



BOARD OF EDUCATION

POLICY DEVELOPMENT COMMITTEE

September 29, 2020

4:30 p.m.

Via Zoom Video Conference

AGENDA

- | | | |
|---|---------|-----------|
| 1. Call to Order/Acknowledgement | | B Moorthy |
| 2. Nomination of Chair | | B Moorthy |
| 3. Approval of Agenda | | Chair |
| 4. Approval of Minutes – April 28, 2020 | Page 1 | Chair |
| 5. Draft Revised Policy #5040 – <i>Fundraising</i> | Page 4 | N Lowe |
| 6. Draft Revised Policy #5055 - <i>Formal Business/Education Partnerships</i> | Page 6 | N Lowe |
| 7. Draft Revised Policy #6530 – <i>Staff Participation – Student Activities</i> | Page 9 | R Bailie |
| 8. Draft Revised Policy #6542 – <i>Teachers On Call - Travel</i> | Page 10 | N Lowe |
| 9. Draft Revised Policy #7025 – <i>Student Fees and Deposits</i> | Page 11 | N Lowe |
| 10. Draft Revised Policy #7300 – <i>Treatment of Pupils with Medical Problems</i> | Page 13 | R Bailie |
| 11. Draft Revised Policy #5100 – <i>Multiculturalism in Education</i> | Page 16 | B Moorthy |
| Other district policies | Page 19 | |
| 12. Draft Revised Policy #6205 – <i>Discrimination</i> | Page 26 | B Moorthy |
| Other district policies | Page 29 | |
| 13. Questions/Comments | | |

Next Meeting: November 24, 2020
 Video Conference

ADJOURNMENT

**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)**

**DRAFT MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING
Via Zoom Video Conference
April 28, 2020**

PRESENT:

Board Representatives:

Linda Kerr	Trustee	Chair
Wendy Colman-Lawley	Trustee	

Committee Representatives:

Rosalee Floyd	Principal	FCPVPA
Greg Lawley	Principal	FCPVPA
Darlene Smith	Support staff	CMAW
Wendy Clark	DPAC	
Kian Johnson	Student	
Laurie Hansen	Staff	CMAW
Patsy Graham	District Principal	

District Staff:

Karen Nelson	Superintendent
Jenny Veenbaas	Assistant Secretary - Treasurer
Laurie Bjorge	Recording Secretary

Regrets:

Marilyn Warren	Trustee	
Natalie Lowe	Secretary-Treasurer	
Kevin Bird	Assistant Superintendent	
Debra Schneider	AEC	
Leanne Boycott	AEC	
Amy Smith	Teacher	FCTA
Kristen Peters	Teacher	FCTA

1. Call to Order

The meeting was called to order by the Chair at 4:30 p.m. in the District Board office. The Chair acknowledged the traditional territories.

2. Approval of Agenda – April 28, 2020

FLOYD/HANSEN

THAT the agenda of the Policy Development Committee meeting held on April 28, 2020 be approved as presented.

Carried

3. Approval of Previous Minutes – February 11, 2020

HANSEN/D SMITH

THAT the minutes of the Policy Development Committee meeting held on February 11, 2020 be approved as presented.

Carried

4. Draft Revised Policy #5020 – Field Trips (Curricular/Co-Curricular/Extra-Curricular)

The Superintendent noted this policy has been brought back to the committee with the edits made from the last meeting, and pointed out the changes to the appendices in accordance with YouthSafe Outdoors guidelines.

D SMITH/FLOYD

THAT draft revised *Policy #5020 – Field Trips (Curricular/Co-Curricular/Extra-Curricular)* be presented to the Board of Education for first reading, as amended.

Carried

5. Draft Revised Policy #5400 - Board Authority/Authorized Courses (BAA)

The Superintendent reviewed the changes to the policy. The BAA Policy from Maple Ridge was used to re-write our policy.

COLEMAN-LAWLEY/GRAHAM

THAT draft revised *Policy #5400 - Board Authority/Authorized Courses (BAA)* be presented to the Board of Education for first reading, as amended.

Carried

6. Draft Revised Policy #6450 – Inventories

The Assistant Secretary-Treasurer reviewed minor changes to the current policy. It was requested that the policy indicate that the list of inventories from the schools be provided in Excel format so that it is much easier for the district office to work with and for reporting.

HANSEN/FLOYD

THAT draft revised *Policy #6450 – Inventories* be presented to the Board of Education for first reading, as amended.

Carried

7. Draft Revised Policy #7210 – Releasing Pupils to Custodial Care

The Superintendent reviewed the changes made to the policy that were requested at the last meeting.

GRAHAM/HANSEN

THAT draft revised *Policy #7210 – Releasing Pupils to Custodial Care* be presented to the Board of Education for first reading as amended.

Carried

Next Meeting

Fall, 2020

Location: District Education Office

Adjournment

The meeting adjourned at 5:03 pm

/KERR

THAT the meeting be adjourned.

Carried



Adopted: 1997-11-25	Reviewed:	Amended: 2005-04-26 2013-01-15
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POLICY

SUBJECT: **FUNDRAISING**

The Board of Education supports the concept of student fundraising activities for school purposes only.

All funds are subject to the same accounting and scrutiny as are public funds.

Each school shall create a Principal Trust Account to record funds raised in the school by students, teachers and/or volunteers.

All funds collected are to be included as part of the Principal Trust Account.

Principal Trust Account balances including revenue and expenses will be reported to the Secretary-Treasurer at the School District Administration Office on a quarterly basis and will be included in the financial reporting of the School District.

Adopted: 1997-11-25	Reviewed:	Amended: 2005-04-26 2013-01-15
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REGULATIONS

SUBJECT: **FUNDRAISING**

General Guidelines

1. All fundraising activities must be approved by the Principal of the School.
2. All funds that are primarily raised by students, teachers and/or volunteers are to be spent for the benefit of students.
3. Funds raised for specific projects or trips must be spent for those projects or trips.
4. No person shall be compensated for conducting fundraising activities.
5. Priorities for fundraising within the school shall be determined by the Principal in conjunction with staff, students and parents through the Parent Advisory Council.
6. Funds cannot be collected from parents or students for field trips, supplies or activities and then paid for by District allocated resources to create a surplus in the Principal Trust Account.

Principal's Trust Fund Accounting

1. Each school will issue pre-numbered receipts or cash register sales slips for all cash received and will identify the purpose for which the funds are collected.
2. All cash will be deposited at a banking institution as soon as it is practical.
3. All school account disbursements shall be by cheque and will have two signatures, one of which shall be the Principal or Vice-Principal.
4. Vouchers, invoices, and receipts will be retained in support of every expenditure.
5. Monthly bank statements and bank reconciliations must be available and reviewed by the Principal on a regular basis.
6. The School District Administration Office will conduct an annual audit of school (non-public) funds (Principals' Trust Accounts).
7. This policy does not apply to funds raised by the Parent Advisory Council.

**FORMAL BUSINESS/EDUCATION PARTNERSHIPS**

Adopted: 1997-10-28	Reviewed:	Amended: 2003-03-25 2011-11-01
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POLICY**SUBJECT: FORMAL BUSINESS/EDUCATION PARTNERSHIPS**

The Board of Education supports the establishment of formal partnerships between schools and business/community organizations.

Such agreements are established to provide benefit to each partner and to appropriately enhance the educational programs of students.

Further, the Board of Education acknowledges and values the many informal associations and connections between schools and business/community organizations. The Board of Education expects that the same criteria set out in the regulations to this policy will serve as a standard for all partnership interactions in the district.

**FORMAL BUSINESS/EDUCATION PARTNERSHIPS**

Adopted: 1997-10-28	Reviewed:	Amended: 2003-03-25 2011-11-01
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REGULATIONS

SUBJECT: **FORMAL BUSINESS/EDUCATION PARTNERSHIPS**

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1. Formal partnerships may be initiated at the school or district level but, in all cases, will be submitted to the offices of the Superintendent and of the Secretary-Treasurer for evaluation prior to going before the Board of Education for ratification.
 2. Formal partnership between an organization and the district may take several forms and the Board of Education supports business/education partnerships that:
 - a) Are consistent with the values, goals and objectives of the educational program.
 - b) Serve an identifiable educational need.
 - c) Mutually benefit all partners consistent with these guidelines.
 - d) Emphasize contributions of time, talent and expertise.
 - e) Support existing curriculum and are consistent with existing policy.
 - f) Do not provide financial gain to a district employee or direct or indirect benefit to employees' families or friends unless such benefit is disclosed in advance.
 - g) Do not directly or indirectly exploit students or exert pressure to compel students, parents, or the school community to support any commercial enterprise.
 - h) Adhere to a standard of public trust.
 - i) Are for a specific term agreed to by both parties and are subject to periodic review.
 - j) Ensure sponsor recognition and corporate logos are for identification rather than commercial purpose, and are therefore kept to a minimum.
 - k) Are based on shared objectives and expectations.
 - l) Recognize and respect each partner's expertise.
 - m) Identify clearly defined roles and responsibilities for all partners.

3. The Board of Education will make every effort to ensure equity of partnership opportunities across the district.
4. All partnerships between the Board of Education and other agencies shall be reviewed by the Secretary-Treasurer and approved by the Board of Education.

STAFF PARTICIPATION – STUDENT ACTIVITIES

Adopted: 1999-03-23	Reviewed:	Amended: 2014-05-06
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POLICY

SUBJECT: **STAFF PARTICIPATION – STUDENT ACTIVITIES**

The Board of Education believes that staff participation in student activities is a motivational factor and provides desirable role modelling for students. On that premise, the Board encourages staff participation based on the following:

- a) the Principal of the school endorses the involvement of individual staff members;
- b) the involvement of the participating staff members will not unduly infringe on their regular teaching assignments.

**~~TEACHERS TEACHING~~ ON-CALL STAFF (TTOCS and Support) - TRAVEL**

Adopted: 1999-03-23	Reviewed:	Amended: 2015-02-10
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POLICY

SUBJECT: **~~TEACHERS TEACHING~~ ON-CALL STAFF (TTOCS AND SUPPORT) – TRAVEL**

~~Teachers Teaching~~ On-Call staff (TTOCS and support staff) who are required to travel a distance in excess of twenty (20) kilometers from the District Education Office to their place of work and perform ~~Teacher on-Call~~ duties at Boston Bar shall be reimbursed mileage at the current approved rate providing they use their own vehicle to travel to and from work. The established return mileage from Hope to Boston Bar is as follows:

Boston Bar	132 km
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POLICY 7025
STUDENT FEES AND DEPOSITS – SCHOOL LEVEL

Adopted: 1999-04-27	Reviewed: n/a	Amended: 2008-01-08
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POLICY

SUBJECT: **STUDENT FEES AND DEPOSITS – SCHOOL LEVEL**

The Board shall provide free of charge to every student of school age resident in the school district, and enrolled in an educational program, instruction in an educational program to meet the general requirements for graduation set out in the Orders of the Minister, and educational resource materials necessary to participate in an educational program.



POLICY 7025
STUDENT FEES AND DEPOSITS – SCHOOL LEVEL

Adopted: 1999-04-27	Reviewed: n/a	Amended: 2008-01-08
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REGULATIONS

SUBJECT: **STUDENT FEES AND DEPOSITS – SCHOOL LEVEL**

To ensure that fees for special projects and deposits do not become a barrier to student participation in educational programs, the Board will ensure fair, sensitive and confidential school-based procedures which will allow participation by students who would otherwise be excluded due to financial conditions.

Guidelines:

1. Schools are to determine and submit a deposit schedule for textbooks and equipment, and a fee schedule for musical instruments, optional projects, extra-curricular activities, courses that are over and above a student's graduation-required courses, and industrial training and specialty academy programs.
2. The Fee and Deposit Schedules must be submitted for approval by the Board by May 1st and provided to parents in a timely manner.
3. Each school shall advise parents how to access assistance when ability to pay is a concern;
 - 3.1. All communications with students and parents regarding project fees and deposits will include a statement explaining that fees will not be a barrier to student participation in school activities;
 - 3.2. In secondary schools, the statement explaining that no student will be denied educational opportunities offered at the school, will be published along with the fee schedule in the course selection and/or school handbook;
 - 3.3. In elementary schools, the procedure for addressing financial conditions will be included in the school agenda book or a newsletter in September.
4. Home schooling students may be required to pay a deposit for the use of educational resource materials. This deposit is refundable upon return of the materials.



POLICY 7300
**TREATMENT OF PUPILS WITH MEDICAL
PROBLEMSCONDITIONS**

Adopted: 1999-03-23	Reviewed: n/a	Amended: 2015-10-27
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POLICY

SUBJECT: **TREATMENT OF PUPILS STUDENTS WITH MEDICAL PROBLEMS CONDITIONS**

The Board of Education recognizes its responsibility to ensure that pupils-students of school age attend school and that some of these pupils-students may be in need of certain medication. In those cases where a pupil-student requires medication during school hours for health related reasons, the administration of such medication shall be the responsibility of the principal or delegate of the school. It shall be the responsibility of the parent(s)/guardian(s) to bring the matter to the principal's attention.

If required, appropriate training will be provided by professional health care personnel. In such cases, more than one staff member will be trained in the administration of the medication in order to provide an alternative person in cases of absence or unavailability.

The administration of medication must be carried out in accordance with the provision of the regulations in this policy. Until such provisions are arranged, medication should not be administered, even though this may result in a pupil-student being absent from school for a few days.



POLICY 7300
**TREATMENT OF PUPILS WITH MEDICAL
PROBLEMS**CONDITIONS

Adopted: 1999-03-23	Reviewed: n/a	Amended: 2015-10-27
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REGULATIONS

SUBJECT: **TREATMENT OF ~~PUPILS~~ STUDENTS WITH MEDICAL ~~PROBLEMS~~ CONDITIONS**

In providing medication to ~~pupils~~students, the following regulations shall be strictly observed:

1. The principal must be in receipt of a letter of authority endorsed by the parent/guardian of the ~~pupil~~student to whom the medication is to be administered.
2. The letter of authority (recommended format attached) must include the following information:
 - a) name of the attending physician
 - b) the medication needs to be administered at school
 - c) the nature of the health problem
 - d) the name of the medication
 - e) the method of administering the medication
 - f) the consequence of missing medication or incorrect dosage
 - g) emergency procedures for (f)
 - h) any side effects from the medication
3. If any concerns regarding the medication become evident, the principal should contact the parent/guardian or the attending physician.
4. A record sheet is to be maintained in the office of the principal to show:
 - a) the date, time and dose of each administration of medication and any other pertinent information
 - b) the initials of the individual administering the medication.

If the school is required to store medication, it will be the responsibility of the parent or legal guardian to have the medication delivered to the school in a properly labeled prescription container.

5. Medication should be stored in a safe location as determined by the principal.
6. Over the counter and other non-prescription medications should not be dispensed without specific parental/guardian approval.
7. Also see [Policy #7340](#) – *Allergies and Life-Threatening Allergies in Schools*.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

LETTER OF AUTHORITY - MEDICATION

The purpose of this form is to provide the school principal with the necessary information and authority to administer medication to ~~pupils~~students who require it in order to function satisfactorily in school activities.

Name of ~~Pupil~~Student: _____

School: _____

a) Attending Physician: _____

Telephone: _____

b) Ailment being treated: _____

Medication: _____

c) Name of Medication: _____

d) Method of administration: _____

e) Exact dosage: _____

f) Consequences of missing medication or incorrect dosage:

g) Emergency procedures for (f): _____

h) Important side effects: _____

I consider that the above medication and administration thereof during the school day to be in the best interest of the above named ~~pupil~~student, and hereby authorize its administration by the school principal or his/her delegate.

Attending Physician: _____

I hereby authorize the school principal or his/her designate to administer the medication as described above to my ~~son~~daughter~~child~~ and to contact the physician named above should there be any further questions or concerns. I further authorize the physician to release any information pertinent to this matter.

Signature of Parent or Guardian: _____

Adopted: 2005-06-28	Reviewed:	Amended: 2012-06-19
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POLICY

SUBJECT: **MULTICULTURALISM IN EDUCATION**

"Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, mental or physical disability."

[Canadian Charter of Rights and Freedoms](#)

The Board recognizes Canada as a multicultural nation, and supports Canada's official multiculturalism policy.

The Board believes that one aim for education is to prepare students to assume the responsibilities of adulthood. One of these responsibilities is to be an active, tolerant, respectful member of a multicultural society. To this end the Board will promote multicultural education.

Multicultural education is one in which every individual, regardless of racial/ethnic origin, finds not just tolerance but respect and understanding. It is an education in which cultural diversity is seen and used as a valuable resource to enrich the lives of all, where every individual has the opportunity to benefit from the cultural heritage of others as well as his or her own.

The Board encourages schools to offer learning activities which promote respect for the human rights of all groups and which help individuals appreciate other cultural heritages.

All district programs and operations shall protect the rights of individuals and comply fully with the statutory requirements and provisions of the Criminal Code of Canada, the Human Rights Code, and the *School Act* of British Columbia.

Adopted: 2005-06-28	Reviewed:	Amended: 2012-06-19
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REGULATIONS

SUBJECT: **MULTICULTURALISM IN EDUCATION**

1. **Curriculum**

The Board shall encourage schools and acquire resources to develop learning activities within and among schools to increase multicultural understanding. Participation in such activities could also involve all school personnel, students, parents and members of the wider community.

2. **In-Service**

The Board of Education shall endorse opportunities for in-service programs in human relations, race/ethnic relations and human rights for entire school staffs. Such programs could be integrated into current in-service and staff development programs.

Teachers and district staff are encouraged to develop locally initiated projects which recognize the multicultural nature of their school and this district and which foster greater understanding and respect for the various cultures in our community.

3. **Conduct**

- a. The Board considers the expression of racial/ethnic bias in any form by its trustees, administration, staff, volunteers or students as unacceptable behaviour.
- b. Incidents of racist behaviour or expressions of ethnically derogatory terms displayed by students, volunteers and/or employees are not acceptable and may result in disciplinary action.
- c. The Board shall ensure that its multicultural policy and regulations are communicated to all personnel, parents and students.
- d. Anyone witnessing any racial/ethnic incidents involving students is expected to immediately intervene and to take action in accordance with the Board's Discrimination Policy (#6205) or the District Student Code of Conduct policy (#7007) as applicable. Staff members should be sensitive to the nature of the incident and, where appropriate, make use of any learning opportunities presented.

4. **Language**

- a. The Board shall endorse the provision of French language instruction, preferably beginning at an early age as conditions warrant.
- b. When the community makes significant request, the Board shall endeavour to enable heritage language provision.
- c. When the community makes a significant request the Board shall endeavour to provide any second language instruction, preferably beginning at an early age, as conditions warrant.

5. **English As An Additional Language**

- a. The Board will provide ~~new-Canadians~~ students with supportive instruction, which enables the learning of English at a level sufficiently competent for the student to gradually enter the mainstream of educational offerings; at the same time demonstrating respect for the student's cultural heritage and mother tongue.
- b. The Board will expect progress of ESL students to be periodically assessed including post-integration in order that supportive instruction be instituted if needed.
- c. The Board shall endeavour to provide an interpreter, when necessary, to assist in communications between staff and parents.

MULTICULTURAL RECOGNITION RESOURCE FOR SCHOOLS ON CULTURAL EVENTS AND CELEBRATIONS

Background

Principals will acknowledge cultural events, festivals and celebrations in a respectful manner that promotes understanding of diversity.

Procedures

1. Guiding Principles

1.1. *Canadian Charter of Rights and Freedoms*

Section 2 of the *Canadian Charter of Rights and Freedoms* (the “*Charter*”) states:

Everyone has the following fundamental freedoms:

(a) freedom of conscience and religion...

1.2. *Human Rights Code*

The B.C. *Human Rights Code* also recognizes multiculturalism and religious freedom by prohibiting discrimination on grounds such as ancestry, place of origin, and religion.

1.3. *School Act*

The *School Act* requires that schools be conducted on strictly secular and non-sectarian principles. Section 76 of the *School Act* states:

76(1) All schools and Provincial schools must be conducted on strictly secular and non sectarian principles.

(2) The highest morality must be inculcated, but no religious dogma or creed is to be taught in a school or Provincial school.

Public schools do not promote or endorse any religion or creed, but seek to instil respect for diversity. Respect for diversity is a cornerstone of Canadian democracy and a value that is instilled in students through the public school system.

1.4. The *Statement of Education Policy Order (Mandate for the School System)*, OIC 1280/89, states that the goals of education include the following:

Human and Social Development – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others.

The goal of public education is to enable students to acquire the attitudes needed to contribute to a healthy, democratic and pluralistic society. The Preamble to the *School Act* states:

Preamble

WHEREAS it is the goal of a democratic society to ensure that all its members receive an education that enables them to become personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

AND WHEREAS the purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy;

- 1.5. In *Diversity in BC Schools: A Framework*, the Ministry of Education described these goals as follows:

The school system is expected to promote values expressed in the *Constitution Act*, the *Charter of Rights and Freedoms*, the *Official Languages Act*, the *Multiculturalism Act*, the *BC Human Rights Code*, the *Employment Equity Act* and the *School Act*, respecting the rights of all individuals in accordance with the law.

The school system therefore strives to create and maintain conditions that foster success for all students and that promote fair and equitable treatment for all. These conditions include:

...

School cultures that value diversity and respond to the diverse social and cultural needs of the communities they serve.

School cultures that promote understanding of others and respect for all.

Learning and working environments that are safe and welcoming, and free from discrimination, harassment and violence.

...

School curriculum honours the diversity represented in families, communities, the province, the nation and the world....

British Columbia schools are developing strategies to promote mutual understanding and increased respect for cultural differences, and to take action against racism.

2. Cultural Events and Celebrations – Guiding Principles

- 2.1. Principals will acknowledge cultural events, festivals and celebrations in a respectful manner that *promotes understanding of diversity*. This may include classroom discussion about cultural events as well as activities connected with those events. The purpose of these discussions and activities is to promote cultural understanding consistent with the secular mandate of the public school system.
- 2.2. The goal is to strive for presentation of a variety of cultural traditions in schools, keeping in mind the diversity of the student population. The District strives to be sensitive to the cultural diversity of students and to represent the student population broadly when planning activities.

- 2.3. In learning about diverse customs and celebrations, the goal is to promote cultural understanding. Classroom activities associated with holidays or festivals are intended to be appropriate to the learning situation, the age and background of the students involved, and to serve the goals of respect for diversity and inclusiveness.

3. What is “Secular”: Definitions and Examples

- 3.1. Holiday displays, decorations and activities in schools will generally include secular symbols associated with holidays or cultural festivals, and are intended to reflect diversity within our schools.
- 3.2. “Secular” means non-religious in nature. Some holidays, such as Kwanzaa, are secular in origin because they are not connected to a particular religious faith. Some other holidays such as Christmas have religious origins but that are also celebrated as secular holidays. Many holidays with religious origins also have secular activities and symbols associated with those holidays.
- 3.3. Activities and symbols used broadly throughout the community without a corresponding connection to the religious origins of a holiday will usually be secular in nature.

Examples:

- 3.3.1. Secular symbols associated with Christmas include Santa Claus, Christmas trees, candy canes, gifts, lights, poinsettias, snowflakes, and bells. Songs such as “Frosty the Snowman” and “Jingle Bells” are secular because they do not have a religious basis. In contrast, a nativity scene depicting the birth of Jesus is a religious symbol. Christmas carols about the birth of Jesus such as “Silent Night” or “Joy to the World” are religious in origin.
- 3.3.2. Secular symbols associated with Easter include bunnies, ducklings and Easter eggs. In contrast, the cross or anything depicting the death or resurrection of Christ are religious symbols.
- 3.3.3. A secular symbol associated with Hanukkah is the dreidel. In contrast, the menorah is predominantly considered a religious symbol. A secular symbol associated with Rosh Hashanah (Jewish New Year) is apples and honey which represents the hope for a sweet new year while a rams horn (shofar) is a religious symbol used during ceremonies on Rosh Hashanah and Yom Kippur and is intended to call the Jewish people to a spiritual reawakening on those days.
- 3.3.4. The District will add more examples to include additional cultural events, festivals and celebrations as the need arises.

4. Learning About Diversity

- 4.1. Learning about different cultures facilitates students’ understanding, tolerance and respect for the ideas and beliefs of others. Such instruction is presented objectively and is supportive of tolerance and understanding. This can include discussion about religious holidays and traditions where such discussions further a secular program of education. For example, in the context of a classroom unit about multiple religions and cultures, students may learn about religious symbols from various traditions.

5. Religious Accommodation

- 5.1. Recognizing diversity includes understanding that some students may have specific needs for religious reasons and that they may not be participating in some activities as a result.
- 5.2. When a student or parent identifies the need for an accommodation plan for religious reasons, the District works with the student and parents to develop an appropriate plan for the student in accordance with the Multicultural Recognition Policy.
- 5.3. Administrative Procedure 202 states:
 5. School staff, parents and students (where age appropriate) will, through a collaborative process, develop a written accommodation plan where the need for such a plan has been identified by the parent or student (where age appropriate). Appropriate staff will be made aware of all accommodation plans so developed.
- 5.4. Accommodation plans describe the accommodation for the individual student. The plan may include matters such as observance of major religious holy days, dietary requirements, religious attire, or participation in activities or events, even if those activities or events are secular. If an accommodation plan includes a restriction on participating in certain holiday activities, the plan is developed in a way that respects the individual request and also maintains opportunities available to other students to experience such multicultural activities.
- 5.5. A general resource available in schools with regard to religious accommodation is “Appendix 1 – Descriptions of Religious Requirements, Practices and Observances”, from *Accommodation of Religious Requirements, Practices, and Observances: A Guideline*. This resource was developed by the York Region District School Board and provides an introduction and overview of religious requirements associated with different religions.

Reference: Section 17, 20, 22, 65, 85 School Act
Employment Equity Act
Human Rights Code
BC Multiculturalism Act
Charter of Rights and Freedoms, Constitution Act, 1982
Official Languages Act
Accommodation of Religious Requirements, Practices and Observances: A Guideline
Diversity in BC Schools: A Framework
Statement of Education Policy Order OIC 1280/89

Adopted: November 4, 2014
Amended: September 1, 2018

SCHOOL DISTRICT NO. 28 (QUESNEL)

P O L I C Y

NO.: 307 - MULTICULTURALISM AND NON-DISCRIMINATION

Education Committee

Ref: *Can. Charter of Rights & Freedoms; Human Rights Code of B.C.;
Admin. Handbook on Spec. Ed.; Min. of Ed.; Prov. of B.C.; Policy 305*

RATIONALE:

The Board understands the value to society of the rich cultural diversification that is Canada. It supports programs and activities which strengthen understanding and appreciation of this fact by the youth that it serves.

POLICY:

No person in the Quesnel School District shall be discriminated against on the basis of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age. The letter and spirit of applicable human rights laws shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of tolerance and respect for individual differences.

Adopted: January 1991
Amended: September 1992
Reviewed: April 2010

SCHOOL DISTRICT NO. 28 (QUESNEL)

P R O C E D U R E S

NO.: 307 - MULTICULTURALISM AND NON-DISCRIMINATION

Education Committee

Ref: *Can. Charter of Rights & Freedoms; Human Rights Code of BC;
Admin. Handbook on Spec. Ed.; Min. of Ed.; Prov. of BC; Policy 305*

PROCEDURES:

1. The policy of non-discrimination shall prevail in all matters of instruction and course selection; in providing facilities and access for the disabled; in the choice of instructional materials and the provision of career guidance and counselling; and in all matters pertaining to race and community relations.
2. This policy does not preclude any policy, program, or activity that has as its aim the improvement of conditions for disadvantaged individuals or groups. For example, programs of special education for students with special needs, programs which bridge cultural gaps between groups of students and the educational system shall not be considered "discriminatory" under the terms of this policy.
3. The Board specifically abhors and prohibits the distribution of any materials based on racial or religious prejudice, either inside schools, on school grounds, or in school busses.
4.
 - 4.1 Teachers and District staff are encouraged to develop locally initiated projects which recognize the multicultural nature of their individual schools and this District, and which foster greater understanding and respect for the various cultures in our community.
 - 4.2 Principals/Vice Principals are encouraged to facilitate in-service on the various cultures in their individual schools.
 - 4.3 Principals/Vice Principals, where appropriate, should make use of various cultural groups as resources in providing in-service of developing programs.
5. Schools shall develop resource materials and library holdings to support multicultural teaching and reflect cultural and ethnic diversity. Schools, in selecting ancillary teaching materials, should ensure that they are not culturally biased or racially stereotyped.

.. more

Adopted: January 1991

Amended: September 1992; April 2010

NO.: 307 - MULTICULTURALISM AND NON DISCRIMINATION – cont'd.

6.

- 6.1 Schools are encouraged to make their individual communities aware of their practices on multiculturalism.
- 6.2 Each school, through its promotion of multiculturalism, should ensure that all concerned are aware that verbal exchanges involving racially and ethnically derogatory terms are not acceptable.
- 6.3 The resources of the school-community should be used in the effort to develop good cross-cultural relationships

7. All Trustees, employees, volunteers, and pupils are bound by the foregoing policies to act whenever they observe or experience discrimination or racism. The actions expected are as follows:

- 7.1 The Chairperson of the Board shall ensure Trustees act according to these policies.
- 7.2 The Superintendent shall ensure Principals/Vice Principals and teachers act according to these policies.

The Secretary-Treasurer shall ensure all supervisory and support staff act according to these policies.
- 7.3 Principals/Vice Principals and teachers shall ensure that students act according to these policies. School Administrators shall deal with all cases under their jurisdiction.
- 7.4 If any issue (or incident) is not resolved or covered by the above, the Board of Education shall ensure that these policies are carried out.
- 7.5 Nothing in the foregoing shall be construed to limit an individual's right to appeal to the B.C. Council of Human Rights pursuant to the Human Rights Act.



Policy 6205
DISCRIMINATION

Adopted: 1999-01-12	Reviewed:	Amended: 2008-01-22 2011-11-01 2013-04-23
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POLICY

SUBJECT: **DISCRIMINATION**

The Board of Education will not tolerate any form of discrimination by, or against, any officer, employee, or pupil of School District No. 78 (Fraser-Cascade).

Adopted: 1999-01-12	Reviewed:	Amended: 2008-01-22 2011-11-01 2013-04-23
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REGULATIONSSUBJECT: **DISCRIMINATION****1. Definition**

Discrimination for the purposes of this regulation shall have the meaning ascribed to it under the B.C. Human Rights Code.

Equality Rights

From the Canadian Charter of Rights, [15.\(1\)](#) states:

“Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.”

In addition to the above, the Board of Education will promote a safe environment, free from harassment and discrimination, by encouraging pro-active strategies and guidelines to ensure that lesbian, gay, bisexual, transgender, questioning (LGBTQ), and intersex students, employees and families are welcomed and included in all aspects of education and school life and treated with respect and dignity.

2. Procedure

- a) Parents and students who become aware of any discrimination are expected and encouraged to bring the issue or concern to the attention of their school principal. If the concern is not satisfactorily resolved they are encouraged to advise the Superintendent of Schools of the concern.
- b) The Superintendent will be responsible for ensuring that appropriate action is taken to respond to any formal or written allegation of discrimination.
- c) All investigated cases of alleged discrimination will be reported to the Board of Education by the Superintendent.
- d) If the allegation warrants, the Superintendent will recommend a course of action to the Board of Education.

- e) The Board will ensure that all teaching and support staff receive necessary training to assist them to acquire a greater understanding related to:
 - i) Information and issues surrounding sexual minorities and protected Charter categories (see Definition section above);
 - ii) The scope and impact of discrimination related to sexual orientation and gender identity as well as protected Charter categories.
- f) Social responsibility, including information and attitudes related to sexual minorities is not assigned to a particular grade, but within each school. Staff will take action to ensure the school is more welcoming for all and safe for sexual minority students. The School Code of Conduct will include language that prohibits discriminating language, and behaviors toward students, employees, and others on their real or perceived sexual orientation, gender or other differences including protected Charter categories.

POLICY 4303

DISCRIMINATION

Rationale:

A responsive and safe school environment is necessary for students to learn and achieve high academic standards. Discrimination is not part of such an environment. As students learn by example, all members of the school community should model respectful conduct regardless of perceived differences and should refuse to tolerate any form of discrimination. This policy is meant to be congruent with the Canadian Human Rights Act, The British Columbia Human Rights Code, Greater Victoria School District Students' Charter of Rights and Canadian Charter of Rights and Freedom.

Definition:

Discrimination means the subordination of groups or individuals resulting from a distinction, preference or exclusion based on the grounds of race, religion, colour, ethnicity, place of origin, language, age, disability, socio-economic status, gender identity, gender expression, sexual orientation, sex, or any other difference.

Discrimination includes harassment, any negative or adverse conduct, comment, gesture or contact, and systemic barriers based on the above grounds. This conduct is harmful and can create a working or learning environment that is intimidating, humiliating, or uncomfortable. It includes any behaviour that is known, or reasonably should be known, to be offensive.

Policy:

1. The Board of School Trustees is committed to creating and maintaining an environment free from all forms of discrimination.
2. The Board is also committed to creating and maintaining an environment which promotes respect for human rights, ensures equality of opportunity, and supports diversity.

3. The Board does not and shall not tolerate any conduct of discrimination toward any individual or group.
4. This policy applies to all members of the school community including students, employees, trustees, parents, guardians, and volunteers.

References:

- Policy 4302 Multiculturalism
- Policy 5131.0 Personal Safety & Security in the Greater Victoria School District
- School Act Section 6 (1) (2) Duties of Students
- School Act Section 85 (2) Power & Capacity of the Board
- Greater Victoria School District Student Charter of Rights
- Canadian Charter of Rights and Freedom

Greater Victoria School District

Approved: June 2003



Section Four: Students

“Together We Learn”

**450R – DISCRIMINATION TOWARD AND BY STUDENTS
(REGULATIONS)**

1. Reporting Procedure/Investigation

Step 1

- 1.1 The complainant or advocate may choose to speak or correspond directly with the alleged offender to express their feelings about the situation.
- 1.2 Before proceeding to Step 2, the complainant must approach the principal/supervisor (or other appropriate school district official), to discuss potential means of resolving the complaint and to request assistance.
- 1.3 The principal is responsible for notifying the parents/guardians of the student complainant, and of the alleged offender where they are a student.
- 1.4 If the matter is resolved to the complainant’s satisfaction, the matter is deemed to be resolved.
- 1.5 Where appropriate, the resolution shall be put in writing and given to the complainant and the offender.

Step 2

- 1.6 If no agreement for resolution of the complaint has been reached or an agreement for resolution has been breached by the alleged offender, a complaint may be filed with the Superintendent of Schools or designate.
- 1.7 Where the alleged offender is the Superintendent, the complaint may be filed with the Board of Education Chairperson.
- 1.8 The school district shall notify, in writing, the alleged offender of the complaint and provide notice of investigation.



Section Four: Students

“Together We Learn”

Step 3

- 1.9 The school district shall investigate the complaint. The investigation shall be conducted by a person who shall have training and/or experience in investigating complaints of discrimination.
- 1.10 The investigation shall be conducted as soon as is reasonably possible, and shall be completed within 30 days, if possible.
- 1.11 The investigator shall determine if discrimination has occurred and, if so, shall make recommendations regarding appropriate remedy.
- 1.12 The investigator shall submit a written report to the Superintendent, or to the Board Chairperson if the Superintendent is the alleged offender.

2. Enforcement

Each principal/supervisor has the responsibility for maintaining a work and/or educational environment free from discrimination. Principals and department supervisors shall take appropriate actions to reinforce this policy. This will include taking:

- 2.1 prompt action to report and participate in the resolution or investigation of complaints;
- 2.2 appropriate disciplinary action, as needed.

3. Consequences

- 3.1 An employee who engages in or permits discrimination toward a student in the school setting may be subject to disciplinary action up to and including dismissal. An employee who receives a complaint of discrimination from a student and who does not act promptly to forward that complaint to the principal/supervisor may be disciplined.
- 3.2 A student who engages in discrimination toward anyone in a school setting will be subject to disciplinary action up to and including suspension and/or expulsion.
- 3.3 An employee who retaliates against any individual who made a complaint of discrimination, or participated in a discrimination investigation, will be subject to disciplinary action up to and including dismissal.



Section Four: Students

“Together We Learn”

- 3.4 A student who retaliates against any individual who made a complaint of discrimination, or participated in a discrimination investigation, will be subject to suspension and/or expulsion.
- 3.5 A student making false accusations in bad faith, or with malice, will be subject to suspension or expulsion.
- 3.6 The school district’s ability to take corrective measures with respect to a non-employee will be limited by the degree of control the school district has over the alleged offender or the employer of the alleged offender.
- 3.7 A non-employee doing business with the school district who retaliates against any individual who either made a complaint of discrimination or participated in an investigation of a complaint of discrimination, will be subject to corrective measures to the extent that the school district has control over the non-employee or their employer.

4. Notifications

Information regarding this discrimination policy shall be:

- 4.1 included in the notifications that are sent to parents/guardians at the beginning of each school year;
- 4.2 included in student handbooks and parent/guardian handbooks prepared by individual schools;
- 4.3 provided as part of any orientation program conducted for new students.

5. Legal Status of the Regulations

These regulations are subject to the requirements of the Child, Family and Community Service Act and to the Interministerial Protocols regarding abuse of children.

Date Agreed: February 23, 2000

Date Agreed: November 13, 2002

Date Amended: January 15, 2020

Related Documents: Human Rights Code of BC,
Policy 455, Child, Family and Community Service
Act, Interministerial Protocols