

**BOARD OF EDUCATION OF
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**AD HOC ANTI-POVERTY POLICY COMMITTEE
AGENDA**

Tuesday, April 6, 2021, 7:00 p.m.

Online - Zoom Meeting

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| 1. Call to Order | |
| 2. Draft Policy Review | 1 |
| 3. Adjourn | |

ANTI-POVERTY

The Sunshine Coast Board of Education commits to ensuring that barriers to education are recognized and addressed in all of our schools. Further, the Board believes that public education is an experience that needs to be free from the systemic discrimination based on poverty. It is also an opportunity to break the cycle of poverty by ensuring this form of discrimination does not exist. The Board believes that the best long-term anti-poverty policy is the right to an equitable education for all students.

Poverty for our students is the condition by which an individual or a family does not have sufficient social and economic resources to achieve holistic wellbeing and dignity and who is limited in their choices to fully participate in all educational opportunities.

The Board has developed this policy in accordance with its Mission Statement and Affirmation Statement. It is in line with the UN Convention on the Rights of the Child (child friendly language), UN Universal Declaration of Human Rights, Poverty Reduction Strategy Act – Government of BC, Together BC Poverty Reduction Strategy, Canada without Poverty-Human Rights and Poverty Reduction Strategies, and the BC Child Poverty Report Card.

- #.1 The Board expects each member of the school district community to support equitable access to education by:
- a. seeing poverty in terms beyond income level;
 - b. respecting the dignity of people living in poverty;
 - c. recognizing the vast range of experiences of people living in poverty;
 - d. identifying the groups within the community who are especially and/or uniquely impacted by poverty;
 - e. providing a safe and welcoming environment for every student and family;
 - f. supporting strong relationships with community services and agencies supporting families in poverty;
 - g. ensuring equitable access to all school opportunities;
 - h. ensuring food security during the school day;
 - i. providing additional supports to enable maximum attendance and engagement in education.
- #.2 The Board and executive staff will use a poverty-based analysis when making decisions that impact our students. This is important because incorrect assumptions can lead to unintended and unequal impacts on particular groups of people. We can begin to challenge our assumptions and apply Poverty-Based Analysis Lens to the work we do as a district by asking these **key questions** (adapted from GBA+)
- a. Do I believe that the issues I work on are poverty neutral? Or culturally neutral? Ability neutral? Is this based solely on my own experience?

- b. Is it possible that my assumptions prevent me from asking questions and hearing or understanding answers that are outside my own experience?
- c. How might attitudes and norms, my own, those of my organization, and those of the institutions and society that surround me, limit the range of policy options I consider and propose?

Board Policy:
Revised:

DRAFT