

COMMITTEE REPORT
POLICY COMMITTEE MEETING
June 5, 2012 3:00 PM – SBO

In attendance:

Committee Members: Chair: S. Yaremco, L. Collingwood, J. McIntosh

Ex officio Les Kearns

Trustees (non-voting)

Regrets

Administration: S. Richards, Secretary Treasurer; C. van der Mark, Superintendent; M. McDiarmid, Asst Superintendent;

REPORT:

The committee convened at 3:05 and discussed the following policies.

Policy	Description	Type
9.170	International Students	Revision
9.210	Student Suspension	Revision
9.120	Student Involvement with Drugs & Alcohol	Revision
	Relocation Assistance	New

1. 9.170 International Students
- 9.210 Student Suspension
- 9.120 Student Involvement with Drugs & Alcohol

Mr. Richards provided some background on the progress of revisions to these policies noting that they had been distributed for consultation. Feedback was limited to WP PAC and the BVTU but in both cases, responses were quite favourable.

A) The committee recommends that the Board approve revisions, as presented, to Policies 9.210 and 9.120.

B) The committee recommends that the Board approve revisions, as presented, to Policy 9.170.

2. The committee received a delegation from the BVTU and Mr. Perry Rath, (Teacher sponsor at SSS) on anti-homophobia and LBGTQ related issues. Mr. Rath presented a powerpoint presentation with data supporting the request for the district to develop a policy on LBGTQ. Mr. Rath has requested to make a delegation to the Board at its regular June 19, 2012 meeting.
3. The committee reviewed a new draft policy on the provision of relocation assistance for senior management recruitment. The policy will stay in-committee and the matter discussed further at the committee's next meeting.

The meeting adjourned at approximately 4:05 pm.

Date and time of Next Meeting: September 4, 2012 at 3:00 PM.

Submitted by: S. Richards, Secretary Treasurer

School District 39: Vancouver

Policy Subject: LESBIAN- GAY- BISEXUAL- TRANSGENDER-
TRANSSEXUAL- TWO-SPIRIT- QUESTIONING

Date Passed: February 16, 2004

Date Amended: NA

Policy: LESBIAN, GAY, BISEXUAL, TRANSGENDER, TRANSSEXUAL,
TWO-SPIRIT, QUESTIONING

Policy No. ACB

Date Approved: February 16, 2004

Date Amended:

POLICY

Intent

The Board of School Trustees (the "Board") is committed to establishing and maintaining a safe and positive learning environment for all students and employees including those who identify as lesbian, gay, bisexual, transgender, transsexual, two-spirit, or who are questioning their sexual orientation or gender identity. These students and employees, as all students and employees, have the right to learn and work in an environment free of discrimination and harassment. The letter and spirit of the Canadian Charter of Rights and Freedoms, the B. C. Human Rights Acts and the Collective Agreements shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of respect and tolerance for individual differences. Specifically, the Board will not tolerate hate crimes, harassment or discrimination, and will vigorously enforce policy and regulations dealing with such matters.

The Board will provide a safe environment, free from harassment and discrimination, while also promoting pro-active strategies and guidelines to ensure that lesbian, gay, transgender, transsexual, two-spirit, bisexual and questioning students, employees and families are welcomed and included in all aspects of

education and school life and treated with respect and dignity. The purpose of this policy is to define appropriate behaviours and actions in order to prevent discrimination and harassment through greater awareness of and responsiveness to their deleterious effects. This policy is also drafted to ensure that homophobic complaints are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedures. The policy will also raise awareness and improve understanding of the lives of people who identify themselves on the basis of sexual orientation or gender identity. By valuing diversity and respecting differences, students and staff act in accordance with the Vancouver district's social responsibility initiative.

Leadership

The Vancouver School Board shall ensure that all staff will be able to identify individual discriminatory attitudes and behaviours, as well as work to eliminate the systemic inequities and barriers to learning for students who identify themselves on the basis of sexual orientation or gender identity and demonstrate accountability for their removal so that all students are treated with fairness and respect.

All administrators, teachers, counselors, and staff and student leaders will communicate the board's position to their employees, staff and students. In the course of their leadership roles, they will commit to listen to lesbian, gay, transgender, transsexual, two-spirit, bisexual and questioning youth and their designated support groups and take concrete actions to make schools more welcoming and safer places for these students.

The Board shall consult with the LGBTTBQ Advisory Committee to ensure that policy directions, priorities and implementation of programs and services are consistent with this LGBTTBQ policy.

Counselling and Student Support

The Vancouver School Board is committed to maintaining a safe learning and working environment which actively provides counselling and support to students who identify themselves on the basis of sexual orientation or gender identity. All

counsellors provided by the board shall be educated in the knowledge and skills required to deal with LGBTTQ issues with students. Counsellors will be informed and familiar with all policies with respect to human rights, anti-homophobia, hate literature, discrimination and harassment, and will alert their school community to these policies. Counsellors will be sensitive to lesbian, gay, transgender, transsexual, two-spirit, bisexual and questioning students as well as students from LGBTT headed families.

Elementary and secondary schools are encouraged to appoint a staff person to be a safe contact for students who identify themselves on the basis of sexual orientation or gender identity. School administrators should inform students and other staff about the location and availability of this contact person. Schools are encouraged in their goal planning to advocate for students who identify themselves on the basis of sexual orientation or gender identity and those who are questioning their gender identity. Where students request and where staff are willing to volunteer their time, Gay/Straight Alliance clubs (GSAs) will be encouraged at secondary schools in the district.

Homophobic harassment is demeaning treatment to all students, students' parents or guardians, and employees regardless of their sexual orientation. Harassment based on gender identities is also demeaning to all students and employees. These forms of harassment and discrimination are prohibited under the B.C. Human Rights Code.

Any language or behaviour that deliberately degrades, denigrates, labels, stereotypes, incites hatred, prejudice, discrimination, harassment towards students or employees on the basis of their real or perceived sexual orientation or gender identification will not be tolerated. Schools will be encouraged to specifically include the prohibition of such language and behaviour in their student codes of conduct. Please refer to the "General Anti-Harassment VSB Policy".

Anti-Homophobia Education strives to identify and change educational practices, policies, and procedures that promote homophobia, as well as the homophobic attitudes and behaviours that underlie and reinforce such policies and practices. Anti-homophobia education provides knowledge, skills, and strategies for educators to

examine such discrimination critically in order to understand its origin and to recognize and challenge it.

The Board is committed to enabling all lesbian, gay, transgender, transsexual, two-spirit, bisexual and questioning students to see themselves and their lives positively reflected in the curriculum. Resources should be chosen or updated in order to promote critical thinking and include materials that accurately reflect the range of Canada's LGBTTQ communities. Keeping in mind the multi-cultural aspect of the district, as many of the above resources as possible should be available in different languages and in formats easily accessible to ESL students.

The Vancouver School Board is committed to ongoing staff development in anti-homophobia education and sexual orientation equity for trustees and Board staff, and will assist them to acquire the knowledge, skills, attitudes and behaviours to identify and eliminate homophobic practices. The Board will provide in-service training for teaching and support staff in anti-homophobia methodologies to enable them to deliver an inclusive curriculum. The Board will also provide in-service training for employees to deal effectively and confidently with issues of homophobia, heterosexism and gender identity and support initiatives that foster dialogue to create understanding and respect for diversity.

The Vancouver School Board is committed to ongoing, constructive and open dialogue with lesbian, gay, bisexual and transgender communities and other communities who identify themselves on the basis of sexual orientation or gender identity to increase co-operation and collaboration among home, school and the community.

The Board will work to create partnerships that ensure effective participation in the education process by representative and inclusive organizations and LGBTTQ communities that are committed to the mission of the VSB. (To enable students to reach their intellectual, social, aesthetic and physical potential in challenging and stimulating settings which reflect the worth of each individual and promote mutual respect, co-operation, and social responsibility.)

The Board will encourage parent advisory councils to reflect the diversity of the

District.

The Vancouver School Board will acknowledge through its communication to students, staff, and the community that some children live in LGBTTT-headed families and need to be positively recognized and included as such. Any information to students and parents on anti-homophobia, anti-discrimination and sexual orientation equity needs to be translated into the languages spoken in the home. Parent Advisory Councils and students will be encouraged to engage in dialogue with openly identified LGBTTTQ youth and their organizations.

The Board of School Trustees (the "Board") believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, religion, socio-economic status, gender, sexual orientation, gender identity, physical or mental ability, or political beliefs. The letter and spirit of the Canadian Charter of Rights and Freedoms, the B. C. Human Rights Acts and the VSB/VTF Collective Agreement shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of respect and tolerance for individual differences.

The Board will ensure that the confidentiality of the sexual orientation and gender identity of staff will be protected. Employees who are out as lesbian, gay, bisexual, transgender, or transitioning to another gender will be given the support they require to do their work in a safe and respectful environment.

Glossary

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.

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.

Bisexual: generally used to describe people who are romantically and/or sexually

attracted to people of more than one sex or gender.

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

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 up. Some opt to change/reassign their sex through hormones and/or surgery and some change their outward appearance, or gender expression, through clothing, hairstyles, mannerisms, etc.

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.

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

Two-Spirit: used by some First Nations to describe people in their culture who are gay, lesbian, bisexual or transgender.

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.

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

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

Heterosexual: created around the same time as 'homosexual' to describe individuals

who are sexually attracted to the opposite sex/gender.

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

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.

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

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

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

Queer: The term queer has a history of being used as a derogatory name for members of the GLBTQ (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 its use.

(These definitions were assembled by Sarah E. Holmes (GLBTQA Resources Coordinator from 2000-2002) in August 2000, revised by Andrew J. Shepard in November 2000, updated again by Sarah August 2002.

<http://www.usm.maine.edu/glbta/definitions.htm> University of Southern Maine Safe Zone Project.)

REFERENCES

Adopted: 2004 February 16 SMT Responsibility: AS-LS

Revised:

CROSS REFS:

ACA- Multiculturalism and Anti-Racism

FB - Facilities Planning

GBAB - Employment Equity

GBCBA - Sexual Harassment

IGBA - Programs for Disabled Students

IIA - Instructional Materials

IIAE - Hate Crimes and Propaganda

JB - Equal Educational Opportunities

KLB - Public Complaints about the Curriculum/Instructional Materials

**Board of Education
School District 54 (Bulkley Valley)**

DISTRICT & SCHOOL CODE OF CONDUCT

6.380

POLICY

DISTRICT CODE OF CONDUCT

All members of the District learning community¹ shall conduct themselves, both in language and behaviour, in a manner that:

- complies with all applicable and relevant legislation including but not limited to the prohibited grounds of discrimination as set out in the *BC Human Rights Code*
- Reflects the values of tolerance and respect
- Supports and models the guidelines of *Safe, Caring and Orderly Schools* at home and in the school community

The Board of Education expects that students will:

- conduct themselves in a manner that supports a safe, orderly, and caring school environment for all members of the learning community;
- be aware of, and maintain a healthy respect for the diversity of all members of the school learning community;
- be an active participant in the development of their own learning and the development of the environment that supports the learning of others.

The Board of Education believes safety and learning are the foundation of student success, and it is expected that students will:

- engage in their learning through active attendance and the completion of school work;
- be free of illegal drugs and alcohol, possession, use or influence during any time they are under the jurisdiction of the school district;
- maintain a level of conduct that eliminates violent behaviour (physical and emotional) and the use of any form of weapon.

It is expected that a progressive discipline process will be actively engaged from the school level up on through to the Board level. Consequences are a result of an individualized assessment of the circumstance relating to each student and the determination of the steps necessary to maintain a safe, orderly and caring environment. It is the duty of the Board to maintain the safety of all students, and when that safety is jeopardized by the actions of others, the Board will act to protect students and remove the source of that danger.

¹ The district learning community includes, all employees, parents, contractors, students and volunteers.

Board of Education School District 54 (*Bulkley Valley*)

SCHOOL CODE OF CONDUCT

Each school shall develop and maintain a school code of conduct consistent with the *Safe, Caring and Orderly School* guidelines. School codes of conduct must, at a minimum, include:

- a statement of purpose
- statements describing acceptable and unacceptable behaviour while at school, at a school related activity or in other circumstances where engaging in the activity will have an impact on the school environment .
- Schools' strategies with respect to the consequences of unacceptable behaviour, that are guided by a progressive discipline process and/or restorative process rather than punitive methodologies and be cognizant of students with special needs and disabilities of an intellectual, physical, sensory, emotional or behavioural nature.
- A statement of rising expectations indicating changing expectations as students mature
- A statement of indicating the schools' responsibility for notifying other agencies, in the event of a serious breach of the code of conduct
- An expectation that all school codes of conduct will be reviewed on a yearly basis.

VALUES

In its consideration of this policy, the Board has been guided by the principles of responsibility, respect, fairness and compassion.

Amended: September 16, 2008
(draft)amendments: May, 2008
Amended: March, 2000
Amended: June, 1998
Adopted: November, 1997

Steve Richards

From: Calvin and Michelle Elliott [cmelliott@telus.net]
Sent: May 14, 2012 1:57 PM
To: Steve Richards
Subject: Consultation on policy revisions (9.120 and 9.210)

Good Afternoon Steven,

The PAC at Walnut Park had a chance to discuss the policy revisions this morning at our meeting.

The consensus was that the changes were positive and in fact made a lot of sense. It seems like a good idea to standardize suspensions and keep them in school if we can, so as not to disrupt the education of the student affected.

As a PAC, we support all the revisions.

Hope this helps,
Michelle Elliott

PAC President, Walnut Park Elementary School

Steve Richards

From: Karin Bachman - Local 54 President [lp54@bctf.ca]
Sent: May 10, 2012 1:47 PM
To: Steve Richards
Subject: Consultation on Policy Revisions

Dear Mr. Richards:

On behalf of the BVTU I have reviewed the policy revisions sent via email on May 1, 2012. After comparing the revised versions with the current policies, I believe the revisions are foresighted and well suited to the educational needs of School District 54. Thank you to the policy committee for their ongoing work of policy revision.

Sincerely,
Karin

Karin Bachman
BVTU President
(250) 847-3127

Steve Richards

From: Karin Bachman - Local 54 President [lp54@bctf.ca]
Sent: May 28, 2012 9:39 AM
To: Steve Richards
Subject: Presentation at June 5 Policy mtg

Hello Steve,

Les Kearns has informed me through email reply that he has discussed the following with you. Perry Rath, SSS teacher, and I are requesting a place on the agenda for the June 5th Policy committee meeting. We have prepared a short information presentation on Anti-homophobia / Diversity to present the Board Policy Committee from the BVTU that includes a request to the Board to draft an anti-homophobia / diversity policy for SD 54.

We are also planning to apply for delegation status at the June 19 School Board meeting to give the same short presentation to the entire Board.

Thank you for your timely reply. Karin

Karin Bachman
BVTU President
(250) 847-3127

SCHOOL DISTRICT 54
(Bulkley Valley)

RELOCATION ASSISTANCE POLICY

POLICY

The school district shall reimburse senior management staff recruited from outside the district for eligible expenses associated with moving.

VALUES

This policy reflects the need for effective recruitment strategies for senior administrative positions comparable to other employers and is based on fairness and responsibility.

APPLICATION

The policy applies to the following positions: Superintendent, Assistant Superintendent and Secretary Treasurer. The policy does not apply to costs associated with removal (moving away) from the district.

ELIGIBLE EXPENSES

Eligible expenses include costs associated with a moving company, truck rental / fuel costs.

REGULATIONS

Consistent with the tables below and subject to receipts for eligible expenses, up to a maximum of \$5,000.00 will be reimbursed for moving in to the district

Expenses will be reimbursed in two steps. 50% of eligible expenses will be reimbursed upon the commencement of employment, or as soon as practicable thereafter. The remaining 50% will be reimbursed at the commencement of the second year of employment.

The level of reimbursement will be based on the table below

	Zone 1	Zone 2	Zone 3	Zone 4
Amount	Up to \$2,000	Up to \$3,000	Up to 4,000	Up to \$5,000