



EDUCATION PARTNERSHIP COMMITTEE SCHOOL DISTRICT 10 (Arrow Lakes)

MINUTES

School Board Office

Date: October 11, 2016
6:00pm

PRESENT:

MEMBERS: L. Brekke, Q. De Courcy, J. Struck, M. Teindl, R. Farrell, J. Baron, R. Bardati, R. Mcleod, B. McKay

STAFF: T. Taylor, L. Newman, M. Grenier

REGRETS:

OTHER:

1. CALL TO ORDER:

Board Chair L. Brekke called the meeting to order at 6:01pm

2. ADOPTION OF AGENDA:

Moved by J. Struck seconded by R. Bardati that the agenda be adopted as presented.

CARRIED

3. PRESENTATIONS:

Nil

4. REPORTS:

a) CUPE, Local 2450
No report

b) DPAC
No report

c) ALELA

- Extended a 'thank you' from the P/VPs for continued support of the new Leadership Team
- Newsletters contain important updates and are a good forum for staying current on school news and events

- Challenges around MyEd at the start of the year, however user capacity is increasing and team efficiency is improving
- PAC meetings have started
 - Priority - School codes of conduct are being reviewed to ensure current compliance with BC Human Rights Code and BC Ministry of Education Provincial Standards for Codes of Conduct
- Successful lock down drill at NES and ongoing successful working relationship with local RCMP

d) STUDENTS

- Burton Academy School (BAS) Students participated in several field trips throughout September and early October
- Rock climbing field trip scheduled in October
- Grad bottle drive – Sunday Oct 16
- Friday ‘theme’ days have started – next theme is PJ Day
- New water fountains x 2
- Student Council is hosting a Halloween activity day on Oct 28th

e) ALTA (R. Bardati)

- 2013-2019 CA signing is expected soon
- 4 day LOU is in review
- Teacher evaluation vs. teacher professional growth plan format in review
- Coding in curriculum (Grades 6-9) discussion
- New Teacher Orientation on Oct 17th, 2016
- January Pro-D is a shared day and planning will start soon
- BCTF Field Services representative Debbie Moran toured SD10 Arrow Lakes with Union President

5. SUPERINTENDENT/SECRETARY-TREASURER UPDATE: (T. Taylor):

- a) Superintendent Report presented in detail (report attached)

6. POLICY MATTERS:

- a) LGBT2QIA+ - Sexual Orientation, Gender Identity and Gender Expression DRAFT Policy and Protocol (attached).

Board Chair L. Brekke opened the floor for discussion regarding the draft policy and protocol that were presented.

The drafts of both the LGBT2QIA+ Policy and Protocol will be sent by email to SD10 All via a direct link to the SD10 website <http://sd10.bc.ca/board-of-education/sd-10-board-of-education-policy/>. Printed copies will be available at the offices of all schools.

- b) Recommendations for abandonment of policies: **150, 531, 691, 411, 690:**
<http://sd10.bc.ca/board-of-education/sd-10-board-of-education-policy/>

Board Chair L. Brekke shared the following rationale to support the recommendation of the abandonment of the above noted policies:

- Policy 150 – School Planning Councils– *Removed from legislation.*
- Policy 531 – Workplace Discrimination, Bullying and Harassment – *This policy is made redundant by the existence of Policy 532 – Respectful Workplace*
- Policy 691 - Evaluation of the Secretary Treasurer – *This policy is now covered by Policy 412 Evaluation of the Superintendent / Secretary – Treasurer*
- Policy 411 – Superintendent of Schools – *This policy is a job description not policy. The Superintendent / Secretary – Treasurer job description has been included as part of the District Job Description Manual*
- Policy 690 – Secretary – Treasurer - *This policy is a job description not policy. The Superintendent / Secretary – Treasurer job description has been included as part of the District Job Description Manual*

c) Recommendations to refer policy for review and/or revision (list attached).

A number of policies slated for revision, are recommended by the Policy Committee for referral to other district staff groups for review or revision.

d) Next Policy Committee Date: October 18, 2016

7. OTHER:

Nil

8. RECOMMENDATIONS to Regular Meeting:

Nil

9. ADJOURNMENT:

R. Bardati adjourned the meeting at 6:48 pm.

Superintendent/Secretary Treasurer Report
*Presented at the Education Partnership Committee,
and Regular Meeting of the Board of Education*

As of: Oct 4-2016

Grade:	Gr.K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	TOTALS
BAS														0
DL	4	2	4	2	2	2	2	2	2	3	2	2	8	37
EES	1	0	1	1	7	2	4	4						20
LESS	7	3	9	5	9	9	5	6	6	7	6		6	78
NES	14	21	17	18	24	22	17	32						165
NSS									27	32	23	25	39	146

District Total 446

- We are awaiting confirmation of the arrival of our five refugee children to Lucerne School
- Enrolment is down very slightly overall in the district from last September's count, but once those five children arrive, only by 2 students

- An excellent Pro-D day was held on September 26th
 - Educators worked with Linda Kaser and Judy Halbert on Inquiry and Growth Mindset as well as Classroom Review and the new Grade 10-12 curriculum
 - Bus drivers attended a CSVE learning day, reviewing professional driving regulations
- October 21st, 2016 is our next Pro-D day
 - This is a BCTF Provincial Specialist Day where teachers across BC travel to attend conferences in areas of their specialty (eg Primary teachers, Technology Education teachers, School Counsellors, etc)
 - The district will also support CUPE professional learning with pre-trip training for bus drivers and Personal Care and Non-Violent Crisis Prevention training for Education Assistants
- Our Collaborating to Engage All Learners team launched on October 4th
 - Ten teachers are participating on this seven session team along with four WKTEP teacher candidates
 - Five learning round days are held in classrooms across the district as well a day in the fall for the team launch and work on teacher inquiry foci, and the late spring final sharing and celebration of learning
 - Dr. Leyton Schnellert and Superintendent Terry Taylor co-facilitate this learning team, now in its 4th year in the district

Superintendent's Report – October 11th, 2016

- Information on three Ministry grant opportunities were received September 19th
 - Superintendent has submitted applications for a \$5000 Skills Access grant and a Shoulder Tapper Grant
- A grant of \$29,563 is intended to provide coding curriculum support for teachers, and resources and support for teachers and students

Coding Curriculum Implementation

- All students between grades 6-9 are to be involved in 15 mandatory hours of learning about and doing computer coding beginning September 2018
- The \$29,563 grant is to enable districts to get teachers ready for teaching this new coding curriculum
- Plans to implement teacher professional learning about coding are to be collaboratively planned with the teacher's Union and submitted to the Ministry by mid-October
- Teacher Union President, Ric Bardati, and Superintendent have met a couple of times to discuss how best to provide this support and learning, and the matter was also discussed at last week's ALTA/Board Liaison meeting
- The Ministry provides two options: have two lead teachers attend regional two day fall and spring "Train the Trainer" coding learning events in Trail, or develop an in-district plan for building teacher capacity and support in teaching coding
- Student learning about coding is already taking place in a number of elementary schools in the district through learning about robotics using Arduino kits, school involvement with the GLOWS program and the Robo-Games, and also a new SET-BC Coding initiative in Grade 4 at Nakusp Elementary
- We look forward to growing opportunities for our students to learn relevant hands-on skills in coding and our teachers to grow their learning in teaching coding integrated into the Mathematics, Science and Applied Skills and Design Technology curricula

4. Transportation Funding

- Our recent application for Ministry funding to support student transportation has been approved for \$42,675
- Three initiatives will be supported by this funding:
 - 1) Transportation assistance for Kindergarten children attending part days as they transition to Kindergarten
 - 2) District Van Use for Curricular and Extra-Curricular Field Studies
 - 3) Enhancement of Curricular Field Studies Trips
- Examples of recent curricular field studies trips include:
 - NSS Environmental Studies trips to Cody Caves (geology) and Nakusp Hot Springs (water studies)
 - Burton Academy Outdoor Education and Entrepreneurship students Ground Search and Rescue helicopter training and overnight camping Swift Water Rescue training
 - All Lucerne Secondary students Rock-Climbing field studies at Skaha Bluffs near Penticton integrating mathematics, physics and Aboriginal learning
 - NES classes camping at Burton School as they study ethnobotany
 - Edgewood intermediate students studying forestry and silviculture in Arrow Park as they learn alongside NACFOR foresters
 - Arrow Lakes DL students learning team-building skills and physics as they rock-climbed at Slocan Bluffs

5. Framework for Enhancing Student Learning

- School and district leaders worked with Judy Halbert and Linda Kaser examining the new Ministry

Framework for Enhancing Student Learning

- School Growth Plan conversations with staff using the Spiral of Inquiry will take place over the next few months given new school leaders at each school with Growth Plans presented to the Board for approval in the spring
- District Plan for Learning is in process – 2016 data is being analysed by the Director of Learning and Superintendent with the aim of presenting a draft report to the Board by November's Board meeting

6. SEP (School Enhancement Program) Funding

- We are delighted to have received confirmation from the Ministry that our \$140,000 heating and ventilation upgrades at Nakusp Elementary and \$146,000 heating and ventilation upgrades at Burton School have been approved under the SEP program
- This funding will make substantive improvements to energy efficiency in both schools!

7. Strong Start Review at Lucerne – October 6th and 7th

- The district has two Strong Start Centres – Nakusp (35 children) and New Denver (29 children) and one Outreach Strong Start which serves children in Burton, Fauquier and Edgewood (total of 28 children). Registrations usually increase over the first few months of the school year.
- A very successful review of the Lucerne Strong Start was held on October 6th and 7th
- Four researchers from the University of Toronto's Atkinson Foundation conducted the research using focus groups with parents, individual interviews with school and district leaders, ECE and Lucerne teachers and Strong Start parents
- Superintendent of Early Learning, Maureen Dockendorf and the researchers highly commended the district for excellent early learning practices in the Strong Start program
- Kudos to Charlene (Bean) Alexander for her leadership as an early childhood educator
- It was also noted by the Superintendent/Secretary-Treasurer in the review, that Strong Start funding is a major challenge: the Ministry grant has not increased in over ten years since Strong Start Centres began, whilst wage and benefit costs as well as utility costs have continued to grow each year
- In both SD 10 and other districts across BC, the funding provided by the Ministry, is now not adequate to provide for the level of service we are extending to parents and their young children for early learning
- The district will be examining options in regards to funding shortfalls

8. Casual Bus Driver Shortage

- Despite advertising for casual bus drivers, and interviewing and hiring three new drivers over the past month, the district is struggling to fill bus shifts for field trips due to lack of drivers
- Two of the new drivers have been unavailable for extended periods of time and the third has since resigned
- Professional drivers with Class 1 certification are being sought
- In the interim, as Manager of Transportation and Operations, Art Olson, and Executive Assistant, Michelle Grenier try to creatively fill the many fall field trip requests, the district would like to thank our Regular CUPE bus drivers for their flexibility, and thank CUPE for their understanding and support!

9. Ministerial Order re: SOGI (Sexual Orientation and Gender Identity) compliance

- The Minister of Education has advised all school districts that Board policies and School Codes of Conduct must comply with and have language citing that there will be no tolerance for bullying or

discrimination on the basis of sexual orientation or gender identity

- Schools are reviewing and updating their Codes of Conduct and the Board Policy Committee is reviewing all relevant policy to ensure compliance by December 31st as mandated

10. LGBT2QA++ Policy and Protocol

- These documents have been shared with all Principals and Vice Principals to discuss with their staff regarding any feedback
- Will be distributed to SD 10-All for comments and feedback prior to November 8th Board Meeting
- Lunch hour sessions with interested secondary students will be held at NSS and Lucerne in early November to gather any feedback or input; DL students will be invited to NSS meeting



SCHOOL DISTRICT NO.10 (ARROW LAKES) POLICY MANUAL

301– LGBT2QIA+ - Sexual Orientation, Gender Identity and Gender Expression

1.0 General

- 1.1 The Board of Education (the “Board”) is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and working environment for all members of the school community, regardless of real or perceived sexual orientations, gender identities, and gender expressions, which includes lesbian, gay, bisexual, trans, Two-Spirit, queer, questioning, intersex, and asexual (LGBT2QIA+).
- 1.2 The Board will provide a safe environment, free from harassment and discrimination, while also promoting pro-active strategies and guidelines to ensure that LGBT2QIA+ students, employees and families are welcomed and included in all aspects of education and school life and treated with respect and dignity.
- 1.3 The Board believes that all LGBT2QIA+ students, staff and families have the right to:
 - 1.3.1 have their confidentiality protected and respected;
 - 1.3.2 self-identification and determination; and
 - 1.3.3 have their unique identities, families, cultures, and communities included, represented, valued, and respected within all aspects of the school environment.

2.0 Support and Communications

- 2.1 The Board is committed to constructive and open dialogue with LGBT2QIA+ communities to increase cooperation and collaboration among home, school and the community.
- 2.2 The Board will acknowledge through its communication to students, staff, and the community that some students are LGBT2QIA+ and/or live in LGBT2QIA+ families and need to be positively recognized and included as such.
- 2.3 All schools are encouraged and supported in establishing and maintaining Gay or Queer/Straight Alliance clubs, groups or programs.
- 2.4 Schools and staff are encouraged to incorporate school in-service, individual professional development, and group staff development activities as opportunities to enhance the school and work place as tolerant and diverse learning environments.



SD #10 (Arrow Lakes) District Protocol

LGBT2QIA+ – Sexual Orientation, Gender Identity, and Gender Expression

Overview

This protocol has been developed to help define appropriate behaviours and actions in order to prevent discrimination and harassment through greater awareness of and responsiveness to their harmful effects to any persons who identify themselves on the bases of sexual orientation, gender identity and/or gender expression. SD10 will strive to prevent and provide effective procedures to respond to any language or behavior that a reasonable person would believe degrades, denigrates, labels or stereotypes students, staff and/or family members on the bases of their real or perceived sexual and/or gender identities and/or gender expression, and/or incites hatred, prejudice, discrimination or harassment.

SD10 is committed to implementing measures that will:

- Define appropriate expectations, language, behaviours and actions in order to prevent discrimination and harassment.
- Ensure that complaints of discrimination or harassment based on sexual orientation, gender identity and/or gender expression are taken seriously and dealt with expeditiously and effectively through consistently applied procedures.
- Raise awareness and improve understanding of the lives of people who identify as LGBT2QIA+.
- Strive to eliminate the systemic inequities and barriers for members of the school community whose real or perceived identity is LGBT2QIA+ and demonstrate accountability in leadership so that everyone is treated with fairness and respect.

Leadership and Student Support

1. Principals/vice-principals, teachers, counsellors, and other staff and student leaders should consult with LGBT2QIA+ students and their relevant support groups and take concrete actions to make schools more welcoming, inclusive and safe.
2. School administrators will aim to ensure that professional development and training opportunities are available for staff to develop the awareness, knowledge, skills and attitudes necessary to:
 - a. deliver an LGBT2QIA+ inclusive curriculum (including anti-homophobia and anti-transphobia education);
 - b. identify and address homophobic and transphobic discriminatory attitudes and behaviours; and
 - c. support and advocate for the needs of students whose real or perceived identity is LGBT2QIA+.
3. Schools will appoint at least one staff person to be a Safe Contact who is able to act as a resource person for LGBT2QIA+ students, staff and families. (Note: School principals/vice-principals will act as the Safe Contact if no one voluntarily steps forward.) School principals/vice-principals will inform students and other staff about the location and availability of this contact person.

4. The district Director of Learning will ensure that:
 - a. Counsellors, childcare workers and child and youth care workers are trained to respond competently to the needs of LGBT2QIA+ students as well as to the needs of students with LGBT2QIA+ family members;
 - b. Counsellors and staff are provided with information on support programs or services for students and families.
 - i. Staff will not refer students to programs or services that attempt to change a student's sexual orientation or gender identity.

Student Learning

5. Teaching staff are encouraged to utilize language and educational resources and approaches that are inclusive, developmentally appropriate, and respectful of diverse sexual orientations, gender identities, and gender expressions.
6. Schools are committed to:
 - a. enabling LGBT2QIA+ students and families to see themselves and their lives positively reflected in the curriculum and school environment through the provision of library and other curricular resources;
 - b. creating or acquiring developmentally appropriate, current and relevant learning resources for sexual health education that are LGBT2QIA+ inclusive; and
 - c. providing learning resources in languages and in formats easily accessible to all students (English Language Learners, students with unique needs, etc.) and their families, where possible.
7. All school forms and communications (where applicable) should respectfully reflect the diversity of sexual orientations and gender identities of students, staff and parents/guardians.

Sexual Orientation, Gender Identity, and Gender Expression

To support the safety, health, and educational needs of students whose real or perceived identity is trans, staff shall adhere to the following practices:

8. Consultation: School staff are encouraged to consult with the designated Safe Contact and the Director of Learning, to review best practices for supporting trans students.
9. Confidentiality and Privacy:
 - a. A student's trans status, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the student or the student's parent(s)/guardian have given authorization.
 - b. In situations where school staff or principals/vice-principals are required by law to use or to report a trans student's legal name or sex, such as for purposes of data collection, school staff and principals/vice-principals will adopt practices to avoid the inadvertent disclosure of such information.
 - c. Students' rights to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected.
10. Names and Pronouns: Trans students will be addressed by the names and pronouns used.
11. Official Records and Student Information: Whenever possible and permitted by law, requests made by a student, or the parent/guardian, to change the student's official record to reflect their name and/or gender identity will be accommodated.

12. Whenever possible, at the request of a student or of a students' parent(s)/guardian, the student's name and/or gender identity will be included on class lists, timetables, student files, identification cards, etc.
13. Unless the student or the student's parent/guardian has specified otherwise, communications between school and home shall use a student's name and the pronoun designated by the student. Staff are encouraged to speak with trans students to confirm name and pronoun to be used when communicating with home.
14. Students have the right to dress in a manner consistent with their gender identity or gender expression. This includes students who may dress in a manner that is not consistent with societal expectations of masculinity/femininity.
15. Schools will reduce or eliminate the practice of segregating students by sex. In situations where students are segregated by sex, trans students will have the option to be included in the group that corresponds to their gender identity.
16. Where possible, students will be permitted to participate in any sex-segregated recreational and competitive athletic activities, in accordance with their gender identity. Due to issues of disclosure and safety, some students may wish to participate in a sex-segregated activity that is not aligned with their gender identity.
17. Trans students shall be provided the same opportunities to participate in physical education as all other students, shall not be asked or required to have physical education outside of the assigned class time, and shall be permitted to participate in any sex-segregated activities in accordance with their gender identity if they so choose.
18. The use of washrooms and change rooms by trans students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration, ensuring the student's safety and comfort, minimizing stigmatization and providing equal opportunity to participate in physical education classes and sports.
19. Access to washrooms and change rooms that corresponds to the gender identity of a trans student will be considered. Students who desire increased privacy will be provided with a reasonable alternative washroom and/or changing area. Any alternative arrangement will be provided in a way that protects the student's ability to keep their trans status confidential.
 - a. The decision with regard to washroom and change room use shall be made in consultation with the trans student.
 - b. The Board will strive to make available single stall gender-neutral washrooms at all school locations and worksites.
20. Schools will aim to keep trans students at their original school site, unless it is a student's wish to transfer. Should the student wish to transfer, it is not necessary to disclose the student's gender identity and/or gender expression as the reason for transfer.

Resolving Conflict

21. Senior administrative employees shall jointly ensure that all staff know it is their individual and collective responsibility to respond to discriminatory attitude and behaviours.
22. Disputes will be resolved in a manner that involves the trans student and an adult advocate (teacher, service provider, parent/guardian) in the decision-making process to maximize inclusiveness.
23. The District shall consider any violence, threat of violence, or act of aggression, including harassment, discrimination, intimidation and bullying on school premises to be a serious

threat to the school environment and to the safety of both students and staff and shall be dealt with in accordance with the school's code of conduct.

Related Documents:

- VTRA Checklist and Supporting Documents
- Board Policy 220 - Inquiries and Concerns
- Board Policy 310 - Student Conduct and Discipline
- School Code of Conduct
- Provincial Standards for Codes of Conduct Order – Ministerial Order 276/07

Definitions:

Advocate: A person who is supportive and knowledgeable of the LGBT2QIA+ community. They believe in the dignity and respect of all people, and are willing to stand up in that role.

Asexual: A person who is not sexually attracted to any gender or sex. Asexual people may still be romantically attracted to people of a variety of genders and sexualities and have romantic, non-sexual relationships.

Bisexual: A person who is attracted to both women and men not always equally.

Cisgender: A person whose gender identity is the same as the sex assigned at birth. This is the gender identity of majority people.

Cross Dressing: The term refers most often to male who dress in the clothes of women. The term drag usually refers to dressing in the clothing and styles of another gender for entertainment purposes. The term transvestite was historically used however this term is highly offensive.

Gay: A person who is attracted to someone of the same sex and/or gender as themselves. This word can be applied to all genders of relationships, but has primarily been used in reference to men.

Gender: A socially constructed concept of identity based on roles, behaviours, activities, and appearance such as masculine, feminine, androgynous, etc.

Gender expression: The ways a person presents their sense of gender to others (for example, through clothes, hairstyle, mannerisms, etc.).

Gender identity: A person's internal sense of being a man, a woman, genderqueer, non-binary, etc. This is not the same thing as a person's biological sex, and may not be consistent with how they are perceived by others.

Gender nonconforming: A term that often refers to a person who express gender in ways that differs from societal expectations of the sex and gender assigned to them at birth. For the purposes of this policy and accompanying regulations gender nonconforming people are included under the term trans.

Genderqueer: A person who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.

Heterosexual: Refers to a man or a woman who is romantically, emotionally or sexually involved with the opposite sex exclusively.

Heterosexism: Refers to the assumption that all people are heterosexual and that heterosexuality is superior and more desirable for all people than any other sexual orientation.

Homophobia: The fear, ignorance and mistreatment of people who are, or are perceived to be, lesbian, gay or bisexual. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of lesbian, gay or bisexual people. Homophobic bullying can also be targeted against any individual, regardless of perceived sexual orientation.

Intersex: Refers to people whose reproductive or sexual anatomy is not easily defined as male or female. There are a variety of ways someone can be intersex, ranging from having ambiguous genitalia to having mixture of XX and XY chromosomes. Intersex individuals have historically been mistreated in North American society (i.e. being forced to have “corrective” genital surgeries as infants). The term Disorders of Sexual Development is being used increasingly amongst medical professionals in reference to intersex conditions, however, this term has not been fully adopted by intersex communities at the time this policy is being written. The word hermaphrodite was historically used to describe intersex individuals, however, this term is considered highly offensive.

Lesbian: A woman who is attracted to other women.

LGBT2QIA+: An acronym that in this case stands for lesbian, gay, bisexual, trans, Two-Spirit, queer, questioning, intersex, and asexual. There is a wide range of other terms often included in this acronym (often referred to by queer communities as “the alphabet soup”) such as asexual, and this acronym tends to vary depending on the source. The plus sign (+) indicates the inclusion of all sexual and gender identities.

Non-binary: A person who does not identify within the male/female binary system.

Pansexual: Person who is attracted to people of all gender identities and sexualities.

Perceived as LGBT2QIA+: Refers to someone who is treated as if they are LGBT2QIA+ even if they do not identify as such.

Pronouns: The words one uses to refer to themselves (e.g. he/him/his; she/her/hers; they/them/theirs; xe, xem, xyr, etc.)

Queer: An umbrella term (often used in place of the LGBT2QIA+ acronym) used to describe individuals who identify as being part of sexual and gender diverse communities (e.g. lesbian, gay, transgender). This term has been reclaimed by the LGBT community and is now used positively.

Questioning: A person who is 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: A biological classification based on physical attributes such as sex chromosomes, hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individuals as male or female. For those whose sex is not easily categorized as male or female see Intersex.

Sexual Orientation/Sexual Identity: Refers to a person's attraction towards a particular gender or sex. Someone may identify as lesbian, gay, bisexual, queer, pansexual, etc. It is important to remember that sexual identity and gender identity are separate.

Trans: (also Trans, Transgender, Transsexual) An abbreviated umbrella term that can be used to describe people whose gender identity and/or gender expression differs from what they were assigned at birth. Some trans people may choose to medically transition by taking hormones, having surgery. Some trans people may choose to socially transition by changing their name, clothing, hair, etc.

Transphobia: Fear, ignorance and mistreatment of people who are, or are perceived to be, trans or gender nonconforming. This often leads to bias, discrimination, hatred, harassment and violation of the human rights of transgender or gender nonconforming people. Transphobic bullying can also be targeted against any individual, regardless of perceived gender expression.

Transition: A term most commonly used to refer to someone transitioning from one gender to another. Transition often consists of a change in style of dress, selection of a new name, and a request that people use the correct pronoun when describing them. Transition may, but does not always, include medical care like hormone therapy, counseling, and/or surgery.

Two-Spirit: An Aboriginal term describing the embodiment of both masculine and feminine spirits. This identity is not limited to gender expression or sexuality, but encompasses them both while incorporating a spiritual element. It is a stand-alone identity, not an Aboriginal term for gay or lesbian.

October 11, 2016

Re: Education Partnership Committee Meeting *Attachment*

Policy Updates

Recommendation to Refer Policy for Review and/or Revision to Leadership Team, Management Personnel or Board Committee:

Policy #	Policy Name	Dates	Notes
310	Student Conduct and Discipline	01-01-23 09-01-27	Refer to the Leadership Team - Needs considerable revision and interface with Policy 4900 and Ministry requirements.
311	Student Conduct While Riding on a School Bus	85-04-30 04-11-30	Refer to the Leadership Team – Expand to include all forms of transportation, not just bus. Simplify by references overall student conduct.
331	Anaphylaxis	08-04-01 09-04-28	Refer to Director of Learning –Reference <u>Ministerial Order 232/07</u>
351	Controversial Learning Resources	85-02-19	Refer to Director of Learning – Revise to detail challenge of a learning resource
421	Evaluations of Principals/Vice Principals	97-11-25 09-02-24	Refer to Superintendent - Needs to reflect current practice and compliance with PSEC regarding performance evaluation for all exempt positions
450	Computers, Internet & BCeSIS Usage & Access	00-09-19 07-05-29	Refer to IT Committee – Make current, application of FOIPPA, MyEd
630	Travel Expenses	85-04-30 07-12-12	Refer to Director of Finance - List as guidelines (trim regulations/guidelines), remove form from policy OR consider for abandonment
641	Disposal of Land or Improvements	03-05-27	Refer to Director of Finance – Review process and consider abandonment and the development of a district protocol
642	Capital Plan Preparation	88-09-13	Refer to Director of Finance – Develop a short general policy that encapsulates all three capital and facility policies OR consider abandonment and the development of a district protocol
648	Application of Pesticides & Herbicides	88-06-07 04-11-30	Refer to Manager of Operations and Transportation – Review and consider abandonment / development of administrative protocol
670	School Bus Video Taping	04-09-28	Refer to Superintendent – Requires substantial revision