

SCHOOL DISTRICT 63 (SAANICH)
POLICY DEVELOPMENT COMMITTEE
Agenda

Committee Members: Trustee Stelck, Chair
Trustee Holman
Trustee Martin

Staff Support: Dave Eberwein, Superintendent of Schools
Jason Reid, Secretary Treasurer
Leigh Glancie, Sr. Exec Admin Assistant

Partner Representatives: Michael MacEwan, STA
Nola Welsh, CUPE
Pete Westhaver, SAA
James Taylor, COPACS

Other Attendees:

Tuesday, September 14, 2021
1:00 pm

A. PRESENTATIONS AND QUESTIONS

No Items.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

1. Policy 26 (Online Learning)

Staff Recommendation:

As the requested Notice of Motion has been provided, I, Trustee Stelck move the following motion:
That Policy 26 (Online Learning) be approved.

2. Policy 27 (Sexual Orientation & Gender Identity)

Notice of Motion:

I, Trustee Stelck provide notice that at the December 1, 2021 public meeting of the Board of Education, I will move the following motion:

That Policy 27 (Sexual Orientation & Gender Identity) be approved.

- As requested, sample Diversity & Inclusion policies attached for reference (SD 64/SD 68).

D. ITEMS FOR INFORMATION

1. Administrative Procedures 176 (Sexual Orientation & Gender Identity)
2. Administrative Procedure 230 (Online Learning)

E. FUTURE AGENDA ITEMS

That the following remain as policies pending a review by the Board about what portions of these programs the Board wishes to retain as policy:

- Policy 18 (Recruitment & Selection of Personnel) – clarity on hiring authority
- Correspondence
- Policy 7 (Board Committees)
- Policy 9 (Board Operations)
- Policy 1 (Foundational Statements)
- Core French
- SENCOTEN Language (in conjunction with Strategic Plan)
- Evaluation Process for Secretary Treasurer

ONLINE LEARNING

The Board of Education commits to providing a quality Online Learning experience for students within the Saanich School District and throughout the province, pursuant to Ministry of Education permission to offer Online Learning. The Board commits to offering and supporting courses and programs within the District's Online Learning program so that students can achieve their educational goals.

Online Learning provides an opportunity for students and families to exercise choice with respect to the environment, methods and structures through which students are able to achieve their educational goals. Online Learning provides a different access to an educational program for those students desiring flexibility beyond the traditional classroom environment.

The Board believes that it is also important to provide an option for adult learners who are in pursuit of their graduation requirements and acknowledges the importance of Online Learning as one such option.

Reference: Sections 2, 3, 3.1, 4, 6, 7, 17, 20, 22, 23, 65, 74.1, 75, 82, 85, 106.3 School Act

Collective Agreements

Graduation Program MO 302/02

British Columbia Adult Graduation Requirements MO 320/04

Required Areas of Study in an Educational Program MO 295/95

Individual Education Plan MO 638/95

BC Ministry of Education - Distributed Learning Requirements & Guidelines for Students with Special Needs

Approved: November 2020

Amended: XXXXX 2021

ONLINE LEARNING

Background

The District is committed to providing quality Online Learning opportunities in the Saanich School District. The Online Learning program will serve school-aged and adult students both within the District and beyond District borders, contingent on Ministry of Education funding and regulations that support the program. In addition, the Online Learning program will support students within the prescribed Ministry of Education regulations who are over the age of 19 and/or are cross-enrolled in multiple districts.

A quality Online Learning program requires a commitment on the part of district staff, administrators and teachers to remain current in their knowledge of the operational and regulatory requirements for Online Learning in British Columbia. Additionally, teachers and administrators responsible for an Online Learning program must be committed to expanding their curricular and pedagogical knowledge to include ways of engaging and supporting student learning in an Online Learning environment.

Courses and programs offered through Online Learning will follow best practices and current pedagogical methods in order to ensure that students are given the best possible educational experience.

Procedures

1. All or part of a student's educational program may be provided by means of Online Learning.
 - 1.1. An Online Learning program offered by the District will support fully-registered students as well as students who remain registered in their neighbourhood school and who wish to enroll in one or more courses to augment their learning.
2. Program Structure
 - 2.1. The Online Learning program will be offered primarily through the South Island Distance Education School (SIDES).
 - 2.2. Some Online Learning courses offered by the District may be taught from within neighbourhood schools, either as stand-alone courses or in partnership with SIDES.
 - 2.3. SIDES will offer course curriculum primarily through online/web-based courses.
 - 2.4. In order to ensure best practice standards, course / program content and delivery will be developed and revised within Ministry of Education requirements.
3. Access to Online Learning
 - 3.1. Students and their families will be informed of opportunities to access District Online Learning options through the annual course selection process.

- 3.2. School-aged students who are ordinarily resident in BC may register for Online Learning courses/programs at SIDES at no charge.
 - 3.3. Adult non-graduate students who are ordinarily resident in British Columbia may register for Online Learning courses that lead to graduation at SIDES at no charge.
 - 3.4. Adult students who have already graduated from secondary school may register for Online Learning courses at SIDES. Courses will be offered to such students at no charge to the student pursuant to Ministry of Education permission.
4. Registration and Enrolment
 - 4.1. Registration and enrolment in the Online Learning program (at SIDES) will occur at the school level.
 - 4.2. Students will be informed of the attributes that are suited to success in the Online Learning model of instruction.
 - 4.3. Students will be accepted into Online Learning as capacity permits.
 - 4.4. Students may register for individual Online Learning courses or for complete Online Learning programs, as allowed by the Ministry of Education.
 - 4.5. Students requiring learning support services will be screened and accommodated according to Ministry of Education Online Learning Policy.
5. Cross-enrollment with neighbourhood schools
 - 5.1. As per Ministry of Education regulations, students who are enrolled at a neighbourhood school (either within the District or outside of the District) may enroll in courses in the Online Learning program at SIDES.
 - 5.2. Where a student whose School of Record is a neighbourhood school, SIDES will communicate course progress and results with the School of Record in addition to reporting to parents as per the School Act.
 - 5.3. SIDES and neighbourhood schools will work together to formalize structures, where resources (i.e., staffing, timetable availability, physical space) are available, to support students in their pursuit of Online Learning opportunities.

Reference: Sections 2, 3, 3.1, 4, 6, 7, 17, 20, 22, 23, 65, 74.1, 75, 82, 85, 106.3 School Act

Collective Agreements

Graduation Program MO 302/02

British Columbia Adult Graduation Requirements MO 320/04

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BC Min of Educ - Distributed Learning Requirements & Guidelines for Students with Special Needs

Approved: November 2020

Amended: XXXXX 2021

SEXUAL ORIENTATION, GENDER IDENTITY

The Board recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the District's culture. The Board also recognizes that students and other school community members identifying as lesbian, gay, bisexual, transgender, two-spirit, queer, or questioning (LGBTQ+) face a unique set of challenges within our schools and communities. This often results in a struggle with a variety of profound social consequences including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and drop-out, self-harm and suicide.

The Board believes that each member of the District community must share the responsibility for supporting all students and staff in addressing and facing these challenges and that we have the responsibility for providing an education system that is safe, welcoming, inclusive and affirming for its students, employees and community members. The Board commits to creating this environment for all students and employees with special attention paid to supporting those who identify as LGBTQ+.

The Board is committed to establishing and maintaining a safe and positive environment, free from discrimination, harassment and intimidation for all students, employees and community members regardless of their sexual orientation and/or gender identity. The Board is particularly committed to supporting those who identify as LGBTQ+. In this regard, the Board is committed to the letter and spirit of the Canadian Charter of Rights and Freedoms, the BC Human Rights Code, related District administrative procedures and the Collective Agreements.

Specifically, the Board will not tolerate hate crimes, harassment, discrimination or intimidation, and will vigorously enforce policy and regulations when dealing with such matters. The Board commits to providing a safe environment, free from harassment, discrimination and intimidation, while also promoting proactive strategies and guidelines to ensure that the LGBTQ+ community is welcomed and included in all aspects of education and school life while being treated with respect and dignity.

The Board will not permit, encourage, nor condone any behaviours contrary to these commitments, whether by commission or by failing to act to bring such behaviours to an end, and is committed to providing support and assistance to those who may be the intended or unintended targets of such behaviours.

Reference: Sections 6, 7, 17, 20, 22, 65, 85 School Act
Human Rights Code
Canadian Charter of Rights and Freedoms
Canadian Human Rights Act
AP 176 – Sexual Orientation, Gender Identity

Approved: XXXXX 2021

SEXUAL ORIENTATION, GENDER IDENTITY

Background

The District is committed to establishing and maintaining a safe and positive environment free of discrimination, harassment and intimidation for all students, employees and community members regardless of sexual orientation and/or gender identity. The District is particularly committed to supporting those who identify as **lesbian, gay, bisexual, transgender, two-spirit, queer or questioning (LGBTQ+)**.

The District will provide a safe environment, free from harassment, discrimination and intimidation, while also promoting proactive strategies and guidelines to ensure that the LGBTQ+ community is welcomed and included in all aspects of education and school life while being treated with respect and dignity.

The District will not permit, encourage, nor tolerate any behaviours contrary to these commitments, whether by commission or by failing to act to bring such behaviours to an end, and is committed to providing support and assistance to those who may be the intended or unintended targets of such behaviours.

Procedures

1. The District believes in equitable treatment of all individuals regardless of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age or any other perceived difference.
2. The District is committed to:
 - 2.1. Ensuring that schools and the District at large are places of understanding, safety and support for all people regardless of sexual orientation and/or gender identity.
 - 2.2. Ensuring that all LGBTQ+ students, employees and others who participate in the life of our schools are treated with respect and dignity, which includes both their right to privacy and their right to be supported and free from harassment, discrimination or harm.
 - 2.3. Enabling all LGBTQ+ students, employees and others who participate in the life of our schools see themselves and their lives positively reflected in the curriculum.
 - 2.4. Ensuring that all employees are aware of their responsibilities as it relates to creating safety and support for all students and employees regardless of sexual orientation and/or gender identity, and to supporting administrators, counsellors and teacher and CUPE leaders in educating colleagues.
 - 2.5. Providing age-appropriate learning activities that promote respect for and reduce discrimination against anyone who is a member of the LGBTQ+ community.
 - 2.6. Supporting parents in their awareness of the issues captured in this Administrative Procedure and of their opportunities to ensure that their children have and exhibit understanding and care as it relates to members of the LGBTQ+ community.

- 2.7. Ongoing, constructive and open dialogue with any people or organizations that identify themselves on the basis of sexual orientation and/or gender identity in order to increase cooperation and collaboration among home, school and community.
- 2.8. Ensuring that the confidentiality of the sexual orientation and gender identity of students and employees is protected. Students and staff who are out as LGBTQ+ will be given the support they require to do their work in a safe and respectful environment.
- 2.9. Making available a non-gendered single-stall washroom for use by students and staff in all district facilities. Individuals may choose to use washrooms that match their gender identity.
3. All employees of the District will be supported in being able to identify discriminatory attitudes and behaviours as described in this Administrative Procedure, and are expected to be committed to eliminating the harm, inequities and barriers that might exist in relation to orientation and gender identity.
4. All administrators, teachers, counsellors, and staff and student leaders will work together to support the District's position in the school community. This will include leaders in schools ensuring that activities are undertaken at the beginning of each school to make all members of the school community aware of the expectations and provisions of this Administrative Procedure, including the expectation that every member of our school communities will work purposefully to eliminate harmful behaviours and ensure safety and support for LGBTQ+ students and staff.
5. School administrators and counsellors will ensure that counselling and support are provided to students ~~who are dealing with issues of~~ regarding sexual orientation, gender identity and gender expression. Elementary, middle and secondary schools are expected to appoint a staff person to be a Safe Contact for students ~~who are dealing with issues of~~ and a resource person for sexual orientation, gender identity or gender expression. ~~Schools are encouraged in their goal planning to advocate for such students.~~
6. Students will have the right to self-identification and determination which includes the name by which they wish to be addressed and the pronouns that correspond to their gender identity. Students may express their gender identity or gender through what they wear to school.
7. 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 preferred name and/or gender identity will be accommodated. Whenever possible, the student's preferred name and/or gender identity will be included on class lists, timetables and student files.
8. The use of changerooms by transgender and gender non-conforming students shall be assessed on an individual basis, and in consultation with the student, with the goals of maximizing social inclusion, minimizing stigmatization, and providing equal opportunity to participate in physical health education classes and sports.
9. Schools will focus on creating inclusive activities, however, when activities remain segregated by sex, transgender and gender non-conforming students will have the option to be included in teams, groups and Physical Health Education classes that correspond with their gender identity.
10. Students will be included and accommodated in all extra-curricular activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality-Alliance (GSAs) or similar club.

11. Any language or behaviour that deliberately degrades, denigrates, labels, stereotypes or incites hatred, prejudice, discrimination or harassment towards students or employees on the basis of their real or perceived sexual orientation or gender identity will not be tolerated. Principals will be expected to specifically include the prohibition of such language and behaviour in their schools' student codes of conduct.
12. Resources are to be available in every school and be chosen or updated to promote critical thinking and include materials that support the tenets of this Administrative Procedure. Principals will share and promote ~~anti-homophobia, anti-transphobia and anti-heterosexist~~ resource materials that provide knowledge, skills, and strategies for educators to recognize, understand and challenge ~~such~~ discrimination ~~such as homophobia and transphobia~~. Keeping in mind the ~~multicultural aspect of~~ cultural diversity within the District, many of the above resources are to reflect the WSÁNEĆ community and the specific characteristics of two-spirited people.
 - 12.1. The District will participate in provincially recognized organizations such as the BC SOGI Educator Network, a network for educators who are interested in SOGI-inclusive education. As an example, SOGI 123 is a resource that provides schools and teachers with ready to use, grade-level appropriate lesson plans, online learning modules, and customizable templates and tools that align with the BC curriculum.
 - 12.2. Each school's SOGI lead works together as part of the District's SOGI network. The school lead is an advocate for LGBTQ+, supports students and staff in building their capacity, and champions SOGI related initiatives at the local and provincial level.
13. Principals are expected to ensure that students are educated in the areas of understanding, diversity, harassment, discrimination, anti-homophobia, anti-transphobia, and anti-heterosexism through the BC provincial curriculum in ways that are curricularly relevant and age appropriate.

Glossary: Language is ever evolving, and the individual is always the expert on what language and terms they consider respectful and inclusive of themselves.

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.

Ally: An individual who is supportive of the LGBTQ+ community. They believe in the dignity and respect of all people and are willing to stand up in that role.

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

Cisgender: The prefix cis- means "on this side of" or "not across." A term used to call attention to the privilege of people who are not transgender.

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

Gender: A social construct used to classify a person as a man, woman, or some other identity. Fundamentally different from the sex one is assigned at birth; a set of social, psychological and emotional traits, often influenced by societal expectations

Gender Expression: How one expresses oneself, in terms of dress, mannerisms and/or behaviors that society characterizes as "masculine" or "feminine."

Gender Identity: The way in which an individual defines and acts on their gender.

Gender Non-Conforming: A gender identity that embraces full universe of expressions and ways of being that resonate with an individual. It may be an active resistance to binary gender expectations and/or an intentional creation of new unbounded ideas of self within the world.

Heterosexism and Homophobia: The term heterosexism refers to the assumption that all people are heterosexual and that heterosexuality is superior and more desirable than homosexuality. "Homophobia" is defined as "the irrational fear and hatred of homosexuals." Both of these are perpetuated by negative stereotypes and are dangerous to individuals and communities.

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

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

Intersex: An intersex individual may have biological characteristics of both the male and the female sexes.

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

Pronouns: The words one uses to refer to themselves (he/him/his; she/her/hers; they/them/theirs)

Queer: The term queer has a history of being used as a derogatory name for members of the LGBTQ+ (and Ally) community and those whose sexual orientation is perceived as such. Many people use this word in a positive way to refer to the community; they have reclaimed the term as their own. **Not everyone believes this and** Sensitivity should be used when using or hearing it as there are still many negative connotations with this term and its use by anyone other than someone who is proud to identify as queer.

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

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

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

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

Trans or Transgender: An umbrella term used to refer to people who transcend the traditional concept of gender. Many feel as though they are neither a man nor a woman specifically, and many feel as though their biological sex (male, female, etc.) and their socialized gender (man, woman, etc.) don't match. Some opt to change or reassign their sex through hormones and/or surgery and some change their outward appearance, or gender expression, through clothing, hairstyles, mannerisms, etc.

~~Transsexual: Used to describe those individuals who use hormone therapy and/or surgery to alter their sex.~~

~~Transvestite: More appropriately referred to as “cross-dressing,” the term transvestite most often refers to males who dress in the clothing of women. The term drag usually refers to dressing in the clothing and styles of another gender for entertainment purposes.~~

Transphobia: The fear or hatred of transgender people or people who do not meet society's gender role expectations.

Two-Spirit: An Indigenous 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 standalone identity, not an Indigenous term for gay or lesbian.

~~With appreciation to the Saanich Teachers' Association for providing these definitions based on research done by various agencies and universities.~~

Reference: Sections 6, 7, 17, 20, 22, 65, 85 School Act
Policy 27 – Sexual Orientation, Gender Identity
Human Rights Code
Canadian Charter of Rights and Freedoms
Canadian Human Rights Act

Approved: November 2020
Modified XXXXX 2021



SCHOOL DISTRICT NO. 64

POLICY 215
Diversity

*“Inspire learners, Integrate sustainability,
Involve community”*

Section: Learning and Working Environments
Dates of Revisions: June 13, 2018
Date of Adoption and
Resolution Number: May 8, 2019 – 64/19

Rationale:

The School District No. 64 Board of Education recognizes the right of all students and employees to learn and work in an inclusive environment free from violence, harassment and intimidation in any form. It accepts its responsibility to work with students, staff, parents and community to promote and help sustain learning and working environments in which values expressed in legislation are evident, diversity is respected and supported, and equity is assured.

Policy:

In keeping with the BC Human Rights Code and the societal values enshrined in legislation, the Board of Education accepts its responsibility to work with parents and community to help promote and sustain a discrimination-free society in which diversity is respected and supported, and equity is assured. Accordingly, the board commits to working with everyone in the school district to promote and sustain learning and working environments that,

- a. promote acceptance and understanding;
- b. give voice to all members of the school community;
- c. regardless of race, ethnicity, religion, customs, practices, languages, behaviours, sexual orientation, gender identity/minority/expression, and physical differences
 - ✓ welcome individuals and groups, include them, help them to feel safe and free from violence, bullying harassment and discrimination, and treat them with respect and dignity;
 - ✓ ensure equitable access to and equitable participation in quality education for all students
 - ✓ consistent with its Policy 5300, involve aboriginal communities in the design, delivery, and support of aboriginal programs, services and curriculum that enhance and benefit the learning and development of all;
- d. operate according to policies and procedures that promote fair and equitable treatment for all.

The board expects that school staffs will work with their school communities and, by way of their Codes of Conduct, develop prevention and intervention strategies that address any language or behaviour that degrades, denigrates, labels, stereotypes, or incites violence, hatred, prejudice, discrimination towards, or harassment of others.

References:

- The BC Human Rights Code [RSBC 1996] Chapter 210, as amended July, 2016.
- Statement of Education Policy Order (PDF) (OIC 1280/89) Mandate for the school system.
- School Act, s. 2, 6(1), 75(1), 76 (2)(3), 85 (1)(2), 169 (3).
- Provincial Standards for Codes of Conduct Order (2016)
- Harassment and Bullying Prevention Order (2016)
- Province of British Columbia, Diversity in BC Schools. (PDF)
- Policies 210, 212 and 530

2.10 Inclusion

Inclusion in Nanaimo Ladysmith Public Schools is based on the principles of respect, acceptance, safety, and equity. It is the recognition and honouring of diversity, and valuing the contributions of all members of our school communities.

The Board of Education of School District No. 68 recognizes that visible and invisible diversities exist and therefore is committed to creating an inclusive environment for all who learn and work in Nanaimo Ladysmith Public Schools. The Board affirms that a learning environment that reflects diversity, inclusivity, and equity is essential in supporting the highest levels of individual growth and achievement.

The purpose of this policy is to ensure that all employees reflect on how their interactions can create a respectful, accepting, safe, and supportive environment for the students and staff of our school communities.

Policy

All members of the Nanaimo Ladysmith Public Schools community have the right to expect that policies, procedures, programs and communications are inclusive and respectful; taking into consideration visible and invisible diversities including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status.

The Board expects that all students, staff, and members of our school communities will:

- adhere to a code of conduct that is educative, preventative and restorative in practice and response;
- foster school cultures that are responsive to the diverse social and cultural needs of individuals and groups;
- understand how characteristics of diversity impact the access to, and outcomes of, education;
- recognize the injustices of marginalization, advocate for social justice and promote human rights; and
- participate in the ongoing development of practices that promote fair and equitable treatment for everyone, cultivating mutual respect, civility and a sense of belonging.

Legal References:

Monitoring Method:	<i>Internal Reports/Board and Superintendent</i>
Monitoring Frequency:	<i>Annual</i>
Adopted:	<i>2016.06.01</i>