophic event, the system should not be rendered unavailable for longer than one week. |
| Graduation | | | | x | x | | x | | xxx | Graduation information is required for participation in grad ceremonies and more critically, for admission to post-secondary. |
| Incident Management | xx | x | x | x | x | x | x | x | x | Some form of record must be maintained for all school incidents. |
| Fees | | x | xx | xxx | x | x | xx | x | x | Fees need to be collected to permit certain activities to occur, and any collection of money must be recorded |
| Ministry Reporting | x | xx | xxx | xx | x | | xx | | xx | This has two aspects: the current processes for exam registers, funding and transcripts; and when these processes are integrated with BCeSIS. Under the second scenario, the ministry will need to have plans in place for continuity with loss of service for more than five days |
| Year-end | | | xx | xxx | | | | | | Currently, this is a single event at the beginning of August. It would only impact school business in the event of an outage of more than five days t |
| Teacher Assistant | x | xx | xxx | x | x | x | x | x | x | Teachers must be able to record attendance daily and be able to input grades. They also need |

| | | | | | | | | | | |
|--------------------------------------|--|---|----|---|----|---|----|---|----|---|
| | | | | | | | | | | access to the ability to report progress to parents. |
| Elementary Curriculum | | x | xx | x | xx | x | xx | x | xx | This may be elementary teachers' marking tool and will be their reporting tool. |
| Parent Assistant (when/if activated) | | | | | | | | | | It will be inconvenient for districts using this for course selection and for parents using it to monitor attendance, where there are issues. |

Paper copy Records

- class lists – multiple copies that may be used for attendance, fee collection check-off, mark entry, etc.
- emergency lists with parent and emergency contact information for storage with emergency materials according to school disaster plan
- homeroom lists (where applicable)
- student timetables
- timetable change form
- incident reporting form
- admission form

Documents Refresh Cycles

Refresh cycles will vary with type of school, location (is the population in the area fairly static or very mobile?), time during the school year and level of system use. Each school should use their district and/or school policy to include all materials that are determined to be essential for the different periods of outage and to establish refresh cycles.

Strategy for Managing Change

Code requests

- User notifies district L1 staff of need for code.
- District L1 gathers further information, creates a change request and submits it to the BCeSIS help desk.

- Help desk logs the request and forwards it to the BCeSIS project team.
- Project team determines whether the request affects a provincial code table (enterprise core table) or a system code table (enterprise non-core table).
 - Requests for changes to provincial tables other than the courses table will be forwarded to the appropriate ministry department. BAA requests for additions to the courses table will follow ministry processes for approving course requests as well as those outlined in the Managing Student Information Manual.
 - System code requests will be checked to see whether a similar request already exists and whether the request complies with the School Interoperability Framework (SIF). If it does not, a code will be found that accommodates the request and is SIF-compliant. The district will be notified and asked to approve the alternative. The change request will then be posted to the forum for review and impact assessment by the OSWG, which will have two days to post responses.
- OSWG will approve the request or ask the district for further information.
 - Requests that are approved will be submitted for entry into the system. Districts will be told when this happens; the timing will depend on how the change affects schools in production.
 - Requests that need further clarification or that raise concerns will be re-evaluated through feedback from district contacts.
- OSWG will meet at least monthly to recommend updates and additions to the Managing Student Information Manual. New material will be posted to the ISW.

Software enhancements/new versions or changes to operating practices

- The Software Enhancement Working Group (SEWG) informs OSWG about any enhancement or new version that is being implemented. For processes and timelines, please refer to SEWG's Strategy for Managing Enhancement Requests,
- OSWG reviews the software documentation and decides whether to update the Managing Student Information Manual.
- A final draft is created for review for one week by OSWG members.
- A Final approval is obtained at OSWG's monthly meeting.
- The final version is posted on the ISW for feedback from district contacts before being added to this manual.

Changes in Ministry of Education legislation or policy

- Legislation or policy is changed, requiring a change in practices in schools/districts.
- If the software must be modified to accommodate the change, OSWG will follow the process outlined above for changes resulting from enhancements, new versions of the software or changes to operating practices. If the change can be accommodated in the current version of the software but requires some changes to practice in schools/districts, OSWG moves directly to step 3 below.
- OSWG reviews the legislative/policy changes and assesses the impact on standards and operating procedures.
- A draft version of standards documentation is created and circulated to OSWG members for one week for review. The draft is then distributed to appropriate ministry staff for review and approval.
- A final version of the documentation is developed for review and approval at the monthly OSWG meeting.
- This final version is posted on the ISW for feedback from district contacts prior to being added to the Managing Student Information Manual.

S - Privacy and Security

Audits

Provincial legislation governs how the education community may collect, use, disclose, store and dispose of personal information. The Freedom of Information and Protection of Privacy Act (FOIPPA) applies to school districts, while the Personal Information Protection Act (PIPA) covers independent schools that are private businesses.

Just as a breach of privacy can destroy trust and damage relationships between parents and schools, demonstrating compliance with data protection principles can build trust. One way of doing this is to carry out regular privacy and security audits (PSAs). A PSA will help to:

- identify non-compliance issues and/or detect risks in privacy and security protection management, and
- maintain compliance with FOIPPA and PIPA.

The PSA is a flexible tool for assessing compliance with legislation, internal policies, codes of conduct or contractual obligations. If the aim is to assure staff about compliance, the PSA can be carried out in-house or by a third party. If the purpose is to offer external assurances, a separate body could conduct the PSA.

How to conduct a privacy audit

School districts need to know what they have in the way of BCeSIS-related personal information, where it is stored and how it is currently managed.

A PSA involves three steps. They may be performed together or in order.

- Take an inventory of BCeSIS-related personal information.
- Identify information needs within the district.
- Identify current information management practices, including how and why you collect, use and disclose personal information.

If you are using the PSA as a self-assessment tool, there is no obligation to make the findings public. Explain to staff involved in the PSA that it is not a test; its purpose is not to embarrass them or to call people to task. The sole purpose of a PSA at this stage is to collect information that can be used in planning and developing a privacy and security program.

Taking an inventory

Begin the PSA by taking an inventory of the existing records and information management policies and practices as they pertain to BCeSIS. The time and effort involved will vary depending on the complexity of your information holdings. For example, you may collect personal information about students, parents, teachers and other employees.

You will need to determine how each function in the school or district collects, uses or discloses BCeSIS-related personal information as well as how that information is managed and by whom.

Information needs and practices

Once you have identified what personal information you have and where it is held, the next step is to fully understand how and why it is collected, used and disclosed.

You will need to determine how and why all the types of BCeSIS-related personal information your school or district holds are necessary to a particular function and its operations. The reasons why personal information is collected, used and disclosed, along with who can see what, when, where, how and why, should all be identified, documented and analyzed. This is an essential step if you want to know whether information management practices are compliant with FOIPPA or PIPA.

In auditing information needs and practices, you could use questionnaires, in-depth interviews, group discussions, file and policy reviews, sampling or other means of identifying information practices. Regardless of the methods, be sure the review is comprehensive and covers all operations as they pertain to BCeSIS.

Legislative requirements for privacy

Part 3 of the Freedom of Information and Protection of Privacy Act (FOIPPA) governs the collection, protection, retention, use and disclosure of all personal information by public bodies.

FOIPPA defines the Ministry of Education and school boards as public bodies. No personal information may be collected by or for a public body unless authorized under FOIPPA, and no public body may contract out of its obligations under FOIPPA.

FOIPPA is available online at www.qp.gov.bc.ca/statreg/stat/F/96165_01.htm.

- The sections that apply to school districts are:
- 26) Purpose for which personal information may be collected
- (27) How personal information is to be collected
- (28) Accuracy of personal information
- (29) Right to request correction of personal information
- (30) Protection of personal information
- (31) Retention of personal information
- (32) Use of personal information
- (33) Disclosure of personal information
- (34) Definition of consistent purposes
- (35) Disclosure for research or statistical purposes
- (36) Disclosure for archival or historical purposes

The Personal Information Protection Act covers independent schools unless they are deemed a public body under FOIPPA. The Federation of Independent Schools Association provides templates for personal information privacy policy for use by independent schools on its Web site:

www.bced.gov.bc.ca/independentschools/is_resources/pipa_act.htm

T - BCeSIS best practices

Staff

- Have a comprehensive written security/privacy policy for system usage setting out practices that comply with sections 26 to 36 in Part 3 of FOIPPA. The policy should designate a management-level employee (and a management-level contractor representative, where a contract is in place) as responsible for privacy/security practices (the privacy/security contract).
- Agreements between school districts and their employees should include confidentiality obligations, acceptance of obligations, consequences for breaches of privacy rights and an obligation to advise the school district's privacy/security contact in the event that an employee becomes aware of an actual or potential unauthorized system access, use or disclosure.
- Have in place a privacy/security awareness program for employees to reinforce the "need-to-know" principle and to guard against unauthorized access, use, modification, disclosure or disposal of personal information.
- When an employee leaves, revoke their system access privileges and access to hard copy or other stored personal immediately and retrieve their keys.
- Maintain formal procedures for dealing with the termination of operations employees who have access to personal information in matters such as identity badges, keys and passwords.
- Discuss personal information out of range of people to whom the information does not relate.
- Develop procedures for dealing with privacy/security incidents, and report breaches to the Ministry of Education privacy office. This helps to maintain a corporate perspective and provides an opportunity to assess patterns centrally.
- Take reasonable steps to correct personal information that is inaccurate or incomplete.
- To the extent possible, each user should be informed upon system access of the date and time of the last valid log-on and any subsequent failed log-on attempts. The user should immediately report any unauthorized access attempts to the school or district privacy/security contact.

Computer operations

- Develop a security access matrix that defines the specific types or groups of personal information that job functions may access, and make the matrix available to all staff. Limit access to personal information to those who demonstrate their right of access on the matrix.
- Keep passwords secure, and do not share them.
- Have the system enforce password changes on a 90-day cycle, and maintain a history of user passwords to prevent reuse of old passwords.

- Ensure that authentication information (e.g., passwords) is not displayed and is protected from unauthorized access.
- Exclude passwords from unprotected automatic log-on processes. • Review system user accounts regularly to ensure that out-of-date, malicious or unknown accounts do not exist.
- Position computer monitors and printers or equip them with protective material to prevent unauthorized persons from viewing personal information being displayed or processed.
- Have screen savers activate within five minutes to lock workstations, and set them to require a password to resume access. Remind users to lock their workstation if they have to leave the room while they are connected to a BCeSIS session.
- If wireless technology is used to access personal information, enable the connection for encryption (e.g., Wi-Fi Protected Access or SSL at 128 bit) and authentication, and limit the connection to authorized devices. Any personal information that is downloaded must be protected against unauthorized access, use or disclosure.
- Protect any reports, screen prints or other BCeSIS output containing personal information printed as hard copy against unauthorized access, use or disclosure.
- Configure firewalls to translate (hide) internal IP addresses, using network address translation.
- Make data rooms and any other places that house personal information physically secure. Restrict access to authorized staff only (high security for data rooms, servers and systems processors).
- Conduct risk assessments for security and privacy at least once a year.
- Periodically request a report from the data warehouse that details system access audit trail logging and review at log-ins, record accesses, unauthorized access attempts or other inappropriate activity. Retain these audit logs for at least three months.
- Regularly review firewall, router, wireless access points and authentication server logs for unauthorized traffic.
- Use an intrusion detection or prevention system on the network, and monitor it daily.

Communications operations

- If a local area network containing personal information is connected to a public network, protect it with a network layer router.
- When faxing personal information:
 - notify the receiver,
 - have them stand by at their fax machine,
 - be careful to dial the correct fax number,
 - include the name, address and phone number of both sender and receiver on the cover sheet.
- Where there is frequent transmission between two points or where faxes are sent to a fax mailbox:
 - encrypt the transmission,
 - attach a confidentiality notice,

- explain why confidential personal information is provided.
- Check preprogrammed fax numbers regularly to make sure they are accurate.
- Do not send personal information by cellular or radio communications unless it is encrypted.

Physical environmental security

- Keep removable media used to store personal information in secure containers when not in use.
- Shred, mulch or burn hard-copy waste containing personal information.
- Destroy personal information on magnetic media by overwriting, degaussing or burning.
- Use physically secure areas for storing records.
- Have the privacy/security contact or delegate maintain control over the secure storage of personal information.
- Control access to fax machines used to transmit personal information, and provide security for access keys and passwords.
- Restrict access to documentation about computer systems that contain personal information to authorized staff.

Technical security

- Check that software used to record, process, store and retrieve personal information is certified as suitable for these uses, and validate it through a detailed audit.
- Have in place procedures to prevent personal information from being passed between computers or discrete systems within the same computer without authority.
- Install technical safeguards ranging from simple locks to encryption facilities on fax machines used to transmit personal information.
- Retain fax activity history reports to check for unauthorized transmissions.
- Check fax confirmation reports to ensure that information was sent to the correct recipient.
- Allow only authorized staff to access fax machines used for personal information.
- Erase or encrypt all personal information when you release equipment to an outside service provider or vendor for maintenance.

Service Providers

- Attach the privacy protection schedule for public bodies (Appendix IX) to any contract with a service provider that involves personal information over which the school district has control.
- The schedule explicitly draws the service provider's attention to privacy and security obligations and is meant to supplement an agreement/contract. The agreement should specify in detail what services the contractor is to provide.

- Include clear contractual provisions regarding school district ownership and control of personal information, and specify that the service provider has only custody of the data, unless the agreement states otherwise.

School level

- School users account for the greatest variety and volume of data entered into BCeSIS, so schools need to be even more vigilant than districts about integrating best practices into their daily operations, particularly during the first few months of the new school year.
- For example, staff need to routinely examine practices such as the placement of their computer monitors, locking their computers when they are not at their desks or the use of screen savers when workstations are unattended.
- Section 28 of FOIPPA requires that public bodies make every reasonable effort to ensure that personal information is accurate and complete. Section 33 of PIPA makes the same requirement of independent schools. To comply, schools should sample data periodically. This could involve printing a sample of student or contact data and verifying its accuracy and completeness by comparing with source documents.
- The ultimate goal of this extra upfront effort is to make privacy and security awareness a part of daily operations — possibly the best practice of all.

Appendix I: Data Quality

Data quality is an ongoing concern for everyone who uses BCeSIS. Districts and/or schools should develop processes for periodic audits to review current practices, check data quality and ensure that staff working with data understand its importance. Monthly audits are a good idea during implementation, but they can be done less often once errors become minimal.

Below are questions you might use in an audit. Your choice will depend on the level, access and role of users.

Things to think about

- Who uses the data you enter?
- How does the data affect schools, programs and students?
- How do you use data to measure student achievement and make important individual and group instructional decisions?
- Do staff in your district understand the use of data in instructional and funding programs?
- What is the impact of incomplete or inaccurate data?
- How do you know the data is accurate, and what can you do to increase accuracy?
- Is there a process in place to resolve discrepancies in information?
- Are the data and the hardware secure?
- Do you have an effective help desk in place?

Things to do to improve data quality

- Set education benchmarks that use data to measure student achievement.
- Promote the use of data in daily instructional decisions, and encourage principals to make data-driven, building-level decisions.
- Understand the impact data has on funding programs.
- Support the development of a culture that values quality data through an effective professional development program in your district.
- Provide an environment conducive to accuracy, enter data in an attentive and timely manner and, with staff, periodically spot-check source documents against input to ensure that required information is actually being entered.
- Work with the data coordinator and data entry staff to develop and apply standard procedures for inputting, reporting, editing and verifying information. Identify barriers, and communicate these to the principal or other appropriate staff.
- Encourage staff to identify a peer who does work similar to theirs so they can share ideas and best practices, and provide data entry staff with trained backup during peak periods (enrollment, scheduling, etc.).
- Check your calendar for reporting deadlines so you can set aside time for data entry.
- Respect the privacy and confidentiality of data by protecting it from students and unauthorized staff.

Outcomes

- The ability to make sound educational decisions about students improves when decisions are based on quality data.
- A culture that values quality data will result in reliable data that is useful for evaluating instructional programs and student achievement and for identifying areas of success and places where improvements are needed.
- Quality data gives staff confidence in the information they review and, most importantly, allows them to make effective decisions.

Appendix II: Standard Data Elements Provincial core system codes

Check with the ISW-BC website for a current, up-to-date listing of:

- Provincial Core System Codes
- Provincial non-Core System Codes
- District Determined System Codes
- System Codes Not Used

Appendix III: Information for Planning and Physical Security

Created from the BCeSIS Privacy Impact Assessment, November 2004

From Section 3.1:

A public body must protect personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or disposal. The Core Policy and Procedures Manual requires public bodies to initiate independent evaluations of security measures to be conducted at each computer facility on a regular basis. The manual is posted at www.fin.gov.bc.ca/ocg/fmb/manuals/CPM/CPMtoc.htm. Important information on security policies can also be found at www.cio.gov.bc.ca/security/ISP. Security evaluations of information systems must be incorporated into post-implementation reviews and operational system reviews and must include compliance with security policies, standards and procedures, and security exposures related to system access and availability, separation of duties, the privacy and protection of personal data and business continuity in the event of a disaster.

Reasonable security requirements under FOIPPA are those that a fair and rational person would think were appropriate to the sensitivity of the information and to the medium in which it is stored, transmitted, handled or transferred. A sliding scale of security arrangements is appropriate, depending on the sensitivity of the personal information that a public body handles.

School boards currently operate student information systems for their own purposes and are required as a public body and under the School Act, section 170, not to disclose student records. School boards are responsible for providing reasonable security against unauthorized access. Any new common system must meet requirements for reasonable technical security.

School boards also must provide reasonable physical security for systems containing student information. School board policies currently may vary across school boards, but all have the same responsibility with the current systems or with the use of any new common software. The governance of a common software solution will include a focus on common policies, procedures and approaches for security for all participating school boards.

From Section 4.6:

The upgrade of current student information systems throughout the province to a Web-enabled product presents school districts with new opportunities and challenges. Because the common system contains sensitive and valuable personal information regarding individual students, one of the challenges of the system involves protecting the privacy of this data.

Because the common system allows for Web-based access, protecting the privacy of student data

becomes a critical challenge that must be met. In order for the system to function well, there must be trust that personal information will be safeguarded. The information can be protected electronically, for example, through the use of audit trails to determine who logged on, when, and who had access to what information. However, the potential for privacy breaches is real, and every safeguard must be put in place to minimize the risk to privacy.

Privacy and security problems can include breach of confidentiality (the wrong people obtaining information or people who don't need to know the information), threats to integrity (information being altered without permission, whether deliberate or accidental) and lack of availability (information not being available when it is required).

Data security is not limited to access to student information electronically but extends to student information printed or extracted from the common system.

The purpose of the common system is to support functions required to fulfil job responsibilities in regard to student admission, student records and registration, student accounts and student achievement. Therefore, it is required that accesses to the data occur only while performing job responsibilities. Access to the common system must only occur in circumstances where all of the required security and access protection is in place.

Districts must ensure their policies include guidelines on physical access to computers in the schools and on password protection as well as data security, access and use. The user should be responsible for any access recorded under their identity regardless of whether it is remote access, such as a computer being used at home. At all times the user should be considered responsible for anyone else who may have access to that computer. Audits should be done on a periodic basis to monitor access.

Districts must ensure security policies are published and known to anyone accessing the common system. Any user should demonstrate knowledge and understanding of these policies before being granted access to the system.

Every user must understand that security is not limited to electronic access to student information but extends to student information extracted or printed from the common system. This extends to discussing information obtained from the record in inappropriate circumstances.

Every user is responsible for identifying security shortfalls in the existing security practices and/or improvements that could be made. The physical location of screens must ensure privacy; they should not be facing towards students or other staff. Screen savers should come on if there is no activity for a period of time, and re-entry to that screen should be by password.

From Section 5.9

It is important to note that as well as the other security features described above, response time should be as fast as possible. People have a natural tendency to leave computer screens on when

the log-on procedure is time-consuming or cumbersome. A system that would allow a fast reentry of a password will help to ensure that users log off when not using the system.

Reasonable security also involves physical security of the hardware assets. There will be a plan in place to deal with the possible theft of hard assets, including computers, hand-held devices, and servers. All system users will agree to adhere to the government guidelines for erasing hard drives when assets are disposed of, to prevent unauthorized access to the database.

Security will comply with the government CORE Policy and Procedures Requirements, Chapter 12.

Appendix IV: Confidentiality Agreement



School District No. 73 (Kamloops/Thompson)

Confidentiality Agreement

Name: _____

Position: _____

All individuals with access to records or documents or information (in whatever format, i.e. hard copy, verbal, electronic etc.), which contain confidential information, are responsible for maintaining the integrity and confidentiality of those records.

The agreement set out below must be adhered to without exception. Individuals who have access to confidential information are:

1. Not to make or permit unauthorized access to this information;
2. Not to release confidential information to any person except authorized employees, as authorized by their supervisor(s) and/or required for their position's responsibilities;
3. Not to make personal use of confidential information, which has come to them in the conduct of their school district duties;
4. Not to remove any official record from the office where it is kept except in the performance of their duties (this includes originals and photocopies of any documents);

Please sign the statement below.

I have read and understand and will adhere to the above policy.

Name (Please Print)

Signature

Date

Witness (Please Print)

Signature

Date

Appendix V: BCeSIS Access Request Form

BCeSIS Access Request Form School District # 73



Please complete this form to verify compliance with standards established by the District BCeSIS Management Committee and submit it to Norm Walker (nwalker@sd73.bc.ca) for processing. *See potential responses below.*

NOTE: Before you pass on the access it is imperative that you ensure that this person has received the following training:

- FOIPPA - rules involving privacy and freedom of information
- Login Access - procedure to access BCeSIS, login and change password (this includes rules for creating passwords)
- Info Access - proper procedure for moving around within BCeSIS to locate information
- Data Entry - if this person is responsible for data entry you must ensure they know protocol and procedure for doing so
- Staff Maint. - ensure that this person is listed in your Staff Maintenance list

Please setup an BCeSIS account and password for:

Name: _____ Position: _____

School: _____ Date: _____

Please indicate by ticking the access role of this person:

| ROLE | Check | ROLE | Check |
|-----------------------------------|-------|-------------------------------------|-------|
| Secondary Administrator (also VP) | | Leadership Development (LDP) | |
| Elementary Administrator | | Teacher | |
| Secondary Steno | | School Support (FNEW, AI) | |
| Elementary Steno | | Learning Assistant Resource Teacher | |
| Counselling Teacher | | Resource Room Teacher | |
| Strong Start Facilitator | | Strong Start Attendance | |

If this person is an existing user and you are requesting additional access beyond current please indicate what access rights you are requesting indicating exactly what access is needed.

Additional Access Requested: (Please identify what screens or reports by name to help us determine if current access rights already provide this access or if new security rights need to be assigned.)

Access requested: _____

Reason for Request: _____

Potential Results to Request:

- If current access rights of the user will facilitate requested access we will explain how to gain the reports/screens required.
- If new access requested is within approved standards, the security rights requested will be set up and you will be informed.
- If the access rights are beyond current approvals, the request will be passed by email to the BCeSIS Management Committee and you will be contacted for further discussions.

Requesting Administrator: _____ Dated: _____

Please remember that you will be accepting responsibility for the access granted and ensure appropriate training.

Appendix V: Postal Information -

<http://www.canadapost.ca/common/tools/pg/manual/PGaddress-e.asp>