



# EDUCATION COMMITTEE OF THE WHOLE AGENDA

Wednesday, March 7, 2018, 4:00 P.M.

SCHOOL BOARD OFFICE

425 Jermyn Avenue

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Pages

1. **Call to Order**

2. **Adoption of Agenda**

MOTION:

That the agenda be approved.

3. **Presentations**

3.1 **Aboriginal Learning**

Eric Corneau, Regional Dean at Okanagan College will highlight his past experience with Aboriginal Learning while working in Nunavut and will share his future plans for the Penticton Campus.

3.2 **Skaha Lake Middle School Hockey Skills Academy**

Terry Grady, Principal, will provide an update on the Hockey Skills Program, which is in its first year of implementation.

3.3 **Peer Counseling Program at KVR Middle School**

Jennifer Wingham, Vice Principal, will provide an overview of the Peer Counselling Program that is being implemented at KVR.

4. **Information Items**

5. **Action Items**

5.1 **Policy No. 211 - Distribution of Materials to Students**

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MOTION:

That the Education Committee recommends to the Board of Education that Policy No. 211 - Distribution of Materials to Students be approved in principle and forwarded to partner groups until April 16, 2018 for any suggestions for changes.

## 5.2 SOGI 1 2 3 Parent Brochure

SOGI 1 2 3 has launched a SOGI 1 2 3 Parent Brochure that addresses questions about SOGI 1 2 3 and SOGI-inclusive education in schools. The brochure was created in collaboration with ARC Foundation, BCCPAC and the Ministry of Education, with guidance from education partners, educators and parents in the community.

The brochure is designed so that School Districts, with board approval, can print and distribute it to parents and community members. The brochure provides examples of why SOGI-inclusive education is important (the "why") and what SOGI 1 2 3 looks like in the classroom (the "how").

### MOTION:

That the Education Committee recommends to the Board of Education that the SOGI 1 2 3 Parent Brochure be distributed to parents and community members.

## 6. Upcoming Policies

- Policy No. 230 - School Response for Critical Incidents
- Policy No. 240 - Parent Advisory Councils
- Policy No. 300 - Student Registration
- Policy No. 440 - Locally Developed Courses

## 7. Question Period

## 8. Adjournment

**SCHOOL DISTRICT NO. 67 (OKANAGAN SKAHA)**

**POLICY**

**POLICY #211 Distribution of Materials to Students**

**RATIONALE**

Numerous requests are made to the school district to approve the distribution of promotional information to students. Requests include organizations with literature or information regarding non-profit and commercial youth activities, charities, political or religious matters and other commercial promotion.

The Board believes that outside organizations' access to students should be strictly controlled by allowing only material and information deemed appropriate to be circulated.

**POLICY**

Recognized charitable organizations and other organizations having educational or community service attributes may be allowed access to schools under regulations to this policy.

ADOPTED: November 8, 1999

Reviewed/Revised:

May 14, 2001

September 10, 2007

Statutory Reference:

**SCHOOL DISTRICT NO. 67 (OKANAGAN SKAHA)**

**REGULATIONS AND PROCEDURES**

**POLICY #211 Distribution of Materials to Students**

1. Participation by students in the activities of recognized charities will foster understanding of the needs of others and our collective responsibility for helping meet those needs. Activities such as the Terry Fox Run, Milk Run, Jump Rope for Heart, Get Out Alive Program, Poppy Day, UNICEF, etc. will help develop good citizenship in our students and are permitted at the discretion of the principal. The above list is representative and not necessarily exhaustive.
2. All other arrangements with schools under this policy must have educational or social value and provide worthwhile service for students.
3. Activities allowed under the policy should require minimal intrusion into instructional time.
4. Any advertising associated with an activity, event or other arrangement must be minimal, discrete and in good taste.
5. There can be no appearance of ~~b~~Board of ~~e~~Education endorsement of any arrangement allowed under the policy. Care must be exercised in judging whether an arrangement may be deemed to be "in restraint of trade".
6. The superintendent, at his/her discretion, may review any arrangement appearing to require further judgment as to its appropriateness under this policy, and report this to the board for its information or decision.
7. Requests for the circulation of information or brochures to students require prior approval by the superintendent (~~or~~ designate). This circulation of information may be in the form of a school newsletter, electronic access (e.g. internet, telephone), posting of materials, or allowing students who so choose to pick up a brochure or materials following a school announcement.
8. Five categories of "arrangements" are possible. The examples shown are not intended to be exhaustive.
  - i) Items involving individual students such as book sales, student travel, school photographs and child identity programs may be decided by the principal, and this decision may involve consultation with the school parent advisory council. Commissions or payments received as a result of these arrangements are for the benefit of the school.
  - ii) Where the principal and parent advisory council of a school are in agreement, vending machine(s) may be placed in schools. Products sold and types of vending machines are a school decision **and must adhere to the "Guidelines for Food and Beverage Sales in BC Schools - 2013" or any subsequent publication produced by the Province of BC.** ~~and the~~ Contractual arrangements shall be

reviewed by the secretary-treasurer. ~~The Board of Education encourages that food products available in vending machines include healthy alternatives.~~

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- iii) Sponsorships of teams, gifts of time clocks and similar arrangements shall be recommended by the principal to the superintendent for his/her decision.
- iv) Twinning of schools with corporate partners shall be the subject of consultation between the principal and the superintendent with a recommendation proceeding to the Board of Education.
- v) The superintendent (or designate) may approve applications for hockey schools, basketball camps, piano teaching, dance, etc. He/she will determine the amount and method of publicity allowed in the schools regarding such arrangements.

ADOPTED: November 8, 1999

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Statutory Reference:

The teaching resources on SOGieducation.org were created by educators across the province to support other educators in creating inclusive classrooms for all students. All resources are in alignment with the update to the BC Human Rights Code in 2016.



SOGI 1 2 3 shares template lesson plans that make it easy for teachers to send a message of acceptance and to welcome students from different family structures, cultures and the LGBTQ community.

“There are kids that are different than myself or my children. They want to feel included too.”  
-STACEY WAKELIN,  
LANGLEY PARENT

# KIDS HAVE QUESTIONS.

Be **curious** together.  
VISIT [SOGIEDUCATION.ORG](http://SOGIEDUCATION.ORG)

*We acknowledge the financial support of the Province of British Columbia through the Ministry of Education.*

*Collaboration Partners:*



is a collection of resources available for teachers to use to make all students feel safe and included in their classrooms

*“SOGI-inclusive education is about treating everyone with respect, and ensuring that every member of the school community feels valued, safe and represented.”*

- BCCPAC Board of Directors

### SOGI topics and learning look different at every age and in every classroom

All students should be able to live and learn to their full potential.

Some students face physical barriers, while others aren't so visible.

Lesson plans like *4/5 Gender Identity* teaches kids that no one should feel limited by stereotypes, or be teased because of them.

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For all students, seeing themselves reflected in their classroom directly affects their sense of belonging.

Some kids don't have moms, and some kids have two.

Lesson Plans like *K/1 Family Diversity* teach kids that families come in all shapes and sizes.

Schools teach about many different kinds of discrimination such as racism, misogyny and sexual harassment.

Lessons like *8/9/10 Social Justice Vocabulary* continue to reinforce that our language and actions can hurt someone else's feelings, and so can just ignoring it.

Teachers are best equipped to determine what is age appropriate for their classrooms. At the primary level, teachers may talk about stereotypes in families, toys and TV, while secondary teachers encourage students to critically analyze our world for how these stereotypes affect our interactions. Concepts around sexual orientation and gender identity mature as children age.

ALL STUDENTS LEARN VALUES OF RESPECT AND APPRECIATION FROM LESSONS THAT DISCOURAGE DISCRIMINATION

Lesson plans like *K-12 Why "That's So Gay" Is Not Okay* discourage children from saying things are "so gay" which directly impacts the welcoming atmosphere of schools. When we acknowledge our differences, we learn to respect one another.