



EDUCATION PARTNERSHIP COMMITTEE SCHOOL DISTRICT 10 (Arrow Lakes)

MINUTES

School Board Office

Date: Tuesday November 8, 2016
6:00pm

PRESENT:

MEMBERS:	L. Brekke, J. Struck, M. Teindl, R. Farrell, R. Bardati, R. McLeod, B. McKay
STAFF:	T. Taylor, L. Newman, M. Grenier
REGRETS:	Q. De Courcy, J. Baron
OTHER:	J. Trainor

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:

- a) BC System Alignment, Terry Taylor (presentation attached)

4. REPORTS:

- a) DPAC
 - No report
- b) ALELA
 - No report
- c) STUDENTS
 - Nov 6-9 - Sr. Boys Soccer Provincials
 - Student Council - very active with numerous activities including planning for annual '12 Days of Christmas' and Winter Formal
 - Remembrance Day Ceremony - Thursday Nov 10, 2016 at 10:30am
 - WKTEP student teachers welcomed
 - Flasher and tinder box production has started (Outdoor Ed – BAS)

- Grad fundraising continues
 - Pasco WA trip planned for three Burton Academy School students – will be presenting on the entrepreneurial component of the Outdoor Ed program
- d) CUPE, Local 2450
- No report
- e) ALTA (R. Bardati)
- The BCTF will present case on Collective Bargaining Rights of Teachers at the Supreme Court of Canada Hearing Nov 10, 2016
 - Pro-D Update: Nov 14th Curricular Support Day / January 23rd plans are still in review
 - CA nearing completion – pending finalization of 4 Day LOU
 - Two teachers are planning to ‘champion’ the coding initiative within the district
 - Educational Transformation Committee will be meeting Nov 23, 2016

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

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

6. POLICY MATTERS:

- a) Follow up on October 11, 2016 – Notices of Motion

It was recommended the title for Policy 301 – LGBT2QIA+ Sexual Orientation, Gender Identity and Expression be revised to read *Policy 301 – Sexual Orientation, Gender Identity, and Expression*.

- b) Recommendations for Policy Revision

- i) Policy 190 Trustee Indemnity - *Revised based on the Board motions that were passed in June of 2016. The policy is now current*
- ii) Policy 310 Student Conduct and Discipline – *Housekeeping revision to update BC Human Rights Code reference*
- iii) Policy 510 Recruitment and Selection of Exempt Staff – *Updated to include a reference to the BC Human Rights Code*
- iv) Policy 530 Creating Safe Schools – *Substantial revision to make current and to ensure compliance with SOGI requirements*
- v) Policy 532 Respectful Workplace – *Updated to include a reference to the BC Human Rights Code and to ensure compliance with SOGI requirements*

All revised policies with the exception of policy 310 will be initiated by a Notice of Motion to approve revisions at the Regular Meeting of the Board of Nov 8, 2016. Policy 310 is a housekeeping change only at this time.

- c) Recommendation for Policy Abandonment

- i) Policy 352 – Libraries - *Is not current nor needed.*
- ii) Policy 360 – Challenge - *School Districts are required to have procedures in place that comply with the Ministry’s Challenge Policy –this is not a governance piece but is operational. A protocol has been developed and has been attached. See DRAFT Protocol*

iii) Policy 648 – Application for Pesticides and Herbicides – *Not governance but is operation. A protocol has been developed and has been attached. See DRAFT Protocol*

All policies recommended for abandonment will be initiated by a Notice of Motion to approve abandonment at the Regular Meeting of the Board of Nov 8, 2016.

7. OTHER:

Nil

8. Recommendations to Regular Meeting:

The Education Partnership Committee supports the recommended name change for Policy 301 to *Sexual Orientation, Gender Identity, and Expression*.

The Education Partnership Committee supports the recommendation in the Superintendent's Report that the Board of Education approve out-of-country field trips to Pasco and Seattle, WA.

9. ADJOURNMENT:

The meeting was adjourned at 6:57.

BC's System Alignment: A Thoughtful Journey

Terry Taylor

Superintendent, SD 10 (Arrow Lakes)



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Strategic Alignment: On the Journey Together



With our common aim: student success and achievement



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Strategic Alignment: a Coherence Framework

for Success for All Learners

Four areas of our alignment:

- * **Focusing Direction:** Strong Vision With Students at the Centre
- * **Cultivating Collaborative Cultures:** Collaborative inquiry, Building Educational Partnerships and Fostering Community Engagement
- * **Deepening Learning:** Powerful learning opportunities for student and professional learners
- * **Accountability:** Framework – internal and external accountability

*The right drivers,
aligned to do the right thing:
enhance all students' learning.*



SD 10 Vision: Students at the Core of All We Do

- District and Ministry's central vision: learners at the centre
- Each district process and structure focusses on this key vision
- From budget consultation processes, to staffing and HR practices
- Investment in professional learning
- Redesigned curriculum with students at the heart
- Growth mindset: equity and access for all learners
- Diverse pathways for student success



The right drivers, aligned to do the right thing: enhance all students' learning



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SD 10 Collaborative Cultures of Learning

- 25% – 30% of teachers volunteer for one or more Professional Learning teams each year
- Teacher satisfaction on mandatory learning teams for numeracy and literacy is very high – focus on learning rounds and collaborative practice
- All district partners – students, parents, teachers, support staff, PVPs work alongside the Board and district leaders on monthly Education Partnership Committee
- A district Educational Transformation Committee comprised of students, parents, teachers, support staff, PVPs, trustees and district leaders co-create plans for learning and transformation

Professional Learning

***The right drivers, aligned
to do the right thing:
enhance all students' learning***



Deepening Learning in SD10

- We increasingly “organize for learning” rather than organize for adult, content, or timetables
- Rich cross-curricular learning experiences in every school – from solar to rock-climbing; from gardens to game cameras
- High community engagement
- Professional learning focused on enhanced student learning

*The right focus and vision, aligned to do the right thing:
deepen all students' learning*



Transforming with the new Framework 4 Learning

Collaborative practice is at the heart of our work. Acknowledgements to:

- Ministry of Education, and Dean Goodman – years of thoughtful consultation and conversation with all partners– listening deeply and co-creating OUR framework – we own it!
- BCSSA Kootenay Boundary Chapter – deep conversations about learning, evidence, alignment and change
- SD 10 students, parents, educators, teacher and support staff unions, and Board of Education
- SD45 (West Vancouver) – Superintendent, Chris Kennedy and Director of Instruction, Lynne Tomlinson – deep horizontal connectedness – rural and urban collaborative networking

The right support, aligned to do the right thing: enhance learning for all students.



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Framework: What happens when our work is aligned and underpinned by strong research....?

SD 10's Framework to Enhance Student Learning Journey
Built on a foundation of evidence-informed research: International voices

- OECD – 7 + 3 principles of learning
- First Peoples Principles of Learning
- Hattie – *Collaborative Expertise*
- Halbert, Kaser and Timperley - *high leverage commonalities for focus*
- Timperley - *Who's your class?*
- Peterson et al – *design systems thinking - end user in mind*
- Harris and Jones - *practitioner/researcher/policy-makers*
- Bryk et al - *improvement research through networks*
- Harris & Jones - *transforming systems through leadership*
- Cheng - *Shared vision*
- Goodman, Turner, Ryan - *Framework for Enhancing Student Learning*

Key research, informs our provincial Framework and our district practice.



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Key Transformations in School and District Planning

SD 10's Framework to Enhance Student Learning Journey

- Incorporate **OECD 7 + 3 Principles of Learning** in School Plans and District Frameworks as a foundation for planning
- Embed **First Peoples Principles of Learning** in School and District Frameworks through authentic implementation strategies.
- Connect School and District Plans through **template design and goals**.
- **School Plans inform District Plans for Learning**, not vice versa
- **School “Planning Ahead”** meetings with students, parents and staff giving input and direction on school plans
- **District Educational Partnership Committee** input from students, parents, teacher and support staff unions, and PVPs
- **Hone and adjust three year cycles** for deeper learning and increased value.
- Explore **diverse forms of evidence of student learning and success** – quantitative data over time, qualitative, video and narrative data in consultation with our communities and educational partners.
- **Present and share school and district plans** to authentic audience of parents, and students, and external voices for feedback and refining in Year 2 and 3



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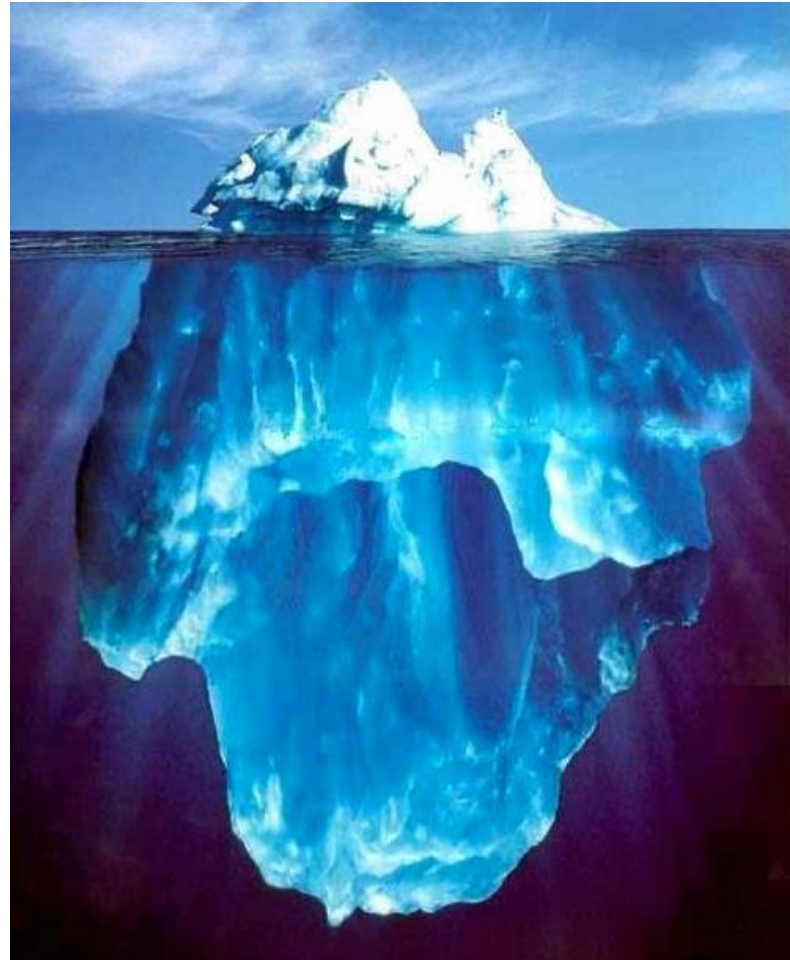
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The Impact of alignment on school and district planning

From surface,
to depth

***The right change,
deepening to do
the right thing:
enhance learning
for all students.***



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An electronic portfolio with data and evidence added over time

SD 10's Framework to Enhance Student Learning Journey



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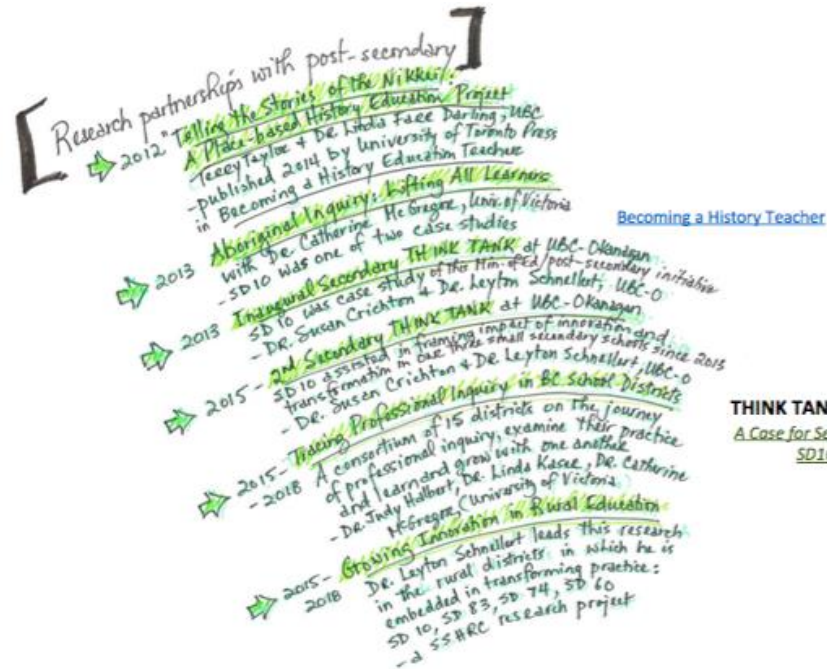
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A personalized plan that communicates who we are and how we are doing to our community

SD 10's Framework to Enhance Student Learning Journey



THINK TANK
A Case for Secondary Revisioning in SD10, Arrow Lakes

The right shifts, aligned to enhance support for the right thing: learning for all students



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Interactive links to evidence and stories that speak to head and heart and demonstrate our work

SD 10's Framework to Enhance Student Learning Journey

Culture of Collaborative Inquiry and Professional Learning

• long history of cross-district collaborative professional learning, growing in seeds & momentum!

→ 2002-2013 - District History Team

→ 2012-13 CEAYC Team Collaborating to Engage All Learners team

→ 2013-14 CEAYC Team Collaborating to Engage All Learners team

→ 2014-15 CEAYC Team Collaborating to Engage All Learners team

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→ 2014-15 CEAYC Team Collaborating to Engage All Learners team

Growing Aboriginal Understanding Together

→ 2014-15 Aboriginal Enhancement Agreement

→ 2014-15 Aboriginal Enhancement Agreement

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- Aboriginal Enhancement Agreement
- Aboriginal Inquiry: Lifting All Learners
- 2014 Annual Report on Aboriginal Education
- Medicine Wheel: Student Goal Setting
-

Reconciliation Through Art



Strong Post-Secondary Partnerships

- UBC Okanagan - Dr. Helen Schoellert
- UBC Vancouver - Dr. Susan O'Brien
- UBC West Kootenay - Teacher Education Consortium
- Selkirk College - Trades and Technology Partnerships: ACE-IT, Carpentry, Ground Search & Rescue, First Aid, Avalanche Training, Solar Energy/Renewable Energy/Hands-On Skills.



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Diverse forms of evidence demonstrating student learning and success across all schools

SD 10's Framework for Enhancing Student Learning Journey



[Facebook Literature Circles](#)



[Mountains as Teachers](#)



[Let There Be Music](#)



[Outdoor Education](#)



[Making It Count](#)



[iPads: A Tool for Learning](#)



SD10
SCHOOL DISTRICT OF SLOPE
World Class Learning in a Rural Environment

The right evidence, aligned to demonstrate our success in valuing the right thing: learning for all students



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Alignment:

- It's messy
- It's a journey
- It's iterative
- It's student-centred
- It's research-informed
- It's hopeful and transformative



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World Class Learning in a Rural Environment

November 8, 2016

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

My Education BC: Student Enrollment Numbers

As of: Nov 7-2016

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	3	2	3	2	2	3	2	1	1	3	2	2	9	35
EES	1	1	1	1	8	3	4	4						23
LESS	8	3	10	5	9	9	5	5	7	7	5		6	79
NES	14	22	19	18	24	21	17	32						168
NSS									27	32	23	25	39	146

**TOTAL
Per
Grade**

25 27 30 26 43 37 28 43 35 42 31 27 54

District Total

451

Notes: Grade not applicable to school
 BAS is currently not showing cross enrollment numbers in My Ed BC

1. Enrollment notes

- Three new students have enrolled at EES as well as NES this week, and one student transferring from DL to LESS
- We are still awaiting the five children from the refugee family moving to New Denver

2. Professional Learning Update

- November 14th is our next district day of professional learning, this one focused on support for the redesigned curriculum
 - Faye Brownlie, internationally recognized literacy expert, launches this day as educators examine models of collaboration and ways to use collaboration in formative assessment
 - Four teacher-led sessions will follow:
 - Fresh Grade and ePortfolios
 - Revised Grade 10-12 Curriculum Drafts
 - K-9 Communication and Reporting on Student Learning
 - District Environmental Education Initiative

3. Shoulder Tapper Grant

- We hope to be successful in attaining a \$17,500 Shoulder Tapper Grant. If so, we will:
 - Connect students with local tradespeople, makers and builders through the district-wide Design Thinking Initiative (13 local artists, makers and builders)
 - Enhance support to students with Aboriginal ancestry through collaboration with our Aboriginal Education Council and Elders, as well as create deep learning experiences with local and regional Aboriginal tradespeople and artists
 - Integrate coding in elementary and secondary classrooms through partnerships with SET-BC and GLOWS; involvement in RoboGames in 2017

- Hold a district Maker Day in 2017 with support from Dr. Susan Crichton at UBC-O
<http://www.itabc.ca/events/maker-day>

4. Coding Curriculum Funding Application

- Application for \$29,563 for coding curriculum support was submitted to Ministry of Education October 31st
- Two coding Lead teachers: Keith Greenhalf from NES and Scott Kipkie from Lucerne are leading the project
- ALTA President, Superintendent and Lead teachers are working closely together to bring strong coding curriculum practices and resources forward for our student and professional learners
- Our aim is to embed coding and computational thinking across diverse areas of the curriculum from K-12, with prototypes of implementation ready this school year, and Ministry-required 15 hours of coding in Grades 6-9 in place by September 2018

5. Senior Boys Soccer to Provincials

- November 6th-10th sees our Senior Boys Soccer team travelling to Provincial Championships in Surrey
- The boys have had a great season so far this year, and look forward to playing their best at Provincials
- Congratulations to all the boys on the team and their hard-working coach, Rod Morrison

6. SOGI (Sexual Orientation and Gender Identity) Update

- Board Chair Lora Lee Brekke and Superintendent attended a Ministry of Education workshop October 25th aimed to help districts become better prepared to enact the new SOGI Human Rights requirements under the recent legislation
- Processes and practices to promote and support inclusion of all students were shared by members of Out in Schools as well as other district teachers, principals, directors and superintendents
- In SD 10, we look forward to meeting with students from both secondary schools and discussing the new Sexual Orientation and Gender Identity and Expression policy and protocols as well as encourage our PACs to discuss the new policy and protocols

7. 2nd Annual Partner Liaison Meeting October 26th

- Ministry of Education held its 2nd annual Partner Liaison meeting October 26th in Vancouver
- Board Chairs, Superintendents and Secretary-Treasurers attended from across BC
- Many items were discussed including the Framework for Enhancing Student Learning, the new K-9 Curriculum and district "Financial Health" indicators
- Superintendent presented a 10 minute overview of how SD 10's goals and plans strategically align with the Ministry four pillars in the Service Plan (attached)

8. Fauquier School Update

- Re-application to the ALR (Agricultural Land Reserve) for the Fauquier School property has been made by the Director of Finance as additional information was requested
- To clarify, the Board's intent, the school district has not made any arrangements to sell the Fauquier property once it is subdivided to a particular community organization
- The intent of the Board of Education is to ensure that the building and land remains as a community facility for the community of Fauquier
- The community of Fauquier, once the property is finally subdivided, will be able to choose the best way to ensure long term access to the building and property for the good of all Fauquier residents
- The old school is a valuable community asset, and the district looks forward to working alongside the community

9. Solar Panel Project - Request for Information

- A member of the public has requested that the district provide access to data from the solar panels on a public website

- The district IT Manager advises concern and states opening up solar panel and other infrastructure equipment to the internet is not advisable from a security perspective.
- Almost all large scale DDoS (Distributed Denial of Service) attacks that have happened over the last few months across the world have been initiated from people gaining access to infrastructure devices (heating control, security camera, lighting fixtures,...) and using them for nefarious purposes.
- Once Grade 7-9 Science and Math students at Lucerne have completed analysis of the solar panel data, they will share this information at a public meeting of the Board of Education

10. Burton Academy Field Studies Trips

- Burton Academy School continues to grow their business plan in the Entrepreneurship part of their program
- On January 16th -24th, the students will attend the Vancouver Boat Show and from January 24th – February 7th, students will attend the Seattle Boat Show
- In late November, three Burton Academy students plan to participate in a Rotary entrepreneurship event in Pasco, Washington
- Recommendation: *That the Board of Education approve the out of country Burton Academy Field Studies trips to Seattle and Pasco as presented by the Superintendent.*

11. Attendance and Wellness Program Launches

- On November 2nd, Shari Featherstone met with both CUPE and ALTA as well as district staff to provide more information and planning for Attendance and Wellness Support programs
- Shari is the Attendance and Wellness Consultant hired through the OLRC
- SD 10 is in a good starting place as we already track data (eg on monthly Financial Reports) and work collaboratively with our union partners to support employee health and wellness
- There are two main reasons for the initiative aside from a requirement to do so by the Ministry:
 - 1) to improve and support our employees' health and wellness and
 - 2) to reduce costs resulting from employee absences so that more resources can support the classroom

12. Congratulations to Odin Brynjolfson at EES!

- Big congratulations to Odin from Edgewood School
- His Grade 3 artwork from Ms. Momeyer's class at EES last year, has been chosen as 1/13 images for the 2017 Kootenay Kids Calendar
- Over 1300 entries were received, so Odin's success is most notable!
- EES students have had great success over the years with work published in this annual calendar
- Get your copy in late December and early January of the annual KSCU Kootenay Kids calendar with Odin's painting displayed

13. Learning Advisory Board

- Superintendent is serving on a new committee providing input and feedback to the Ministry on numerous initiatives
- The Learning Advisory Board meets every two months with Assistant Deputy Ministers, Ministry Directors and the Deputy Minister as required

14. Ministry visit to SD 10

- On November 1st and 2nd, Talya Christbason, Director of Sector Strategic Initiatives in the Service and Technology Division of the Ministry of Education visited the district
- Talya was interested in seeing examples of co-teaching, collaboration and teachers integrating curricular areas in their practice
- She visited EES, NES, NSS and Lucerne and was very impressed with the enthusiasm and passion of our teachers as well as their innovative practices with students
- Thanks to all our teachers and students for opening their classrooms during the visit

SCHOOL DISTRICT NO.10 (ARROW LAKES) POLICY MANUAL

190 – Trustee Indemnity

1.0 General

- 1.1 The Board will pay an annual indemnity to each trustee who is a member of the Board.
- 1.2 Trustee indemnity will be reviewed in the January prior to the Trustee election, and consideration for increases will be tied to the Provincial Consumer Price Index and a review of comparable school districts in the region.

2.0 Regulations

- 2.1 The annual indemnity paid to a trustee will be \$10,600.
- 2.2 The annual indemnity paid to the Vice-Chairperson will be \$11,600.
- 2.3 The annual indemnity paid to the Chairperson will be \$13,100.
- 2.4 The indemnity will be paid once per month.
- 2.5 As per Income Tax Interpretation Bulletin IT-292, one-third (1/3) of the annual indemnity will be considered as a nontaxable expense allowance and two thirds (2/3) as taxable salary.
- 2.6 The taxable portion of the annual indemnity will be subject to Canada Pension Plan deductions but not Unemployment Insurance Commission deductions as per the Revenue Canada Taxation Booklet of premium tables.
- 2.7 Income tax will not be deducted from the taxable portion of the annual indemnity unless specifically requested by an individual Trustee.

SCHOOL DISTRICT NO.10 (ARROW LAKES) POLICY MANUAL

310 – Student Conduct and Discipline

1.0 General

- 1.1 School District No. 10 (Arrow Lakes) supports a school code of conduct which is based on growth, development, and respect for self, others, and property and help make our schools safe, caring and orderly. The Board recognizes the paramount importance of maintaining a school environment that is free of violence, intimidation, harassment, and possession and use of illegal substances. Every pupil shall be subject to the code of conduct established for the school and district while on the school premises, in going to and returning from school, and at all school approved games and functions whenever and wherever held.
- 1.2 The District adheres to the B.C. Human Rights Code with respect to discriminatory publication and discrimination in accommodation, service and facility.

2.0 BC Human Rights Code and School Code of Conduct

- 2.1 The District Discipline Policy and School Codes of Conduct adheres to the B.C. Human Rights Code in respect to discriminatory publication and discrimination in accommodation, service and facility.
- 2.2 Specifically, the district will not:
 - 2.2.1 permit the publication, in any form, of a statement, notice, sign, symbol or emblem, that indicates discrimination or intention to discriminate against a person or class of persons or that is likely to expose a person, group or class of persons to hatred or contempt because of race, color, ancestry, place of origin, religion, marital status, physical or mental disability, sex, sexual orientation, gender identity or age, of that person or group or class of person.
 - 2.2.2 Deny, without a bona fide and reasonable justification, a person, a class of persons, any accommodation, service or facility customarily available.
 - 2.2.3 Discriminate against a person or class of persons regarding any accommodation, service or facility customarily available because of race, color, ancestry, place of origin, religion, marital status, physical or mental disability, sex, sexual orientation, gender identity, or age, of that person or group or class of person.
- 2.3 The above statements in regard to the Human Rights Code will be included in School Codes of Conduct.
- 2.4 School Code of Conduct -
 - 2.4.1 It is the intention of the Board that the District schools encourage students to develop behaviour patterns which will enable them to be responsible, contributing members of society. To this end, schools must develop policies and practices which are consistent with the District policy and which promote a positive learning environment and social responsibility. The

School Code of Conduct and procedures must be shared with students and parents, staff, temp staff and visitors, and submitted to the Superintendent of Schools or designate annually. A Code of Conduct will be posted at each site, clearly visible to all.

- 2.5 Code of Conduct Violations (Unacceptable Conduct): The conduct of any student that adversely affects the school environment or violates human rights as outlined in B.C. Human Rights Code in regard to publication of discriminatory materials shall be considered a serious offence which warrants appropriate intervention and/or action. The Board identifies the following as serious offenses in regard to student conduct:
- 2.4.1 Alcohol and Drugs - possession, use, trafficking
 - 2.4.2 Offences to person - assault, bullying, threats, harassment, fighting, prejudiced remarks
 - 2.4.3 Retribution – against person who has reported incidence(s)
 - 2.4.4 Weapons - possession, use causing harm or death, fireworks, explosives
 - 2.4.5 Offences to Property - destruction, defacing, vandalism, theft of property of others or of the Board.
 - 2.4.6 Unacceptable Behaviour - contravention of district/school codes of conduct such as:
 - 2.4.6.1 Exhibiting open defiance of authority
 - 2.4.6.2 Habitually being neglectful of duty
 - 2.4.6.3 Using improper or profane language including written language on apparel, etc.
 - 2.4.6.4 Being involved in conduct that is injurious to the tone or well-being of the school
 - 2.4.6.5 Being unduly absent and/or tardy
 - 2.4.6.6 Using improper conduct while riding a school bus
 - 2.4.6.7 Jeopardizing the safety of others
 - 2.4.7 When intervention with regard to a serious offence is necessary, the school principal or designate may:
 - 2.4.7.1 Notify the parent/guardian(s) of offender and victim
 - 2.4.7.2 Consult with the Superintendent of Schools or designate, if deemed necessary
 - 2.4.7.3 Notify the Law Enforcement Agency, if an illegal act or substance is involved
 - 2.4.7.4 Arrange for the pupil to receive medical attention, if deemed necessary
 - 2.4.7.5 Arrange for a referral to a school or community counselling service
 - 2.4.7.6 Notification to all parents when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it
 - 2.4.7.7 Initiate positive outside intervention
 - 2.4.7.8 Implement disciplinary consequence(s)
- 2.5 Rising Expectations: As students become older, behaviour expectations and consequences of negative behaviour increase, with the intention of fostering a sense of personal responsibility and self-discipline.

3.0 Disciplinary Action

- 3.1 The principal or designate has paramount authority and may utilize a variety of disciplinary actions which, wherever possible should be preventative and restorative rather than merely punitive. Discipline may include in-school and out-of-school suspensions. The Board believes that student suspensions should be considered only when there is good reason to believe that the continued presence of a student is likely to have a harmful effect on students or the suspension is designed to assist the student in developing attitudes and habits that are necessary for success in later life. To that end:
 - 3.1.1 The principal or his designate may suspend a student for up to five (5) days;
 - 3.1.2 The principal may suspend indefinitely with referral to the District's Discipline Committee for a determination on re-admission.

4.0 Suspension Procedures

- 4.1 The principal shall ensure that the student is given due process.
- 4.2 The principal will attempt to contact the parent/guardian by phone prior to implementation of this suspension.
- 4.3 Parents are to be informed by letter of suspension including the appeal process, a copy of the letter is to be sent to the Superintendent of Schools or designate.
- 4.4 The school shall be responsible to supply an educational program consistent with a student's course work to the student under suspension.
- 4.5 Students will be given the opportunity to make up work missed during the suspension which could not have been completed in a home assignment. Students shall not lose marks for work that is made up.
- 4.6 A student under the influence of drugs or alcohol may only be released into the custody of his or her parents/guardians or responsible adult. If the parent or guardian or other adult cannot be contacted, the police will be consulted.

5.0 Discipline Committee

- 5.1 The Superintendent of Schools/or designate shall establish a District Student Discipline Committee which will consist of, at least two school based administrator, and other advisors as deemed necessary. The Committee shall meet as necessary with the suspended student and their parent(s)/guardian(s) to review the indefinite suspension. The parent or student may be accompanied by an advocate. The decision of the Committee will be communicated to the student/parent as soon as possible after the meeting, and followed up in writing. The Superintendent of Schools/or designate will be informed of the decision and consequences.

6.0 Right to Appeal

- 6.1 A decision which significantly affects the education, health or welfare of a student may be appealed as per School District No. 10 (Arrow Lakes) Bylaw 4 Appeal Bylaw under Section 11 of the School Act.

SCHOOL DISTRICT NO.10 (ARROW LAKES) POLICY MANUAL

510 – Recruitment and Selection of Exempt Staff

1.0 General

- 1.1 The Board of Education believes that in order to achieve the best possible educational outcomes for students, it is essential to recruit, select and retain highly qualified, dedicated and caring employees.
- 1.2 In accordance with the BC Human Rights Code provisions, selection of staff shall be free from discrimination on the basis of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or because that person has been convicted of a criminal or summary conviction offense that is unrelated to the employment or to the intended employment of that person.
- 1.3 The Board, in the case of the Superintendent, will assume sole responsibility for initiating the recruitment process. The Superintendent, in all other instances, will assume sole responsibility for initiating staffing processes. The Superintendent of Schools may delegate staffing responsibilities to other administrative staff.
- 1.4 The Board values input from staff and parents to aid in developing criteria for the selection of employees, and, where appropriate, opinions regarding candidate suitability. All committee members participating in the selection process must adhere to confidentiality and provisions of the FOIPPA.
- 1.5 The Board accepts that a periodic change of assignments of principals and vice-principals may be beneficial to the individuals and to the school district as a whole. The Board further believes that each principal/vice-principal has specific administrative/supervisory strengths and a transfer of a principal/vice-principal may enable a school to benefit from these strengths.
- 1.6 Recognizing that an indicator of performance is past performance, the Board expects that references are thoroughly canvassed. It shall be the Superintendent's responsibility to ensure that candidates' credentials are verified.
- 1.7 The Superintendent of Schools will notify the Board of all appointments of teachers and support staff as soon as possible after appointments are made.

2.0 Guidelines for Selection of Staff

- 2.1 Selection of the Superintendent of Schools/Chief Executive Officer:
 - 2.1.1 A committee composed of all available Board members and chaired by the Board Chairperson will meet to discuss the recruitment process and develop the desired qualifications, skills and characteristics for the position.

- 2.1.2 The Board may choose to hire a consultant to assist in the recruitment and selection process.
 - 2.1.3 The Board will seek input from DPAC, PAC, Principal, Teaching and Support staff representatives.
 - 2.1.4 The Board will assess the district succession plan, and make a determination as to its impact on the recruitment process.
 - 2.1.5 Should circumstances warrant, the position may be advertised locally, provincially, and nationally.
 - 2.1.6 Subsequent to advertising, a short-list committee will examine all applications and decide on a short-list of applicants based on the criteria established and the qualifications and characteristics of the candidates. References for the short-listed candidates will be thoroughly canvassed.
 - 2.1.7 The short-listed candidates will be provided with detailed school and district information.
 - 2.1.8 The short-listed candidates will be invited into the district, at Board expense. The candidates will have the opportunity to:
 - 2.1.8.1 Tour the district and meet with staff.
 - 2.1.8.2 Meet with the out-going Superintendent, if suitable.
 - 2.1.8.3 Attend informal social events.
 - 2.1.8.4 Participate in onsite interview(s) by the Board of Education, representatives from the PAC, ALTA, CUPE and ALELA will be given the opportunity to provide input.
 - 2.1.9 The Trustees will then meet in a closed session to select the new Superintendent of Schools.
- 2.2 Selection of District and School Based Staff:
- 2.2.1 The Superintendent will establish a suitable selection process in consultation with the Board.
 - 2.2.2 The Board will assess the district succession plan, and make a determination as to its impact on the recruitment process.
 - 2.2.3 Criteria will be established for positions and where appropriate, through consultation with stakeholders, including: PAC, ALELA and ALTA and/or CUPE.
 - 2.2.4 The Superintendent will be responsible for determining suitable posting and advertising.
 - 2.2.5 In the event that a position for principal or vice-principal is posted, the Superintendent will endeavor to ensure that consultation with staff and parents takes place. These measures for input may include forms of consultation such as staff and parent input to criteria setting, participation on an interview committee, and candidates meeting with PAC and staff at the school.
 - 2.2.6 References shall be thoroughly canvassed and interviews structured to determine the most suitable candidate.

3.0 Transfers of Administrative Staff

- 3.1 From time to time, the Superintendent will review principal/vice principal assignments and make recommendations to the Board regarding possible transfers.
- 3.2 Where a transfer is being effected, the selection processes outlined above will not apply.

1.0 General

- 1.1 Creating safe and caring environments for all students and staff is a priority of the Board of Education.
- 1.2 All staff members and students have a right to work and learn in a safe and caring environment.
- 1.3 The Board believes that high standards of respect and responsibility for oneself and others will lead to safe, and caring school cultures that foster inclusion, equity, and citizenship.
- 1.4 To this end, the Board expects that persons will:
 - 1.4.1 Comply with all applicable federal, provincial and municipal laws and with district policy and procedures.
 - 1.4.2 Value and encourage learning and working environments that are inclusive and respectful of the diverse individual, collective, social and cultural needs of our communities.
 - 1.4.3 Treat one another with dignity and respect.
 - 1.4.4 Refrain from engaging in, standing by, or encouraging, acts of violence, bullying or harassment, or discrimination in any form.
 - 1.4.5 Show care and respect for school property and the property of others.
 - 1.4.6 Intervene and take appropriate measures to help those in need.
 - 1.4.7 Will respect and value actions or interventions that foster a safe and caring environment.
- 1.5 Responsibility for building positive school culture is shared among many partners including the district, schools, students, parents/guardians, community, social agencies, and the RCMP. The Board promotes understanding and collaboration between all partners to achieve safe and caring schools.

2.0 Code of Conduct

- 2.1 Safe and caring school environments are free of:
 - 2.1.1 Bullying, cyberbullying, harassment, threats, intimidation, verbal or written abuse, racism, homophobia and other forms of discrimination of any kind (including but not limited to, real or perceived socio-economic status, race, skin colour, appearance, ethnicity, gender, sex, disability, sexual orientation, gender identity or expression, religion, culture, age or any other distinguishing characteristic). This is not intended to be an exhaustive listing of unacceptable behaviours.
 - 2.1.2 Any form of violence.
- 2.2 Safe and caring school environments do not tolerate:
 - 2.2.1 Intoxicating or banned substances.

2.2.2 Weapons (or replica weapons) and explosives.

2.2.3 Theft or property damage.

2.3 A school code of conduct will be followed by students, staff, parents/guardians, and visitors:

2.3.1 while on school premises;

2.3.2 going to and returning from school;

2.3.3 during designated breaks in the school day;

2.3.4 online; and

2.3.5 at all school-organized or sponsored activities, games and functions, whenever and wherever they are held.

This also includes any behaviour beyond these times that negatively impacts the school and students.

2.4 Principals have the right to regulate student conduct in order to preserve student and staff safety and to avoid disruption of the rights of other students. This includes taking all reasonable steps to prevent retaliation against a person or persons who have made a complaint of a breach of the school code of conduct.

SCHOOL DISTRICT NO. 10 (ARROW LAKES) POLICY MANUAL

532 - Respectful Workplace

1.0 General

- 1.1 A fair, collaborative, inclusive and respectful workplace is a critical prerequisite to the Board of Education's commitment to delivering high quality public education and cultivating a reputation of excellence.
- 1.2 The Board is committed to creating and maintaining a respectful learning and working environment free from harassment and bullying where people respect one another regardless of their roles or levels of responsibilities and are treated and treat each other respectfully and professionally in their interactions.
- 1.3 Adherence to the BC Human Rights Code is essential, with procedures and culture in place that ensure a workplace free from discrimination on the basis of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

2.0 Roles and Responsibility

- 2.1 The Board of Education:
 - 2.1.1 supports an environment respectful of human rights and free from discrimination, bullying and harassment;
 - 2.1.2 understands and communicates with members of the community about the *Respectful Workplace* policy;
 - 2.1.3 ensures that the policy is reviewed annually and updated as required.
- 2.2 The Superintendent and Senior Management:
 - 2.2.2 implement the *Respectful Workplace* Policy and ensure that the provisions of this policy are communicated to all stakeholders such that:
 - 2.2.2.1 A consistent understanding and expectation is developed regarding respectful and appropriate behaviour in dealing with others, including the ability to speak or act without offending.
 - 2.2.2.2 If discrimination bullying or harassment occurs, the process to resolve it is understood and utilized to resolve the problem in a timely and effective manner.
 - 2.2.3 ensure appropriate training is provided to all employees on the *Respectful Workplace Policy* and Procedure;
 - 2.2.4 participate in investigations and the administration of corrective disciplinary action as appropriate;
 - 2.2.5 reviewing annually and recommending updates to the policy as required.

2.3 Principals and Managers:

- 2.3.1 communicate and review this policy and related procedure with the staff they supervise or manage;
 - 2.3.2 formulate, communicate and enforce work requirements and behavioral expectations;
 - 2.3.3 conduct or arrange for investigations into complaints under the *Respectful Workplace* policy;
 - 2.3.4 mediate or arrange for mediation for resolution of complaints as appropriate;
 - 2.3.5 administer corrective disciplinary action.
- 2.4 Human Resources:
- 2.4.1 Providing consultative services to Superintendents, Principals and Managers in managing Respectful Workplace complaints.
 - 2.4.2 Determining if the complaint is best handled under this policy, or if it is a matter better dealt with through other Board or Collective Agreement processes such as, but not limited to, performance management, professional misconduct and progressive discipline or harassment complaints under the teacher collective agreement.
 - 2.4.3 Conducting investigations, or assisting in the investigation of complaints.
 - 2.4.4 Providing or arranging for training in Respectful Workplace Procedures
- 2.5 All Employees:
- 2.5.1 Being aware of, and sensitive to issues of discrimination, bullying and harassment, and taking proactive steps to encourage respectful, courteous behaviour with staff and students.
 - 2.5.2 Demonstrating professional and positive behaviour consistent with individuals who are responsible for the safety, learning and well-being of staff and students.
 - 2.5.3 Conducting themselves in a professional manner that meets the accepted standards of practice and the spirit and intent of this policy, including in the use of electronic communication.
 - 2.5.4 Accessing the complaint procedure if they observe or experience discrimination, bullying or harassment in the working or learning environment.
 - 2.5.5 Co-operating in the investigating of complaints, and working to achieve resolution at the earliest possible stage.
- 3.0 Definitions
- 3.1 Bullying and Harassment is defined as per the WorkSafeBC Occupational Health and Safety Regulation:
 - 3.1.1 Includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated, or offended or intimidated.
 - 3.1.2 Excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.
 - 3.2 Discrimination is defined as per the BC Human Rights Code includes conduct described in sections 7, 8 (1) (a), 9 (a) or (b), 10 (1) (a), 11, 13, (1) (a) or (2), 14 (a) or (b), or 43 of [the BC Human Rights Code](#).

- 3.3 Mediation – involves an unbiased third party acting as facilitator in direct communication between the parties who voluntarily agree to this process. It is an opportunity to resolve disputes in a mutually respectful manner at the Early/Site based resolution phase of a complaint.
- 3.4 Confidentiality – information about a complaint will be shared only with those who need to know in order to facilitate the investigation process. The respondent(s) will be provided with a copy of the complaint and both parties will be provided with a copy of the findings at the end of the investigation. All participants in the investigation process are to keep the information in the process confidential and not disclose it to anyone other than their union representatives.
- 3.5 Standard of Proof – the standard of proof to be applied as to whether the reported event(s) occurred is the balance of probabilities. This means that on the evidence provided, the occurrence of the event was more likely than not. The standard used to determine what is reasonable in the policy is the *Black's Law Dictionary, Ninth Edition* definition of a reasonable person which is as follows:

"...a person who exercises the degree of attention, knowledge, intelligence, and judgment that society requires of its members for the protection of their own and of others' interests. The reasonable person acts sensibly, does things without serious delay, and takes proper but not excessive precautions..."

4.0 Application

- 4.1 This policy covers all individuals involved in the working or learning environment regardless of their role or function. This includes School District employees, students, parents, volunteers, third parties doing business with the School District and members of the general public who interface with the School District. It is the expectation of the School District that all employees and persons invited to or visiting Board property will strive to maintain the highest level of professional and personal courtesy when interacting with Board employees.
- 4.2 For School District employees, this policy does not supersede any provision of an applicable Collective Agreement.
- 4.3 Inappropriate behaviour by an adult toward a student is not covered by this policy. The *School Act*, The Ministry of Education – Teacher Regulation Branch, *Child, Family and Community Service Act* and the District's Collective Agreements will define and govern the standard of behaviour required by adults when dealing with students.
- 4.4 The conduct of the Board of Education is addressed in Board Policy 200 (2.3 Code of Conduct).
- 4.5 This policy is not intended to address issues where the cause of the conflict or behaviour is based on a personal characteristic that is protected under the *BC Human Rights Code*. For example, if the inappropriate behaviour towards

another person is based on homophobic or racist views, Board Policy 310 – Student Conduct and Discipline is the appropriate area to seek resolution.

- 4.6 This policy excludes the legitimate exercise of management rights and any reasonable action taken by the District or supervisor relating to the management and direction of employees or the place of employment including supervisory decisions involving work direction, evaluation, investigations and disciplinary action
- 4.7 This policy excludes the reasonable exercise of parent and student rights in bringing forward concerns about the treatment of students by employees when done in a respectful manner.
- 4.8 This policy does not cover interpersonal conflicts or interpersonal relations, unless they are threatening or abusive.

5.0 Expectations of Respectful Behaviour

- 5.1 Every employee working with the School District has the right to a respectful workplace and learning community.
- 5.2 In order to promote and sustain a workplace and learning community where all employees are treated and treat others with respect and dignity, regardless of their status or position, each employee is expected to abide by the following values and standards of interpersonal behaviour, communication and professionalism.
 - 5.2.1 We respect and value the contributions of all members of our community, regardless of status or role in the organization.
 - 5.2.2 We treat one another with respect, civility and courtesy.
 - 5.2.3 We work honestly, effectively and collegially with employees and others.
 - 5.2.4 We respond promptly, courteously, and appropriately to request from others for assistance or information.
 - 5.2.5 We use conflict management skills, together with respectful and courteous verbal communication, to effectively manage disagreements among employees.
 - 5.2.6 We encourage and support all employees in developing their individual conflict management skills and talents.
 - 5.2.7 We have an open and cooperative approach in dealings with employees, recognizing and embracing individual differences.
 - 5.2.8 We recognize the differing social and cultural standards may mean that behaviour that is acceptable to some may be perceived as unacceptable or unreasonable to others.
 - 5.2.9 We abide by applicable rules, regulations, legislation, policies and collective agreement provisions, and address any dissatisfaction with, or violation of, these policies and procedures through appropriate channels.
 - 5.2.10 We demonstrate commitment to a culture where all employees cooperate and collaborate in using best practices to achieve high work-related outcomes.

- 5.2.11 If we are in leadership positions, we model civility for others and clearly define expectations for how employees treat each other, and are responsive to complaints when they are brought forward.
- 5.2.12 We adhere to the provisions of the BC Human Rights Code.

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SD #10 (Arrow Lakes) District Protocol

Challenge

Overview:

The district understands that students learn in a variety of different ways and at different rates, and that the diverse needs and abilities of students should be acknowledged. The Challenge process makes it possible for students to receive course credit for learning that takes place beyond the classroom. Challenge is a means of awarding graduation credit for undocumented demonstrated prior learning. All students enrolled with School District 10 are entitled to undertake a free challenge process to receive credit for Ministry-Developed, Ministry-Approved Language Template or Board / Authority Authorized Grade 10, 11 or 12 courses that are available within the district. Should students wish to Challenge courses offered by another district, the course must first be approved at the school level, and district level. This protocol has been developed to ensure that consistent and equitable Challenge procedures are applied across the district.

Eligibility

1. Students must be currently enrolled with the school district or registered as a home schooler.
2. Students must not have previously challenged the course and received a passing grade, or completed the course through previous enrollment, or been granted equivalency.
3. A student must provide compelling evidence that they will succeed in a challenge assessment and that Challenge is in their best interests.
4. A student must be able to demonstrate understanding of the Intended Learning Outcomes of the course being challenged, and should show success in independent learning in a related area.
5. Students must challenge a course in its entirety.

Application Process

Students who are interested in Challenge and believe that they meet the eligibility requirements must go through an application process.

6. Interested students should indicate to the teacher of the course subject, school counsellor, or school principal that they are interested in the Challenge process for a particular course or courses, and that they meet the eligibility requirements listed above.
 - a. Students are encouraged to provide support of their readiness at this stage that may include a recommendation from a previous teacher or a written rationale.
7. The Principal shall designate a 'Coordinator' (i.e. the teacher of the Challenge course, school counsellor, or other teacher advocate) to initiate, administer, monitor, and report the Challenge process.

8. Prior to engaging in a Challenge process, the Challenge Coordinator must review any documentation of prior learning that a student presents in order to determine if a credit can be awarded through equivalency.
9. The Challenge Coordinator will initiate a pre-challenge assessment to confirm the student's readiness for a course Challenge. Assessment strategies may include one or a combination of the following:
 - a. hands-on demonstrations;
 - b. oral / aural performances;
 - c. interviews;
 - d. written examinations;
 - e. presentations; or
 - f. portfolios or a collection of work
10. The pre-challenge assessment is not intended to be onerous but should clearly provide evidence that a student is ready to Challenge the course in question.
11. The Challenge process from the initial request to the completion must be accurately documented and records maintained in the students cumulative file.
12. On the successful completion of the pre-challenge assessment, the Challenge Coordinator must initiate an evaluation process. This may include:
 - a. self-review of the assessment results;
 - b. joint review of the assessment results;
 - c. review of assessment results by a panel including other teachers, or school administration; and/or
 - d. discussion with the student and the parents/guardians of the student.
13. Following the completion of the evaluation process, the Challenge Coordinator must provide a summary recommendation to the school Principal either approving or denying the Challenge request. The summary recommendation should provide supporting documentation relevant to the recommendation.
14. The school principal will provide final authorization on the recommendation.

Reporting a Successful Challenge

15. To receive a credit for a course that does not have a provincial exam, a student must obtain at least a C- (50% minimum) in the challenge assessment.
16. To receive a credit for a course that does have a provincial exam:
 - a. students must first Challenge the course and receive a passing school percentage reported to the Ministry;
 - b. write the provincial exam on one of the scheduled exam times as set by the Ministry, and
 - c. obtain a final mark in the course of at least a C- (50% minimum) based on the combination of the school mark and exam mark.
17. For reporting and transcript purposes, schools must assign a letter grade and percentage to all credits awarded through the Challenge process by June 30th of the school year in which the Challenge occurred.
18. Schools must report the appropriate TRAX code (under "Course Type Field") in the Transcript and Examination (TRAX) system for successful course Challenges.

Related Documents:

- [MOE - Handbook of Procedures for the Graduation Program](#)
- [Ministry Policy: Earning Credit Through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies](#)



SD#10 (Arrow Lakes) District Protocol

Application of Pesticides and Herbicides

Overview

School District 10, recognizes the potential hazard of using pesticides and herbicides on school district property. The district will refrain from using these substances unless a situation arises that necessitates their use, or where alternate methods have proven ineffective. This district protocol has been developed to ensure the safety of students, staff and community members.

Application

Should a situation arise that requires the use of pesticides or herbicides, or where alternative methods have proven ineffective, the following process will be followed:

1. Document all non-chemical efforts to date, or research into non-chemical approaches.
2. Thoroughly research the safest products that comply with provincial and federal legislation.
3. Where possible, all efforts should be made for the application of pesticides or herbicides to take place during school closures: Christmas Break, Spring Break and Summer Break.
4. If application must happen during the school year, 72 hours' notice must be given to the principal so that they can notify staff, students and parents, or to staff directly.
5. Signs will be placed in treated areas and at any nearby entrances to treated areas, a minimum of 72 hours' in advance of the application. Signs must be visible, easy to read, and must indicate that treatment is being made. Signs must also indicate a warning (i.e. caution) and the applicable duration of treatment (i.e. when it will be safe to enter).
6. The applicator must possess awareness of safety precautions and thorough knowledge of the product being used and provide documentation to the district of safety measures that they intend to take and have taken for the application of pesticides or herbicides.
7. Personal Protection Equipment (PPE) and clothing must be worn at all times during application and a change of clothing and equipment as per WorkSafe regulations is required.
8. Once the application process and waiting period have passed, signs are to be removed along with clear communication with staff, students, and parents as required.

Related Documents

- [Health Canada – Consumer Product Safety](#)