



# School District No. 51 (Boundary)

Regular Meeting of the Board of Education

November 8, 2016 at 6:00 p.m.

School Board Office

## Agenda

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### Call to Order

#### Opening Acknowledgement

"We would like to give recognition and honour to all the Aboriginal peoples and ancestors, including the Interior Salish peoples, who lived here and cared for these lands."

#### Presentations/Delegations

- GFSS French Sevec Exchange

#### 10 Minute Comment Period

#### Adoption of Agenda

#### Adoption of Minutes

October 11, 2016 – Regular Meeting Minutes

#### Report on In-Camera Meeting from October 11 2016

[The Board discussed personnel issues, properties/facilities, business items as well as Exempt Staff Compensation.](#)

#### Correspondence

Nil

#### Business Items

##### 1. Superintendent's Report

- Report for October 2016 (Attachment)

##### 2. Secretary-Treasurer's Report

- Report for October 2016 (Attachment)
- Expenditure Report (Attachment)
- Enrolment Report (Attachment)

##### 3. Director of Learning Report

- Report for October 2016 (Attachment)

##### 4. Framework for Enhancing Student Learning (Attachment)

- District Plan Update

##### 5. Talking Break

Are letter grades and per cents a relevant part of student reporting in 21st century learning?

##### 6. Committee Reports

- AbEd Committee
- Finance Committee
- Operations Committee
- Policy Committee (Attachments)

## **7. Trustee Reports**

Rec Commission

BISM

BCSTA Kootenay Boundary Branch

District Literacy

Other

BCPSEA/BCSTA Rep Council

BCSTA Provincial Council

Okanagan Labour Relations Council

PAC Highlights

## **8. Around the Boundary**

### **Trustee Activities and Upcoming Events**

- Learning Forward Conference – December 4-7, 2016
- BCPSEA General Meeting – January 27, 2017

### **Future Agenda Items**

**Next Board Meeting:**                      **December 13, 2016**  
    **6:00 p.m. at the School Board Office**

### **Adjournment**

### **QUESTION PERIOD**

The purpose of this portion of the Agenda is to provide the opportunity to members of the public, press, radio and staff to ask questions or request clarification on items placed on this evening's Regular Meeting Agenda.

Questions which do not arise from the Agenda may certainly be addressed. Points may be raised before or after the meeting days by approaching the Executive Officers or Chairperson. If such queries require formal address by the Board, they can be submitted, in writing, and considered for placement on the Agenda for subsequent meetings. Such inquiries are welcomed as many routine questions can be handled by the staff.

## School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary)  
held Tuesday, October 11, 2016 at the Boundary Learning Centre

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The Chairperson called the meeting to order at 6:01 p.m.

|          |                   |                      |
|----------|-------------------|----------------------|
| Present: | Mrs. T. Rezansoff | Chairperson          |
|          | Mrs. C. Strukoff  | Vice Chair           |
|          | Mr. M. Danyluk    | Trustee              |
|          | Mrs. K. Jepsen    | Trustee              |
|          | Mr. D. Reid       | Trustee              |
|          | Mrs. C. Riddle    | Trustee              |
|          | Mrs. R. Zitko     | Trustee              |
|          | Mr. K. Argue      | Superintendent       |
|          | Mrs. J. Hanlon    | Secretary-Treasurer  |
|          | Mr. D. Lacey      | Director of Learning |

Absent: Mr. David Reid Trustee

Acknowledgement of the Aboriginal peoples and ancestors.

### **Presentations/Delegations**

- Principal Foy and Vice Principal Lautard presented on how they are incorporating the natural environment into learning plans and how their school wide writing goal is being implemented. They also presented on steps they are taking to teach 3-grade blends.
- Superintendent Argue reported on behalf of Principal Macfarlane on the happenings at Boundary Central Secondary.

### **Adoption of Agenda**

MOVED Strukoff  
2ND Zitko

*"That the Agenda for October 11, 2016 be adopted as circulated."*

CARRIED

### **Adoption of Minutes**

MOVED Riddle  
2ND Jepsen

*"That the September 13, 2016 Regular Board Meeting minutes be adopted as circulated."*

CARRIED

### **Report on In-Camera Meeting from September 13, 2016**

The Board discussed personnel issues, properties/facilities, business items as well as the Auditor's Report.

**Correspondence**

Nil

**Business Items**

**1. Superintendent's Report**

The Superintendent reported on school visitations. He highlighted the visit from Judy Halbert and Linda Kaser, and how they met with each school's staff to review their growth plan. He also reported out on the class size information.

**2. Secretary-Treasurer's Report**

The Secretary-Treasurer presented the Operations/Transportation report for September 2016 and reported on the 1701 enrolment numbers as of September 30, 2016.

**3. Capital Plan Bylaw No. 15/16-CP-SD51-01**

(Bus Replacement and Christina Lake Elementary Gym Roof Replacement)

MOVED Strukoff  
2ND Danyluk

That the Board unanimously agrees to give the Capital Project Bylaw No.15/16-CP-SD51-01 all three readings at this meeting of October 11, 2016."

CARRIED

MOVED Danyluk  
2ND Zitko

A BYLAW by the Board of Education of School District No. 51 (Boundary) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,

- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of May 24, 2016 from the 2015/16 Capital Plan is hereby adopted.
2. This Bylaw may be cited as School District No.51 (Boundary) Capital Bylaw No.15/16-CP-SD51-01.

CARRIED

MOVED Riddle  
2ND Jespen

"That the Board of Education of School District No. 51 (Boundary) approve the Capital Bylaw No.15/16-CP-SD51-01 as read, a first, second and third time, passed and adopted the 11<sup>th</sup> day of October, 2016."

CARRIED

**4. Director of Learning**

The Director of Learning reported on September school visitations and highlighted the work being done in the Aboriginal and Special Education programs.

**5. Talking Break**

Discussed responses from PAC's regarding experiences that we hope to see for the students with learning, assessment and reporting as the K-9 Refreshed Curriculum is implemented.

**6. Key Policy and Operational Considerations for Boards of Education**

The Board discussed the items in this document.

**7. Committee Reports**

Mark Danyluk reported on the AbEd Committee meeting and Cindy Strukoff reported out on the Policy Committee meeting. The following motions were made:

MOVED Strukoff  
2ND Danyluk

"That the Board approve and adopt the policy: *"Procedures for Addressing Concerns."*

CARRIED

MOVED Strukoff  
2ND Jespen

*“That the Board approve and adopt the Interim Policy – *Student Reporting*, as presented and that the Board will continue to consult with partner groups.”*

CARRIED

**8. Board Planning for Student Success**

- The School Growth plans were discussed.

MOVED Riddle  
2<sup>ND</sup> Zitko

*“That the Board approve the School’s Living Growth Plans for Student Success”*

CARRIED

**9. BCSTA Provincial Council Motions**

The Provincial Council motions were discussed. Direction was given to Trustee Strukoff.

**10. Trustee Reports**

Trustee Zitko reported on the Beaverdell Pac Meeting.

**11. Around the Boundary**

Around the Boundary for September 2016 was presented.

Meeting adjourned at 8:14 p.m.

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Chairperson

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Secretary-Treasurer

**Kevin Argue- Superintendent of Schools**  
**Month-End Report**  
**October 2016**



**School Visitations**

• **Christina Lake Elementary School**

I had the opportunity to attend the 3<sup>rd</sup> Annual CLES Makers Day. I had a chance to see the progress on the new outdoor classroom and entrance way.

• **Perley Elementary School**

I had a chance to visit the school and meet with the Principal and the District Vice Principal of Student Services. I was able to attend the Halloween Class Costume Parade.

• **Grand Forks Secondary School**

I met with the Mr. Stewart and Mr. Phelan.

**District Planning**

• All schools submitted their Spirals of Inquiry Growth Plans to the Board of Education after strengthening conversations with Judy Halbert and Linda Kaser.

• The SD51 Framework for Enhancing Student Learning District Plan has been completed in its DRAFT form. Further pieces of the Framework will be completed by the end of November.

• District Plans to be shared with the Community and Ministry of Education by the end of November 2016.

• SD51 Learns

- ***Inquiry and Explorations – Co-learning Cohort!***
- ***Building Inclusive Classrooms – Shelley Moore***
- ***Numeracy Teaching and Learning – Carole Fullerton***
- PVP/SBO Staff Professional Learning
- 

• Non Instructional Day – Curriculum Implementation – October 17, 2016

• Consultations on Reporting Student Progress with staff and parents

## Meetings out of the District

- BCPSEA Symposium – October 13/14, 2016
- Provincial Partners Liaison Mtg. – October 26, 2016

## Meetings in District



- Ministry Conference call – October 3<sup>rd</sup>
- Board Agenda meeting -- October 4<sup>th</sup>
- SD51 Managers meeting – October 5<sup>th</sup>
- Shelley Moore Inclusion Team Planning meeting – October 6<sup>th</sup>
- Trades Grant Application meeting -- October 11<sup>th</sup>
- SD51 Board of Education meeting -- October 11<sup>th</sup>
- Co-Learners Leyton Schnellert GoTo meeting -- October 13<sup>th</sup>
- District Curriculum NID Day -- October 17<sup>th</sup>
- Reflections & Next Steps GoTo meeting, Judy Halbert & Linda Kaser – October 17<sup>th</sup>
- P/VP GoTo meeting Helen Timperley Book Review conversations – October 19<sup>th</sup>
- Provincial NID Day -- October 21<sup>st</sup>
- Policy Committee meeting -- October 24<sup>th</sup>
- Shelley Moore - Inclusive Learning Cohort – October 28<sup>th</sup>
- Early Years meeting Maureen Dockendorf – October 31<sup>st</sup>







## Operations/Transportation Report J. Hanlon, Secretary-Treasurer October 2016

### **Budget**

The budget was inputted into the accounting system. Figures reflect more of the actuals than the annual budget passed in June.

### **Ministry Reporting & Forms**

Over the month of October, we worked on the following reports due to the Ministry:

- Form 1701 – Collection of FTE and headcount data for the District along with categorized Special Education students and Aboriginal students.
- Class Size– Used to calculate School District class size averages.
- Form 1530 - This form provides information as at September 30, 2016, about the staff employed by the District in various programs. Reports from these forms enable school districts to compare levels of services provided in other districts as well as provide information for funding formula reviews.
- Form 2001 - Reports new staff as well as staff returning from leaves.
- EDAS - This report is done quarterly and reports salary information to the Ministry. The Ministry extracts the teachers' salaries from this information to complete the Form 2003, and then we verify that what has been extracted is correct. This information is important as it effects the supplement for salary differential for our funding.



## **Maintenance, Transportation & Grounds**

- All irrigation systems have been flushed and prepared for winter. We will continue to pick up as many of the leaves as possible before the first snow fall.
- The new buses arrived and are already in use on two of our routes, one in the east and one in the west.
- We are still experiencing vandalism at Perley Elementary School. It has moved from breaking sprinklers to breaking windows.

## **Technology Update**

- Deployed elementary teacher laptops
- Windows 10 upgrades almost complete, with the labs at Christina Lake Elementary, Grand Forks Secondary, and Boundary Central Secondary still remaining.
- Wireless upgrade at Hutton Elementary is completed. Perley Elementary's wireless will be the next focus.
- 20 Lenovo laptops were ordered for Big White.
- Monday, November 7, is the date the District will be changing from First Class to Outlook for our e-mail management system.

## Expenditure Report

| Object        | Title                          | October                | YTD                    | ENCUMBERED          | BUDGET                  | Remaining               | %         |
|---------------|--------------------------------|------------------------|------------------------|---------------------|-------------------------|-------------------------|-----------|
| 10            | Principal & Vice Principal Sal | 86,040.29              | 344,161.16             |                     | 1,107,135               | 762,974                 | 69        |
| 11            | Teacher Salaries               | 589,207.93             | 1,173,513.87           |                     | 5,950,311               | 4,776,797               | 80        |
| 12            | Non-Teachers Salaries          | 259,713.94             | 646,266.78             |                     | 3,132,219               | 2,485,952               | 79        |
| 13            | Management Salaries            | 33,866.10              | 135,464.40             |                     | 435,703                 | 300,239                 | 69        |
| 14            | Substitute Salaries            | 53,933.24              | 73,170.32              |                     | 543,396                 | 470,226                 | 87        |
| 19            | Trustees Indemnity             | 6,567.89               | 26,271.56              |                     | 78,817                  | 52,545                  | 67        |
| 21            | Statutory Benefits             | 38,587.17              | 101,065.78             |                     | 607,687                 | 506,621                 | 83        |
| 22            | Pension Plans                  | 117,711.26             | 281,552.54             |                     | 1,289,881               | 1,008,328               | 78        |
| 23            | Medical And Life Benefits      | 42,217.09              | 181,932.50             |                     | 718,780                 | 536,848                 | 75        |
| 31            | Services                       | 38,092.61              | 131,008.88             | 1,335.16            | 502,195                 | 369,851                 | 74        |
| 33            | Student Transportation         | 19,905.47              | 26,526.46              |                     | 81,733                  | 55,207                  | 68        |
| 34            | Training & Travel              | 65,199.54              | 99,590.75              | 1,120.40            | 234,173                 | 133,462                 | 57        |
| 36            | Rentals & Leases               | 2,794.00               | 11,176.00              |                     | 33,528                  | 22,352                  | 67        |
| 37            | Dues And Fees                  | 1,824.57               | 52,021.42              |                     | 66,190                  | 14,169                  | 21        |
| 39            | Insurance                      |                        | 6,533.28               |                     | 66,200                  | 59,667                  | 90        |
| 51            | Supplies                       | 72,742.69              | 174,887.15             | 17,289.84           | 974,894                 | 782,717                 | 77        |
| 54            | Electricity                    | 36,347.86              | 61,051.55              |                     | 310,300                 | 249,248                 | 80        |
| 55            | Heat                           | 3,095.46               | 7,246.56               |                     | 120,010                 | 112,763                 | 94        |
| 56            | Water And Sewage               | 1,871.30               | 2,018.72               |                     | 22,400                  | 20,381                  | 91        |
| 57            | Garbage And Recycling          | 1,134.10               | 3,445.85               |                     | 14,850                  | 11,404                  | 77        |
| <b>Totals</b> |                                | <b>\$ 1,470,852.51</b> | <b>\$ 3,538,905.53</b> | <b>\$ 19,745.40</b> | <b>\$ 16,290,402.00</b> | <b>\$ 12,731,751.00</b> | <b>78</b> |

**School District No. 51 (Boundary)**  
**Enrolment**  
**As of October 31, 2016**  
**Compared to September 30, 2016**  
**Head Count**

|                         | October 31, 2016 | September 30, 2016 | Increase (Decrease) | September 30, 2015 |
|-------------------------|------------------|--------------------|---------------------|--------------------|
| <b>Secondary</b>        |                  |                    |                     |                    |
| BCSS                    | 128              | 125                | 3.0000              | 134                |
| GFSS                    | 352              | 356                | (4.0000)            | 344                |
|                         |                  |                    |                     |                    |
| <b>Elementary</b>       |                  |                    |                     |                    |
| BES                     | 13               | 13                 | -                   | 15                 |
| Big White               | 41               | 41                 | -                   | 44                 |
| CLES                    | 78               | 76                 | 2.0000              | 71                 |
| GWD                     | 33               | 33                 | -                   | 26                 |
| Hutton                  | 264              | 264                | -                   | 252                |
| MES                     | 39               | 39                 | -                   | 34                 |
| Perley                  | 227              | 226                | 1.0000              | 226                |
| WBES                    | 89               | 87                 | 2.0000              | 95                 |
|                         |                  |                    |                     |                    |
| <b>Alternate School</b> |                  |                    |                     |                    |
| Walker                  | 33               | 33                 | -                   | 26                 |
|                         |                  |                    |                     |                    |
| <b>Total</b>            | <b>1297.0000</b> | <b>1293.0000</b>   | <b>4.0000</b>       | <b>1267.0000</b>   |



# October 2016 Report

Director of Learning

Doug Lacey

## Staff Learning and School Visits

- October 12<sup>th</sup> – Chaired meeting of the District Environmental Education Inquiry Team
- October 13<sup>th</sup> – Visited all classrooms at Christina Lake Elementary School
- October 13<sup>th</sup> – Participated in Leighton Schnellert's initial meeting of the members of the District collaborative learning program, named "Inquiry and Explorations – Strategic Doing"
- October 17<sup>th</sup> – Participated in Walker Development Centre Curriculum Implementation Day
- October 18<sup>th</sup> – Visited Classrooms at Greenwood Elementary School
- October 18<sup>th</sup> – Attended the West Boundary Elementary School "Take Me Outside for the Day" event at the Kettle River Recreational Area
- October 21<sup>th</sup> – Visited many collaborative educator groups in the Grand Forks schools during the Provincial Professional Development Day
- October 26<sup>th</sup> – Visited all classrooms at Big White Community School
- October 27<sup>th</sup> – Attended Grand Forks Secondary Student Recognition Ceremony
- October 28<sup>th</sup> – Participated in the first Shelly Moore learning session on Inclusive Education with District Special Education teachers and classroom teachers



## **Provincial/Regional/Community Meetings**

- October 3<sup>rd</sup> and 4<sup>th</sup> – Attended Provincial Safe Schools Coordinators Conference in Richmond
- October 5<sup>th</sup> and 6<sup>th</sup> – Attended the Provincial Learning Session 8 of the Child and Youth Mental Health Collaborative in Vancouver
- October 11<sup>th</sup> – Participated in the meeting of potential applications of the MyBlueprint Digital Platform for K to Grade 6 students to support implementation of the new Careers Curriculum in elementary schools
- October 11<sup>th</sup> – Attended the monthly meeting of the School Board in Midway
- October 17<sup>th</sup> – Chaired the regular monthly meeting of BISM
- October 17<sup>th</sup> – Participated in follow-up conference call with Judy Halbert and Linda Kaser regarding their visit and discussion with school teams and their school growth plans
- October 24<sup>th</sup> – participated in the regular meeting of the CYMHSU Local Action Team at the Grand Forks Hospital
- October 25<sup>th</sup> – Attended the Provincial Sexual Orientation Gender Identity (SOGI) Summit in Richmond
- October 26<sup>th</sup> - Participated in monthly meeting of the District Aboriginal Education teachers
- October 26<sup>th</sup> – Chaired the second meeting of the school year of the Boundary Aboriginal Education Advisory Council
- October 31<sup>st</sup> – Participated in working session for Early Childhood Development Strategic Planning with Boundary Partners
- October 31<sup>st</sup> – Participated in meeting with the Provincial Superintendent for Early Years and Boundary Partners regarding all our community Early Years programs and connections to schools



# SD51 Framework For Enhancing Student Learning

## Scanning:

What is going on for learners in SD51?

We have reviewed the available evidence from the following sources

- Learning Observation data from classroom teachers
- Classroom level data
- School level data
- School Spirals Growth Plans
- School Community Consultation Sessions
- District Level Data
- All Ministry Data Sets
- 

Our focus has been on the student and classroom level evidence while looking for alignment with other data sources

## Checking:

### **Intellectual:**

We will measure all K-9 students' numeracy and writing levels and self-assessed level of confidence in the Fall and Spring.

### **Human and Social:**

Student surveys for anxiety, growth mindset, self-regulation and connectedness to school, community, place and the environment in the Fall and the Spring. Monthly "I" statement reflections from students on these topics will also be completed

### **Career Development:**

An anecdotal survey of career experiences offered will be completed by schools

## Focusing: What does our District Focus need to be?

**Intellectual:** Developing Students Critical Thinking skills through a focus on Writing, Numeracy and Executive Functioning

**Human and Social:** The focus will be on developing Self-Regulated Learners through anxiety reduction, and building a Growth Mindset in our students and staff while developing connectedness in our students to place and the environment

**Career Development:** Provide greater hands on design and experiential learning opportunities for students. Build stronger connections between School, Post-Secondary and Work.

## Developing a hunch:

**Intellectual:** Lower numeracy and writing self-confidence and increasing range of numeracy needs. Students ownership of their learning needs to be deloped

**Human and Social:** Increased levels of social emotional stress have caused higher levels of concern in all our schools. A lack of awareness of community, place and the environment have disconnected students from the school and home environment

**Career Development:** students have not had many opportunities for hands-on learning in K-7



## Taking Action: What will we do differently?

**Intellectual:** The Writing Inquiry Team will be tasked with developing a best practices K-12 set of Practices. Carol Fullerton sessions will provide instructional strategies in Numeracy.

**Human and Social:** Through the work of Leyton and Shelley we hope to develop more student focused classrooms that are structured to reduce anxiety and be student strength based.

**Career Development:** Using my Blueprint for all students in the District to develop a career pathway. Each school to provide at least 1 day of hands on learning opportunities for all students based on design thinking and product creation. Provide increase access to students to access Trades training and experiences.

## Learning:

**Intellectual:** We will bring together an inquiry team to research best practices in writing programs. Carol Fullerton is coming into SD51 to work with all Primary and Intermediate teachers in numeracy.

**Human and Social:** The District has formed learning partnerships with Leyton Schnellart and Shelley Moore to support teacher human and social learning. Growth Mindset and Self-Regulation and Mindsets are topics of staff book reviews in some schools.

**Career Development:** Providing teachers concrete learning sequences that focus on student design and hands on building opportunities. How do we give students a greater opportunity to show what they know other than in standard written form.

Agenda



**SCHOOL DISTRICT NO. 51 (BOUNDARY)**  
**P O L I C Y**

| SECTION       | TITLE   | NO. 4110 |
|---------------|---|----------|
| HEALTH/SAFETY | <u>Respect for Human Diversity:</u><br><u>Gender and Sexual Diversity</u> |          |

**DATE ADOPTED:** June 10, 2014

**DATE AMENDED:**

The Board of Education is committed to establishing and maintaining a safe and positive learning and working environment for the entire school community of students, staff and families. This includes those who identify as, or are perceived to be of a gender or sexual minority (GSM).

Gender or sexual minorities may include, but are not limited to, people who self-identify as gay, lesbian, transgender, two-spirit, intersex, asexual, queer, or who are questioning their sexual orientation or gender identity or expression.

Students of gender or sexual minorities experience greater levels of abuse, isolation, and discrimination at school than heterosexual students. Research informs us that GSM policies can help improve the school climate for GSM students and promote and facilitate safe and more accepting schools.

The Board of Education bases its commitment to promote respect for human sexual diversity on the following values and beliefs:

- Sexual orientation and gender identity form significant and integral aspects of the unique development and personality of every person.
- Diversity found within individuals contributes to the strength of the District's culture.
- All persons have the right to function in their various roles in the school community feeling included and valued for who they are, free from discrimination, harassment, intimidation and violence.

The Board of Education is committed to the following objectives:

- Reducing homophobia and transphobia.
- Reducing systemic barriers identified by GSM students, staff and families.
- Providing opportunities for staff development.
- Reviewing and integrating programs and resources in student learning.



## REGULATIONS

Staff development will promote opportunities to increase:

- awareness and understanding of the GSM community;
- skills in promoting respect for human rights and diversity;
- skills to intervene effectively in incidents of discrimination, endangerment, harassment or bullying and provide appropriate student support and referral in a timely manner;
- capacity to act on teachable moments.

Programs, curriculum and resources will be used to:

- educate students in areas of healthy relationships, diversity and social justice;
- educate students on the impact of harassment, homophobia, and transphobia;
- encourage teachers to integrate age-appropriate GSM resources throughout a variety of subject areas, so that individuals who identify as a GSM see themselves and their lives made visible and reflected positively in the curricula.

Safety, Anti-harassment and Privacy

- Homophobic, transphobic and heterosexist behaviours, including discrimination, harassment, exclusion and language that stereotypes will not be tolerated. This applies whether the behaviours and language are based on real or perceived GSM identification.
- Complaints will be dealt with and consequences will be designed to educate.
- All persons have a right to privacy, including the right to keep private one's GSM identity. School personnel will not disclose information that may reveal a staff member's or student's gender identity or sexual orientation to others. This includes disclosure to parents or other school personnel, unless they are legally required to do so (as in the case of risk or self-harm), or unless the person has authorized such disclosure.

Systemic changes will be implemented when possible:

- School forms should reflect inclusive language.
- Processes should be in place for changing gender identity on school records.
- Schools should publicize the location of a gender-neutral, single-stall washroom(s).
- Schools are encouraged to have a staff contact for students experiencing GSM issues.

Review Process

- A process will be put in place to evaluate and assess this policy.

Legislative and Contract Context

- Canadian Charter of Rights and Freedoms
- B.C. Human Rights Act
- CUPE Collective Agreement
- Boundary District Teachers Association Collective Agreement
- Teacher Regulation Branch
- WorkSafe BC
- Public Health Agency of Canada
- Erase Bullying

## **APPENDIX 1 – Research and Rationale**

Research over the last two decades has shown that students of gender or sexual minorities experience greater levels of abuse and discrimination at school than heterosexual students. The following research highlights the importance of policies that promote and facilitate safer and more accepting schools.

### **Verbal, physical and sexual abuse**

Compared to their heterosexual counterparts, GSM students are more likely to:

- Experience verbal, physical and sexual abuse at school and discrimination in the community;
- Report higher levels of emotional stress, suicidal thoughts and suicide attempts;
- Feel less safe and connected to family and school.<sup>1</sup>

During 1992-2003 GSM students were twice as likely to report having been verbally or physically abused and 20 times more likely to experience discrimination due to sexual orientation compared to heterosexual students.<sup>1</sup> In addition, GSM students reported that they felt many teachers looked the other way or failed to take action when they heard homophobic and transphobic comments.<sup>2</sup>

### **Harassment experienced by non-GSM students**

Non-GSM students are also affected by discrimination and harassment based on perceived gender identity or sexual orientation. Research shows:

- One in ten non-GSM students had rumours or lies spread about their sexual orientation at school;
- About 50% of non-GSM students have seen homophobic graffiti at school.<sup>2</sup>
- 40% of the non-GSM student population was the target of homophobic slurs.<sup>3</sup>

### **Safer schools policies**

Policies that promote inclusive environments can help improve the school climate for GSM students. Comparing schools with gender and sexual minority policies in place to schools without such policies, it has been found that:

- 80% of GSM students from schools with GSM policies reported never having been physically harassed compared to only 67% of GSM students from schools without GSM policies;
- 46% of GSM students from schools with GSM policies reported never having been verbally harassed due to their sexual orientation versus 40% of GSM students from schools without GSM policies.<sup>2</sup>

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<sup>1</sup> Saewyc E, Poon C, Wang N, Homma Y, Smith A & the McCreary Centre Society. (2007). *Not Yet Equal: The Health of Lesbian, Gay & Bisexual Youth in BC*. Vancouver, BC: McCreary Centre Society.

<sup>2</sup> Taylor C, Peter T, McMinn T, Elliot T, Beldom S, Ferry A, Gross Z, Paquin S & Schachter K. (2011). *Every Class in Every School: The First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools*. Toronto, ON: Egale Canada Human Rights Trust.

<sup>3</sup> University of Fraser Valley Centre for Safe Schools & Communities. (2007). *Homophobia and Heterosexism Fact Sheet*. Abbotsford, BC.

- GSM policies in places for 3 or more years significantly reduce suicide ideation and suicide attempts among sexual minority students.
- The odds of a sexual minority student attempting suicide are 50-60% lower in schools with GSM policies compared to schools without. For policies that have been in place 3 or more years, the odds of attempting suicide are 70% lower.
- 40% of sexual minority students have suicidal ideations and 25% have attempted suicide. In contrast, 10% of heterosexual students have suicidal ideations and 4% have attempted suicide.<sup>4</sup>

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<sup>4</sup> Saewyc EM, Konishi C, Rose HA, Homma Y. School-based strategies to reduce suicidal ideation, suicide attempts, and discrimination among sexual minority and heterosexual adolescents in Western Canada. *International Journal of Child, Youth and Family Studies*. 2014;1:89-112.

## APPENDIX 2 - Glossary of Terms

*Please note: these definitions can be imperfect and are evolving.*

**Ally:** an individual who is supportive of the GSM community. An ally believes in the dignity and respect of all people, and is willing to stand up in that role. However, it is the GSM community or individuals who are in the position to decide who is their ally and when. People who wish to be allies need to start by working in solidarity with GSM individuals and community.

**Asexual:** may be considered as another form of sexual orientation. It may include a lack of sexual attraction to anyone or a low or absent interest in sexual activity. It is distinct from celibacy or from someone who abstains from sexual activity as these are usually behaviourally motivated; whereas a sexual orientation is considered more enduring. People who identify as asexual may engage in sexual activity for a variety of reasons.

**Binary:** refers to the western binary gender system of man and woman.

**Bisexual:** generally used to describe people who are romantically and/or sexually attracted to people of more than one sex or gender.

**Cisgender:** a type of gender identity where an individual's self-perception of their gender matches the sex they were assigned at birth.

**Cissexism:** refers to the assumption that all people are cisgender and that cisgender identities are superior and more normal than transgender identities.

**Drag:** dressing in the clothing and styles of another gender for entertainment purposes.

**Gay:** a man who is romantically and sexually attracted to other men. It is sometimes used to refer to the general LGBTQ community, but most often refers to just gay men.

**Gender and Sexual Minority (GSM):** may include, but is not limited to people who self-identify as gay, lesbian, transgender, two-spirit, intersex, asexual, queer, or who are questioning their sexual orientation or gender identity.

**Gender Expression:** How one chooses to express their gender identity.

**Gender Identity:** A person's gender identity is the way in which they define and act on their gender.

**Genderism:** refers to the assumption that one's gender identity or gender expression will conform to traditionally held stereotypes associated with one's biological sex.

**Heterosexism:** refers to the assumption that all people are heterosexual and that heterosexuality is superior and more desirable than homosexuality.

**Heterosexual:** created around the same time as 'homosexual' to describe individuals who are exclusively sexually attracted to the opposite sex/gender.

**Homophobia:** is the irrational fear and hatred of, aversion to, and discrimination against people based on an actual or assumed sexual orientation.

**Homosexual:** a scientific term invented in the 1800's to refer to individuals who are sexually attracted to their own sex/gender.

**Intersex:** "Intersex" is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male." (*Intersex Society of North America*)

**Lesbian:** a woman who is romantically and sexually attracted to other women. This term originates with the female poet Sappho who lived in a community comprised predominantly of women on the Isle of Lesbos in ancient Greece.

**Non-binary:** is a catch-all category for gender identities other than man and woman.

**Queer:** Can refer to people who identify themselves based on sexual orientation or gender identity or who resist these categories as too simplistic. The term queer has a history of being used as a derogatory name for members of the LGBTQ (and Ally) community and those whose sexual orientation is perceived as such.

**Questioning:** People who are in the process of questioning their sexual orientation are often in need of support and understanding during this stage of their identity. They are seeking information and guidance in their self-discovery.

**Sex & Gender:** It is easy to confuse these two concepts and terms; however, they are different. Sex refers to the biological sex of a person. Gender refers to their societal appearance, mannerisms, and roles.

**Sexual Orientation:** is a personal characteristic that covers the range of human sexuality from gay and lesbian, to bisexual, transgender and heterosexual orientations.

**Straight:** a slang word used to refer to the heterosexual members of our community.

**Transgender:** an umbrella term used to refer to people who transcend the traditional concept of gender. Some may feel as though they are neither a man nor a woman specifically, and some may feel as though their assigned sex at birth (male, female, etc.) and their socialized gender (man, woman, etc.) don't match up. Some opt to change/reassign their sex through hormones and/or surgery and some may change their outward appearance, or gender expression, through clothing, hairstyles, mannerisms, etc., while some do not.

**Transphobia:** is the irrational fear and hatred of, aversion to, and discrimination against people based on an actual or assumed sexual orientation.

**Transsexual:** used to describe those individuals who use hormone therapy and/or surgery to alter their sex in order to match their gender.

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**Two-Spirit:** used by some First Nations to describe people in their culture who are gay, lesbian, bisexual or transgender or who transcend Eurocentric/Colonial ideas of gender and sexuality.

DRAFT

### **APPENDIX 3 – Related District Policies**

SD 51 currently has the following policies which relate to this policy, such as how complaints are made and processed, expectations, progressive discipline and codes of conduct:

- 1120 Concerns and Complaints
- 1160 Freedom of Information and Protection of Privacy
- 1180 Non Sexist Environment
- 1190 Inclusive Environment
- 1350 Guiding Principles (Mission, Vision, Values)
- 4090 Violence, Intimidation, Harassment, Threats
- 4100 Respectful Workplace
- 5000 District Code of Conduct for Students

**SCHOOL DISTRICT NO. 51 (BOUNDARY)**

**P O L I C Y**

| SECTION  | TITLE  | NO. 5000 |
|----------|--|----------|
| STUDENTS | <u>District Code of Conduct for Students</u> |          |

**DATE ADOPTED:** October 14, 2008

**DATE AMENDED:** December 8, 2009

October 13, 2015

The Board of Education believes that the conduct of students should at all times contribute to a safe and positive learning environment. Each student is expected to respect the rights and property of others, and to adhere to Board and school regulations and rules.

Consequences for misbehaviour must be applied in a reasonable, firm and judicious manner and shall not include corporal punishment. These consequences should be designed to teach students to be responsible citizens in the school community and to promote personal and social development. Consequences could lead to suspension in accordance with Policy No. 5001.

The purpose of this code of conduct is to:

- a) direct the student toward responsible behaviour;
- b) maintain an orderly, positive school community conducive to learning; and
- c) protect persons and property.

**Scope of This Code of Conduct**

**This policy applies to all students participating in any activity that is organized, sponsored or coordinated by School District 51**

**R E G U L A T I O N S**

**1. DISTRICT CODE OF CONDUCT**

Expectations within the District Code of Conduct include but are not limited to the following:

- 1.1 Alcohol and illegal drugs



No student shall possess, use, or be under the influence of any illegal drug, alcohol, or intoxicating substance. Nor may any student be in possession of any paraphernalia related to the use of drugs or chemical substances.

#### 1.2 Weapons

No student shall be in possession of any weapon for any purpose (except as approved by the school Principal). A weapon will be defined as anything used, designed to be used, or intended for the use of causing injury or for the use of threatening or intending any person.

## 2. SCHOOL CODES OF CONDUCT

Students shall comply with the School Code of Conduct authorized by the Principal and with the code of conduct and other rules and policies of the Board.

Schools must complete an annual review of their code of conduct by September 30<sup>th</sup> of each year with groups that are representative of:

- a) employees
- b) parents
- c) students

to assess the effectiveness of the codes of conduct in addressing current school safety issues.

#### 2.1 School Code of Conduct Development

School codes of conduct must specifically reference each of the following prohibited grounds of discrimination as set out under Section 7 (Discriminatory publication) and Section 8 (Discrimination in accommodation, service and facility):

- race,
- colour,
- ancestry,
- place of origin,
- religion,
- marital status,
- family status,
- physical or mental disability,
- sex,
- sexual orientation,
- gender identity or expression; and
- age

The School Principal is responsible for formulation and operation of the School Code of Conduct with the co-operation of staff. The School Principal shall submit a copy of the School Code of Conduct to the District Office pursuant to any changes being made.

The School Principal shall take reasonable steps to establish a process to inform students and their parents or guardians of the School Code of Conduct.

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The staff is expected to take all reasonable measures to control and/or eliminate behaviour by any student that is detrimental to student welfare or the learning atmosphere at the School.

## 2.2 Classroom Expectation Development

The teacher is expected to establish and maintain an atmosphere conducive to learning within the classroom. Disciplinary measures must at all times be:

- in concert with the District Code of Conduct and the School Code of Conduct
- reasonable, bearing in mind the nature of the breach of conduct, and the age or cognitive capacity of the student;
- capable of being enforced; and
- administered impartially and consistently.

## 2.3 Bullying, Intimidation, Harassment

No student shall bully, or attempt to intimidate, harass, threaten, defame, or ridicule any person in a manner, including but not limited to, physical conduct, violent behaviour, verbal, written or visual communication, including electronic communication cyberbullying. Retaliation by a person against a student who had made a complaint of a breach of a code of conduct will be viewed as bullying, intimidation and harassment and treated as such.

## 2.4 Offences to Property

No student shall damage, destroy, deface or vandalize the property of others or of the Board. Further, no student shall take, temporarily or otherwise, property not belonging to him or her without the consent of the person to whom the property belongs.

## 2.5 Tobacco Use

In accordance with Legislation, no student shall use tobacco products on school property or during any activity organized or sponsored by the School or the Board regardless of time or place.

## 2.6 Malicious Behavior

No student shall partake in activities with the intent to bring harm to themselves, others or any school site.

# 3. CONSEQUENCES

Breaches of the Codes of Conduct could result in suspension or expulsion. Please refer to Policy No. 5001 - Suspension

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