

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
Monique Hiltz, COPACS

Other Attendees:

**Tuesday, November 23, 2021
1:00 pm**

A. PRESENTATIONS AND QUESTIONS

No Items.

B. ITEMS FOR DISCUSSION

1. Policy 19 (Accumulated Operating Surplus)
2. Policy 27 (Sexual Orientation & Gender Identity) – feedback from School SOGI Leads and secondary students.

C. ITEMS FOR RECOMMENDATION

1. Policy 18 (Recruitment & Selection of Personnel)

While there are more detailed steps in the selection and appointment of other employee groups, in the case of the selection and appointment of senior executive staff the Board currently approves a recruitment plan for each process. By comparison, there are more detailed steps in policy for Principal selection and appointment, but the Board also does not approve a recruitment plan for each recruitment. The current wording in Policy 18 provides the Board with discretion on a recruitment strategy for senior staff (e.g. recruitment firm involvement, the nature of partner involvement) while still providing for the necessity of Board and partner involvement (i.e. *“The recruitment plan shall include provision for Board and partner group involvement”*). The attached changes to Policy 18 are meant as a starting point for further conversation in committee and perhaps further direction for staff.

Notice of Motion

I, Trustee Stelck provide notice that at the February 16, 2022 public meeting of the Board of Education, I will move the following motion:
That Policy 18 (Recruitment & Selection of Personnel) be approved.

D. ITEMS FOR INFORMATION

1. Administrative Procedure 176 (Sexual Orientation & Gender Identity)

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 7 (Board Committees)
- Policy 9 (Board Operations)
- Policy 1 (Foundational Statements)
- Childcare Policy (April)
- Core French
- SENCOTEN Language (in conjunction with Strategic Plan)
- Evaluation Process for Secretary Treasurer
- Diversity & Inclusion

To: Policy Committee

Prepared By: Jason Reid
Secretary Treasurer

Subject: Policy 19 (Accumulated Operating Surplus) - new
Ministry Financial Management Policies

Date: October 4, 2021

Purpose

The purpose of this briefing note is to review and recommend Board policy changes necessitated by new Ministry financial management policy.

Background

On May 28, 2021, the Ministry of Education announced two new financial management policies. Within each of these Ministry policies are expectations related to Board policy.

K-12 Public Education Financial Planning and Reporting Policy

The first new policy, the [K-12 Public Education Financial Planning and Reporting Policy](#) directs Boards to develop multi-year financial plans that identify how funding and resources will support Boards' strategic plans, operational needs of school districts and improved educational policy to demonstrate how financial resources are used to support Boards' strategic planning and operational needs to enhance student educational outcomes.

The Ministry has confirmed implementation will be phased in over the next year with implementation of Board policy changes (if necessary) in early 2022, and the first multi-year plan for the 2022/23 fiscal year being submitted by June 30, 2022.

To enable greater transparency Boards must have local policies in place addressing the following consultation expectations when developing financial plans:

1. Clearly identifying how local community and education-partner groups, including local First Nations and Métis Nation BC, will be engaged to provide input into the development of Board's financial plans; and
2. Addressing how local community and partner groups, including local First Nations and Métis Nation BC, will be informed of Boards progress towards aligning funding and resources with Board strategic plans, other operational needs of the school district, and enhanced student educational outcomes.

K-12 Public Education Accumulated Operating Surplus Policy

The second new policy, the [K-12 Public Education Accumulated Operating Surplus Policy](#) is intended to create consistency, transparency and accountability for the use and reporting of operating funding that is not used in the year in which it was provided. This policy addresses the circumstances in which Boards can restrict operating surplus, and transfer available operating surplus to local capital.

To demonstrate accountable and transparent financial planning, Boards will develop, maintain and make publicly available a local policy with procedures that guide the accumulation, spending and reporting of operating surplus funds and the Boards' engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC, on the topic.

To do this, Board policy will:

1. Clearly explain the purpose of operating surplus, and how the surplus will be used to support the Boards' strategic objectives (for example, improve student educational outcomes) and other operational priorities of school districts;
2. Include guidelines on how inter-fund transfers will be managed; and,
3. Outline how financial risk will be mitigated by establishing a contingency operating surplus.

Internal restriction of accumulated operating surplus requires a Board motion. Internal restriction can be made for items that are identified by the Board, have defined timelines, are directly related to a Board's goals outlined in their strategic, operational and financial plans, or that meet the specified needs of the school district.

Transfers from operating funds to Local Capital are made only for specific initiatives that have a clear linkage to Boards' strategic goals, or that address capital assets investment, or that meet the specified needs of the school district. Ministry staff confirmed that such transfers must also be approved by Board motion.

Board Policy Implications

As Board policy is not intended to codify existing requirements, changes to Ministry direction does not necessarily mean Board policy needs to change. However, changes may be necessary to the extent Board policy is inconsistent with Ministry direction; or if Ministry direction relates to specific Board policy requirements.

K-12 Public Education Financial Planning and Reporting Policy

This policy includes an expectation that Board policies reflect the need for consultation with and accountability to the local community and partner groups, including local First Nations.

[Policy 2 \(Role of the Board\)](#) includes within specific areas of responsibility, the Board's responsibility for "Accountability to and Engagement of Community" for decisions that address the needs of the student population in the district. These responsibilities include engagement with the community, partners, and the WSANEC First Nation. Policy 2 also requires that district outcomes are reported to the community. Responsibilities in Policy 2 relating to "Strategic Planning and Reporting" and "Fiscal Accountability" expand on the Board's responsibilities related to budget consultation, and aligning resources with strategic plans and outcomes. [Policy 17 \(Public Consultation\)](#) expands further on the Board's commitment to community engagement.

As Board policies 2 and 17 are consistent with the Board policy expectations within this new Ministry policy, no changes to Board policy are recommended.

K-12 Public Education Accumulated Operating Surplus Policy

This Ministry policy includes the following expectations related to Board policy:

1. Guides the accumulation, spending and reporting of operating surplus funds, and the Boards' engagement with their local community and partner groups, including local First Nations;
2. Explains the purpose of operating surplus, and how the surplus will be used to support the Boards' strategic objectives (for example, improve student educational outcomes) and other operational priorities of school districts;
3. Guides how inter-fund transfers will be managed; and,
4. Outlines how financial risk will be mitigated by establishing a contingency operating surplus.

The Ministry also noted that internal restriction of accumulate surplus and transfers to local capital should be approved by Board motion (separate from the motion to approve the financial statements). Internal restrictions have historically been approved by motion in Saanich, and fund transfer to local capital was approved by motion beginning in September 2021.

Many of the above requirements are already reflected in Board policies [17 – Public Consultation](#), [19 – Accumulated Operating Surplus](#), and [2 – Role of the Board](#) (as policy 2 relates to accountabilities and responsibilities for community engagement and fiscal accountability). In order to fully reflect the expectations of this new Ministry policy, revisions to Policy 19 are recommended including to expand on the purposes and use of operating surplus, and to include guidelines for managing inter-fund transfers. These recommended revisions to Policy 19 are presented as tracked changes and are attached to this briefing note.

As policy 19 presently focuses primarily on the purpose of the contingency reserve, the recommended changes also reflect re-organizing the policy into three separate sections: Contingency Reserve; Multi-year Funding of Projects and Programs; and Strategic or Operational Priorities.

Staff Recommendation:

- i) That the Board approve consideration of the proposed changes to Policy 19 (Accumulated Operating Surplus).
- ii) That dependent on the Board's confirmation of consideration, the Policy Committee provide a Notice of Motion.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Jason Reid".

Jason Reid
Secretary Treasurer

JR/klg

Attachment: Recommended Revisions to Policy 19 (Accumulated Operating Surplus)

ACCUMULATED OPERATING SURPLUS

Accumulated operating surplus represents the extent to which operating revenues from all previous years exceeds operating expenditures from all previous years. Conversely, when operating expenditures from all previous years exceed operating revenues from all previous years an accumulated operating deficit results. When an accumulated deficit occurs, it means future revenues are needed to pay for past expenditures. School ~~d~~Districts in ~~BC~~British Columbia are not permitted to budget for or incur expenditures that result in an accumulated operating deficit.

Accumulated operating surplus allows a ~~s~~School ~~d~~District to budget for expenditures in excess of revenues in a given year, and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances.

Transfers of operating surplus to local capital are approved by Board motion and are made only for specific initiatives that either have a clear linkage to Bboards' strategic goals, address required future capital asset investment, or that meet other specified needs of the school district.

Accumulated operating surplus may be appropriated (internally restricted) by Board motion for the following purposes:

- Contingency Reserve;
- Multi-year Funding of Projects and Programs; and
- Strategic or Operational Priorities.

Contingency Reserve

The Board of Education is responsible for ensuring the district is protected financially from financial forecasting risk and unforeseen circumstances which could negatively impact the education of students. To discharge this responsibility, the Board will establish a restricted portion of its accumulated operating surplus and/or its annual operating budget as a Contingency Reserve to be used to mitigate any negative impact such circumstances might cause.

1. In conjunction with the Board of Education's review and approval of the annual financial statements, the Board of Education will restrict a portion of accumulated operating surplus for the purpose of forming a Contingency Reserve.
2. The Contingency Reserve will be sufficient to reduce, to an appropriate level, financial risk that results from financial forecasting risk and/or unforeseen circumstances.

~~3. If accumulated operating surplus available and restricted for the purpose of the Contingency Reserve is not sufficient, the Board of Education will allocate additional funds from the annual budget of the subsequent fiscal year to increase the Contingency Reserve.~~

~~3. The Contingency Reserve is to be used only to fund additional cost pressures that result from circumstances beyond the School District's control or, with the Board of Education's approval, in response to unforeseen circumstances.~~

~~4.~~

~~—When use of the Contingency Reserve reduces the balance below what is determined to be sufficient, the Board of Education will adopt strategies for replenishing the Contingency Reserve within an appropriate time frame.~~

~~5. Prior to adoption of each annual budget and amended annual budget, the Secretary Treasurer will present for the Board of Education's review and approval, allocation of budget for the purpose of Contingency Reserve, and when applicable: strategies for replenishing the Contingency Reserve, or opportunities for allocation of accumulated surplus to support annual program expenditures in accordance with guiding principle 6.~~

Multi-year Funding of Projects and Programs

1. Effective multi-year funding of projects and programs requires the allocation of prior year revenues to fund future expenditures and is achieved through budgetary appropriation (internal restriction) of accumulated operating surplus.

1.2. Multi-year funding of projects and programs includes budget allocated to fund expenditures that will occur subsequent to the fiscal year, and funding targeted for a specific purpose and not yet spent.

3. Accumulated operating surplus available to support multi-year funding of projects and programs is equal to the accumulated operating surplus balance of the preceding fiscal year minus allocation of accumulated operating surplus to Contingency Reserve.

Strategic or Operational Priorities

1. Accumulated operating surplus available to ~~support annual program expenditures fund~~ Strategic and Operational Priorities is equal to the accumulated operating surplus of the preceding fiscal year minus the allocation of accumulated operating surplus to Contingency Reserve and minus allocation of accumulated surplus for multi-year funding of projects and programs.

1.2. Allocation of accumulated surplus to ~~support annual program expenditures fund~~ Strategic and Operational Priorities should reflect that accumulated surplus is a one-time funding source and once used will not be available in future years.

~~2.1. The Contingency Reserve is to be used only to fund additional cost pressures that result from circumstances beyond the School District's control or, with the Board of Education's approval, in response to unforeseen circumstances.~~

~~3.1. When use of the Contingency Reserve reduces the balance below what is determined to be sufficient, the Board of Education will adopt strategies for replenishing the Contingency Reserve within an appropriate timeframe.~~

~~4. In conjunction with the Board of Education's review and approval of the financial statements, the Secretary Treasurer will present for the Board of Education's review and approval the internal restriction of accumulated operating surplus for:~~

~~9.1 Contingency Reserve; and~~

~~9.2 Multi-year funding of projects and programs.~~

~~109 Prior to adoption of each annual budget and amended annual budget, the Secretary Treasurer will present for the Board of Education's review and approval, allocation of budget for the purpose of Contingency Reserve, and when applicable, strategies for replenishing the Contingency Reserve, or opportunities for allocation of accumulated surplus to support annual program expenditures in accordance with guiding principle 6.~~

Reference:

Approved: November 2020

Amended:

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 **with diverse sexual orientations and gender identities** ~~as lesbian, gay, bisexual, transgender, two spirit, queer, or questioning (LGBTQ+)~~ face a unique set of challenges within our schools and communities. This ~~often~~ **sometimes** 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+~~ **of all sexual orientations and gender identities**.

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~~ **everyone** 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

RECRUITMENT & SELECTION OF PERSONNEL

The Board reserves the sole authority to recruit and select an individual for the position of Superintendent. Further the Board has designated the Superintendent of Schools as Chief Executive Officer for the District. The Superintendent of Schools/CEO has sole authority for recruiting and selecting all other staff within existing legislation, budget allocations and collective agreements and within the following parameters, except for the **Senior Executive Staff** (Secretary Treasurer, Assistant Superintendent and Directors of Instruction).

Specifically

1. Selection and Appointment of Senior Executive Staff (**Secretary Treasurer, Assistant Superintendent and Directors of Instruction**)

- 1.1 The Superintendent shall make a recommendation to the Board regarding the filling of any senior executive position. The recommendation shall be accompanied by a formal role description. Where the Board approves the filling of such a position, the Superintendent shall develop: (1) an ideal candidate profile, (2) an advertisement for the position and (3) a recommended recruitment plan. The recruitment plan shall include provision for Board and partner group involvement, as appropriate, in the interview and selection processes. **Generally, the recruitment plan would include all of the steps at a minimum, as outlined for the recruitment and appointment of Principals.** Upon approval of the plan, the Superintendent shall facilitate the execution of the recruitment process.
- 1.2 Subsequent to hiring, the Superintendent shall ensure current job descriptions are in place for each member of the senior administrative team and that appropriate performance evaluations are completed in a timely manner.

2. Selection and Appointment of Principals

The Board believes that the first consideration in the assignment of principals must be for the administrative needs of the district and its schools in support of student achievement. The Board also believes that consideration must be given to the benefits that a change in assignment will provide individual principals in the district and of the expertise and leadership that such principals will bring with them. In the assignment of a principal to a school, therefore, the Board will consider principals who are currently in the district. Once assignments of current principals have been finalized, any remaining vacant principalships shall be advertised. If the particular school location is known, the Superintendent will solicit appropriate input from school staff and school PAC / parent representatives during the selection process.

2.1 Principals report to and are directly accountable to the Superintendent.

- 2.1.1 The principal shall function as part of a District administrative team and play a leadership role in District initiatives as assigned by the Superintendent. Principals shall be appointed to the district and shall be assigned or reassigned to specific school assignments by Board motion.

- 2.1.2 The Superintendent shall annually review principal assignments and make recommendations for reassignments where deemed warranted.
- 2.1.3 Where the Board approves the filling of a principal position by competition, the shortlisting/interview panel will determine the shortlist, determine interview questions and conduct the interviews. The panel will consist of the Superintendent, two senior staff selected by the Superintendent, three Trustees and invited representatives from the SAA, COPACS, STA and CUPE. At the end of the interviews the representatives of COPACS, STA and CUPE 441 will be asked to provide oral feedback and depart. The representative of the SAA will then do the same.
- 2.1.4 The selection committee made up of the Superintendent, two senior staff selected by the Superintendent, and three Trustees will review all available information and make a consensus recommendation which will then be sent to the Board for a decision. Should consensus not be achieved the recommendation will be determined by majority vote of the committee. A special meeting of the Board may be called, if necessary to consider the recommendation.
- 2.1.5 Criteria for Principals as contained in Appendix A shall be considered as a guide by the shortlisting/interview panel.
- 2.1.6 Due to time constraints or emergent factors, the Superintendent may from time to time appoint an acting principalship of a specified duration, but in all cases no more than one year in length. The Superintendent will select the person to fill this temporary position and inform the Board as soon as practicable.

3 Selection and Appointment of Vice-Principals

The Board believes that the first consideration in the assignment of vice-principals must be for the administrative needs of the district and its schools in support of student achievement. The Board also believes that consideration must be given to the benefits that a change in assignment will provide individual vice-principals as well as the expertise and leadership that such vice-principals will bring with them to new assignments. In the assignment of a vice-principal to a school, the Board will consider vice-principals who are currently in the district. After any reassignment of current vice-principals, further vacancies will be posted.

- 3.1 Vice-principals report to and are directly accountable to the principal.
- 3.2 The vice-principal shall function as part of a District administrative team and play a leadership role in District initiatives. Vice-principals shall be appointed to the district and shall be assigned or reassigned to specific school assignments by Board motion.
- 3.3 Vice-principals can be viewed as potential principals and are to avail themselves of opportunities for training and experience so as to become a strong candidate for future principal appointments.
- 3.4 The Superintendent shall annually review vice-principal assignments and make recommendations to the Board for reassignments where deemed warranted. Such review shall include discussions with or input from vice-principals regarding career plans and desires.

- 3.5 Where the Board approves the filling of a vice-principal position by competition, the shortlisting/interview panel will determine the short-list and conduct the interviews, at the end of which the representatives of COPACS, STA and CUPE 441 will be asked to provide oral feedback and depart. The representative of the SAA will then do the same.
- 3.6 Criteria for vice-principals as contained in Appendix B shall be considered as a guide by the shortlisting/interview panel.
- 3.7 The selection committee made up of the Superintendent, two senior staff selected by the Superintendent, and three Trustees will review all available information and make a consensus recommendation which will then be sent to the Board for a decision.
- 3.8 Should consensus not be achieved the recommendation will be determined by majority vote of the committee. A special meeting of the Board may be called, if necessary to consider the recommendation.
- 3.9 Due to time constraints or emergent factors, the Superintendent may from time to time appoint an acting vice-principalship of a specified duration, but in all cases no more than one year in length. The Superintendent will select the person to fill this temporary position and inform the Board as soon as practicable.

4 Selection and Appointment of District Management Staff

- 4.1 The Board of Education delegates to the Superintendent of Schools the authority for procedures and decisions related to the appointment of district management staff.
- 4.2 The Board encourages input and involvement in the selection processes from school administrators and partner group representatives as appropriate.
- 4.3 From time to time and when necessary, the Superintendent may appoint an individual to an interim position pending the outcome of a recruitment and selection process.
- 4.4 As vacancies occur, the Board will be informed of the vacancy and may make any change in the position or the assignment the Board feels is appropriate before commencement of a competition.

5 Selection and Appointment of Non-Teaching Staff

The Board and its administration subscribe to the provisions and principles of the BC Employment Standards Act and the BC Human Rights Code.

- 5.1 The Superintendent shall provide for the recruitment and selection of non-teaching staff in accordance with applicable legislation and collective agreements.
- 5.2 All offers of employment shall be conditional on the successful applicant providing a criminal record check through the Criminal Records Review Program (Ministry of Public Safety and Emergency Services).

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 (SOGI). The District is particularly committed to supporting those identify as lesbian, gay, bisexual, transgender, two-spirit, queer or questioning (LGBTQ+) who do not confirm with the cultural majority of sexual orientations and/or gender identities.

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+ SOGI 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 omission 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+ SOGI students, employees and others who participate in the life the academic and social aspects 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+ SOGI students, employees and others who participate in the life of our schools see themselves and their lives positively reflected in the curriculum, learning resources and learning commons collections.
 - 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+ SOGI 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+ SOGI 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+ SOGI will be given the support they require to do their work in a safe and respectful environment.
- 2.9. Making available a ~~non-gendered~~ universal single-stall washroom for use by students and staff in all district facilities.
- 2.10. 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 year 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+ SOGI students and staff.
5. School administrators and counsellors will ensure that counselling and support are provided to students 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 and a resource person for sexual orientation, gender identity or gender expression.
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 have the right to 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 for 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 specific provision 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 resource materials that provide knowledge, skills, and strategies for educators to recognize, understand and challenge discrimination such as homophobia and transphobia. Keeping in mind the cultural diversity within the District, many of the above resources are to reflect the W̱SÁNEĆ 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.

Language is ever evolving, and the individual is always the expert on what language and terms they consider respectful and inclusive of themselves. Current terms are as indicated in the BC Ministry of Education SOGI 123: <https://bc.sogieducation.org/q-a>

~~**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: Denoting or relating to a person whose sense of personal identity and gender corresponds with their birth sex.

Gay: A man who is romantically and sexually attracted to other men. It is sometimes used to refer to the general LGBTQ 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. 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: ~~Sex refers to the biological sex of a person.~~

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

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.~~

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.~~

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

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