



Office of the Director

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5131 Fax (807) 622-0961

STANDING COMMITTEE
Tuesday, April 20, 2021
Virtual via Microsoft Teams

Ian MacRae
Director of Education

Trudy Tuchenhausen
Chair

AGENDA

PUBLIC SESSION
7:30 p.m. – Virtual via Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. Resolve into Committee of the Whole – Closed Session		
5. COMMITTEE OF THE WHOLE - Closed Session – 6:35 p.m. (SEE ATTACHED AGENDA)		
6. Land Acknowledgement		
7. Delegations/Presentations		
7.1 Introduction of 2021-2022 Indigenous Student Trustee	T. Tuchenhausen	Verbal
7.2 Introduction of 2021-2023 Student Trustee	T. Tuchenhausen	Verbal
8. Approval of Minutes		
8.1 Standing Committee Meeting - March 9, 2021	T. Tuchenhausen	1-4
9. Business Arising from the Minutes		

Trustees (Chair and Vice-Chair) and presenters of reports will be available
for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD

MATTERS NOT REQUIRING A DECISION:

- | | | | |
|-----|------------------------------|-----------|--------|
| 10. | Information Reports | | |
| | 10.1 COVID-19 General Update | I. MacRae | Verbal |
| 11. | First Reports | | |

MATTERS FOR DECISION:

- | | | | |
|-----|--|----------------|-----------------|
| 12. | Postponed Reports | | |
| 13. | Ad Hoc and Special Committee Reports | | |
| 14. | New Reports | | |
| | 14.1 Policy Review – 8072 Sexual Orientation and Gender Identity (031-21) | M. Probizanski | 5-23 |
| | <i>It is recommended that Lakehead District School Board approve 8072 Sexual Orientation and Gender Identity Policy, Appendix A to Report No. 031-21.</i> | | |
| | 14.2 Policy Review – 8061 Aboriginal Education Advisory Committee (024-21) | A. Keene | 24-29 |
| | <i>It is recommended that Lakehead District School Board approve 8061 Aboriginal Education Advisory Committee Policy, Appendix A to Report No. 024-21.</i> | | |
| | 14.3 Multi-Year Strategic Plan 2021-2024 (033-21) | I. MacRae | 30
+ Handout |
| | <i>It is recommended that Lakehead District School Board approve the 2021-2024 Strategic Plan attached as Appendix A to Report No. 033-21.</i> | | |
| 15. | New Business | | |
| 16. | Notices of Motion | | |
| 17. | Information and Inquiries | | |
| 18. | Adjournment | | |

<p>Trustees (Chair and Vice-Chair) and presenters of reports will be available for comment after the Board Meeting.</p>



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STANDING COMMITTEE
Tuesday, April 20, 2021
Virtual via Microsoft Teams

Ian MacRae
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AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:35 p.m. – via Microsoft Teams

	<u>Resource Person</u>	<u>Pages</u>
5.1 Approval of Committee of the Whole - Closed Session Minutes		
5.1.1 Standing Committee Meeting - March 9, 2021	T. Tuchenhagen	1-2
5.2 Business Arising from the Minutes		
5.3 Consideration of Reports		
5.3.1 Personnel Matters	I. MacRae	Verbal
5.4 Information and Inquiries		
5.5 Rise and Ask Leave to Sit in Public Session		

Trustees (Chair and Vice-Chair) and presenters of reports will be available
for comment after the Board Meeting.

LAKEHEAD DISTRICT SCHOOL BOARD

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Virtual
Via Microsoft Teams

2021 MAR 09
7:30 p.m.

TRUSTEES PRESENT:

Trudy Tuchenhausen (Chair)
Marg Arnone
Ellen Chambers
Sue Doughty-Smith
Ron Oikonen
Deborah Massaro

George Saarinen
Ryan Sitch
Scottie Wemigwans
Simran Talpade (Student Trustee)
Keira Essex (Indigenous Student Trustee)

SENIOR ADMINISTRATION:

Ian MacRae, Director of Education
Michelle Probizanski, Superintendent of Education
AJ Keene, Superintendent of Education
Kirsti Alaksa, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

Angela Lee-Wiwcharyk, Managers

PUBLIC SESSION:

1. **Approval of Agenda**

Moved by Trustee Saarinen

Seconded by Trustee Chambers

"THAT the Agenda for Standing Committee Meeting, March 9, 2021, be approved."

CARRIED

2. Resolve into Committee of the Whole – Closed Session

Moved by Trustee Arnone

Seconded by Trustee Oikonen

“THAT we resolve into Committee of the Whole – Closed Session with Trustee Tuchenhausen in the chair to consider the following:

- *Confirmation of Committee of the Whole – Closed Session Minutes*
 - *February 9, 2021*
- *Legal Matters*

and that this meeting shall not be open to the public pursuant to Section 207 (2) of the Education Act as amended.”

CARRIED

COMMITTEE OF THE WHOLE – CLOSED SESSION:

3. Committee of the Whole – Closed Session items were dealt with in their entirety.

PUBLIC SESSION:

4. Celebrating Student Achievement – Whitefish Valley Public School

AJ Keene, Superintendent of Education, introduced the following staff from Whitefish Valley Public School: Michael Oades, Principal, Lana Deacon, Vice Principal, Corrine Russell, former Vice Principal (currently Principal, Vance Chapman Public School), and Darryl Fawcett, Teacher.

Lana Deacon and Darryl Fawcett presented on the *Friday Morning News Show! – Virtual Announcements* initiative that Darryl Fawcett’s Grade 5/6 class created. This initiative allowed students to be involved, kept parents/guardians informed of school happenings, and also improved students’ presentation skills and confidence.

A PowerPoint presentation was shown with video clips of the students’ news show. All trustees’ questions were addressed.

5. Confirmation of Minutes

Moved by Trustee Chambers

Seconded by Trustee Arnone

“THAT the Standing Committee approve the Minutes of the Standing Committee Meeting, February 9, 2021.”

CARRIED

MATTERS NOT FOR DECISION:

6. COVID-19 General Update

Ian MacRae, Director of Education, provided an update on current COVID-19 related matters affecting Lakehead District School Board. Ian MacRae, Director of Education, introduced AJ Keene, Superintendent of Education, Michelle Probizanski, Superintendent of Education, and Kirsti Alaksa, Superintendent of Business to provide additional information. All trustees' questions were addressed.

7. Parent Involvement Committee Meeting Minutes – January 18, 2021

Ian MacRae, Director of Education, presented the January 18, 2021 minutes for information.

8. Equity and Inclusive Education Advisory Committee Meeting Minutes – October 7, 2020

Michelle Probizanski, Superintendent of Education, presented the October 7, 2020 minutes for information.

9. Aboriginal Education Advisory Committee Meeting Minutes – December 10, 2020

AJ Keene, Superintendent of Education, presented the December 10, 2020 minutes for information.

MATTERS FOR DECISION:

10. Policy Review – 3030 Purchasing (025-21)

Moved by Trustee Wemigwans

Seconded by Trustee Chambers

“THAT Lakehead District School Board approve 3030 Purchasing Policy, Appendix A to Report No. 025-21.”

CARRIED

11. Date Change of Standing Committee Meeting – April 13, 2021 (026-21)

Moved by Trustee Saarinen

Seconded by Trustee Doughty-Smith

“THAT Lakehead District School Board move the April Standing Committee meeting from April 13, 2021, to April 20, 2021.”

CARRIED

12. Information and Inquiries

12.1 Trustee Saarinen reported that letters had gone to stakeholders for the budget deputation process.

- 12.2 Trustee Chambers reported on the International Women's Day event with MP Patty Hajdu which was arranged by Superior Collegiate and Vocational Institute. She indicated that Student Trustee Talpade and Indigenous Student Trustee Essex were in charge of managing the questions from students at the event.
- 12.3 Trustee Chambers updated trustees on the Strategic Plan progression. She indicated that another meeting would be scheduled shortly.
- 12.4 Trustee Chambers updated trustees on the recent Minister of Education teleconference.
- 12.5 Indigenous Student Trustee Essex and Student Trustee Talpade reported on the International Women's Day event with MP Patty Hajdu. They indicated that Ryan McDonnell was integral to putting on the event and that there were many questions from students for MP Patty Hajdu.
- 12.6 Trustee Saarinen indicated that the recent Ontario Public School Boards' Association (OPSBA) Northern Region Meeting was well attended and that he would provide trustees with the minutes when available.
- 12.7 Trustee Sitch reported that he also attended the OPSBA Northern Region meeting and that a letter was being developed to send to Minister Lecce regarding a request for better mental health supports for schools.

13. Adjournment

Moved by Trustee Saarinen

Seconded by Trustee Sitch

"THAT we do now adjourn at 8:18 p.m."

CARRIED

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2021 APR 20
Report No. 031-21

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE - Public Session

RE: POLICY REVIEW – 8072 SEXUAL ORIENTATION AND GENDER IDENTITY

1. Background

- 1.1 At the May 28, 2013 Regular Board Meeting, Lakehead District School Board (LDSB) approved a recommendation to direct senior administration to develop a 8072 Sexual Orientation and Gender Identity Policy.
- 1.2 At the June 23, 2020 Regular Board Meeting, 8072 Sexual Orientation and Gender Identity Policy was approved for review during the 2020-2021 school year as part of the policy development and review cycle.
- 1.3 On February 20, 2021, the draft policy and procedures were posted on the LDSB website and distributed to constituent groups for review and comment with input to be received by March 24, 2021.

2. Situation

- 2.1 The human rights of members of 2SLGBTQQIA communities at LDSB are protected in accordance with the LDSB 7030 Human Rights and Workplace Harassment Policy. We recognize that everyone needs to be treated with respect and dignity and not be discriminated against in the receipt of education or in employment at LDSB, because of their sexual orientation, gender expression or gender identity.
- 2.2 There was broad outreach to stakeholders as well as external organizations for their input regarding the policy and procedures. The policy and procedures were reviewed and revised.
- 2.2 The revised policy is attached as Appendix A and the procedures as Appendix B.
- 2.3 Upon final approval, the policy will be distributed according to LDSB procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8072 Sexual Orientation and Gender Identity Policy, Appendix A to Report No. 031-21.

Respectfully submitted,

MAHEJABEEN EBRAHIM
Human Rights and Equity Advisor

MICHELLE PROBIZANSKI
Superintendent of Education

IAN MACRAE
Director of Education

SCHOOL - COMMUNITY RELATIONS

DRAFT – April 20, 2021

SEXUAL ORIENTATION AND GENDER IDENTITY POLICY

8072

1. Rationale

Lakehead District School Board (LDSB) is committed to providing safe, caring, and inclusive learning and work environments that are free from discrimination and harassment, **in accordance with the 7030 Human Rights and Workplace Harassment Policy**. Lakehead District School Board respects the diversity of all individuals and values the contributions of all members of our school communities and workplaces. Lakehead District School Board is committed to the principles of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code, the 1020 Equity and Inclusive Education Policy and Procedures, 8070 Safe Schools - System Expectation Policy and Procedures and 8071 Bullying Prevention and Intervention Policy and Procedures.

Lakehead District School Board recognizes the biases and challenges faced by students and other school community members identifying as or perceived to be ~~lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer, or questioning (LGBTTIQQ)~~ **Two Spirited, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual (2SLGBTQQA)** within our schools and communities, including discrimination, harassment, physical and sexual violence, social and emotional isolation, substance abuse, homelessness, school truancy and drop-out, self-harm, and suicide.

Every student, employee, parent/guardian, community member and trustee has the right to freedom from discrimination, harassment, intimidation, and violence, regardless of sexual orientation, **gender expression** and/or gender identity. Lakehead District School Board will not permit, encourage, nor tolerate bias, harassment, **discrimination**, intimidation and/or violence. Lakehead District School Board is committed to providing support and assistance to those who may be the intended or unintended targets of such **discriminatory** behaviours and to promoting a safer and more inclusive space for all members of the school community including **those who are members of 2SLGBTQQA communities**. ~~those of diverse sexual orientation and gender identities.~~

2. Policy

It is the policy of Lakehead District School Board to foster and promote a safe, caring and inclusive learning and work environment while also promoting proactive strategies and guidelines to ensure that the **Two Spirited, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual** ~~lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer, or questioning (LGBTTIQQ)~~ communities are welcomed and included in all aspects of education and school life and treated with respect and dignity. ~~(See Appendix B for definitions)~~

Lakehead District School Board is committed to ensuring that all employees are aware of their responsibilities as they relate to creating safety and support for all students and employees regardless of sexual orientation, **gender expression** or gender identity.

SCHOOL - COMMUNITY RELATIONS

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SEXUAL ORIENTATION AND GENDER IDENTITY POLICY

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3. Areas of Focus

3.1 Homophobia, Transphobia and Heterosexism

Lakehead District School Board is committed to providing an environment of respect for all people regardless of sexual orientation, **gender expression** and/or gender identity and will endeavour to raise awareness of issues related to **human rights** ~~sexual orientation~~ and equity throughout the Board's jurisdiction. Lakehead District School Board is committed to identifying and eliminating homophobic, transphobic and heterosexist ~~biases~~ **discrimination** and barriers.

3.2 Confidentiality

Lakehead District School Board will make every effort to ensure confidentiality of anyone's sexual orientation and/or gender identity.

3.3 Guidance and Counselling Services

Counselling services **are available for students and** will be sensitive, supportive, and free of bias, in order to respond effectively to the needs of all students. School staff will help to remove discriminatory barriers and provide positive strategies to enable students to realize their potential and meet their **academic** ~~career~~ goals.

3.4 Staff Development and Professional Learning

Lakehead District School Board employees will participate in staff development activities dealing with equity and inclusive education ~~issues~~ in order to acquire the knowledge, **and** skills, ~~attitudes, and behaviours~~ to identify and eliminate bullying, harassment and discrimination. Professional learning activities will be ongoing, evidence based, and will provide opportunities for staff and trustees to participate in training on topics such as gender-based violence, **transphobia** and homophobia, and will provide information for students and parents/guardians to increase their knowledge and understanding of sexual orientation, **gender expression** and/or gender **identity** ~~identification issues~~. Training will allow staff to provide age appropriate information to students at all levels.

3.5 Leadership

Lakehead District School Board will provide leadership that is committed to identifying and removing sexual orientation, **gender expression**, and gender identity related, discriminatory ~~biases~~ **behaviours** and systemic barriers to learning, ensuring that all partners in education assume the responsibility for preparing students to live and to function **participate** in a diverse society.

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SEXUAL ORIENTATION AND GENDER IDENTITY POLICY

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4. Review

This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
1020 Equity and Inclusive Education	May 28, 2013	
7020 Employment Equity		
7030 Human Rights and Workplace Harassment		
8070 Safe Schools – System Expectations		
8071 Bullying Prevention and Intervention		

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1. Policy

It is the policy of Lakehead District School Board (LDSB) to foster and promote a safe, caring and inclusive learning and work environment while also promoting proactive strategies and guidelines to ensure that the **Two Spirited, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex and Asexual (2SLGBTQIA)** lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer, or questioning (LGBTTIQQ) communities are welcomed and included in all aspects of education and school life and are treated with respect and dignity. (See Appendix A for Definitions)

Lakehead District School Board is committed to ensuring that all employees are aware of their responsibilities as they relate to creating safety and support for all students and employees regardless of sexual orientation, **gender expression**, or gender identity.

2. Areas of Focus

2.1 Homophobia, Transphobia and Heterosexism

- 2.1.1 Lakehead District School Board will ensure that all policies, guidelines, procedures, and practices, including but not limited to, classroom practices, day-to-day operations, and communication practices, are anti-homophobic, anti-transphobic and anti-heterosexist. ~~For definitions please see Appendix A.~~
- 2.1.2 Lakehead District School Board will identify and eliminate homophobic, transphobic, and heterosexist biases and barriers in LDSB policies, guidelines, day-to-day operations, and practice.
- 2.1.3 Lakehead District School Board is committed to providing ongoing professional development in the matters captured in this policy, including anti-homophobia, anti-transphobia, and anti-heterosexist education.
- 2.1.4 Schools are expected to ensure that students are educated in the understanding of diversity, harassment, discrimination, anti-homophobia, anti-transphobia, and anti-heterosexism, through the curriculum in ways that are relevant and age appropriate.
- 2.1.5 Resources are available in every school and can be chosen to promote critical thinking skills that support the tenets of this policy. Schools are encouraged to use anti-homophobia, anti-transphobia, and anti-heterosexist resource materials that provide knowledge, skills, and strategies for educators to recognize, understand, and challenge such discrimination **based on sexual orientation, gender expression, and gender identity**. Whenever possible, resource materials should **also** include the specific characteristics and issues **experienced by of Two Spirited people** ~~people of two spirits~~.

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2.2 Confidentiality

- 2.2.1 In the interest of safe and supportive environments, LDSB is committed to ensuring that the confidentiality of the sexual orientation and gender identity of students and employees will be protected. Students and employees who identify as lesbian, gay, bisexual, transgender or transitioning to another gender will be given the support they require to do their work in a safe and respectful environment.
- 2.2.2 If a student is harmed as a result of their sexual orientation, **gender expression** or gender identity, or perceived sexual orientation, **gender expression** or gender identity, an administrator will maintain the confidentiality of the student's sexual orientation or gender identity, and may not report the incident to the student's parent/guardian, if, in the administrator's opinion, doing so would put the student at risk of harm from the parent/guardian.

2.3 Guidance and Counselling

- 2.3.1 Lakehead District School Board will ensure that student counselling services and programs are free from discriminatory biases related to sexual orientation and gender identification, and that these services and programs do not underestimate the potential of **2SLGBTQIA** lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer, or questioning (LGBTTIQQ) students, because of bias and stereotyping related to sexual orientation, **gender expression** or gender **identity** identification.
- 2.3.2 Lakehead District School Board supports the rights of **2SLGBTQIA** LGBTTIQQ students to counseling that is supportive, affirming and free from efforts on the part of counselors to try to change their sexual orientation, **gender expression** and/or identity through the use of or the referral to aversion, reparative, or conversion therapies.
- 2.3.3 School administrators and counsellors will ensure that counselling and support are provided to students who are dealing with issues of sexual orientation, gender identity and gender expression **related matters**.

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2.4 Staff Development and Professional Learning

2.4.1 Lakehead District School Board will strive to ensure that curriculum delivery in all subject areas is consistent with the principles and practices of equity and inclusive education as they relate to sexual orientation and gender identity. Lakehead District School Board will honour this commitment by:

- ensuring that its staff have access to a wide variety of bias-free teaching and learning materials;
- supporting staff who choose to use learning materials with themes, topics or characters that reflect the diversity of sexual orientations;
- ensuring that best practice, age and developmentally appropriate teaching and learning strategies are used to address the topic of sexual orientation;
- ensuring that its facilities are spaces in which ~~2SLGBTQQIA~~ ~~LGBTTIQQ~~ students can participate in learning experiences without fear of harassment; and
- ensuring that curriculum delivery, learning experiences, and assessment and evaluation practices are free from homophobia, transphobia and heterosexism.

2.4.2 Administrators will support teachers striving to include in their teaching positive images and accurate information about history and culture that reflects the accomplishments and contributions of ~~2SLGBTQQIA~~ ~~LGBTTIQQ~~ people.

2.4.3 Additional training and resources shall be provided to staff members and counsellors, that is sensitive and responds knowledgeably to ~~2SLGBTQQIA~~ ~~LGBTTIQQ~~ students as well as students with ~~2SLGBTQQIA~~ ~~LGBTTIQQ~~ family members.

2.4.4 All employees of LDSB will be supported in being able to identify discriminatory attitudes and behaviours as described in ~~this~~ **the** policy, and are expected to be committed to eliminating the harm, inequities, and barriers that might exist in relation to sexual orientation, **gender expression** and gender identity.

2.5 Leadership

2.5.1 Lakehead District School Board will acknowledge, through its communication to students, staff and the community, that some children live in ~~lesbian, gay, bisexual, transgender, two-spirit, intersex, queer, and questioning~~ ~~2SLGBTQQIA~~ ~~(LGBTTIQQ)~~ headed families and need to be positively recognized and included as such.

2.5.2 Lakehead District School Board will provide leadership at all levels that fosters an environment of respect for all people regardless of sexual orientation, **gender expression** and gender identity and will endeavour to raise awareness of issues related to sexual orientation, gender identity and equity throughout the LDSB's jurisdiction.

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- 2.5.3 Lakehead District School Board will acknowledge that there are barriers that may prevent full participation in school-community relationships by **2SLGBTQIA** ~~LGBTIQ~~ communities. Through engagement with these communities, LDSB will identify and remove barriers that do exist.
- 2.5.4 School administrators must ensure that students and staff practice appropriate behaviour and actions to prevent homophobic discrimination and harassment through greater awareness of and responsiveness to their harmful effects.
- 2.5.5 All administrators, teachers, counsellors, staff and student leaders will work together to support LDSB's position in the school community. Leaders in schools will ensure 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 policy, including the expectation that every member of the school community will work purposefully to eliminate harmful behaviours and ensure safety and support for **2SLGBTQIA** ~~LGBTIQ~~ students and staff.

3. Guidelines and Principles

- 3.1 School administrators must respond to all complaints about homophobia **discrimination based on sexual orientation, gender expression, and gender identity** seriously, and ensure that they are dealt with effectively through consistently applied policy and procedures.
- 3.2 All administrators, teachers, counselors, staff, and student leaders, will model respect for **2SLGBTQIA** ~~LGBTQ~~ students and families.
- 3.3 It is the responsibility of all staff to exercise individual and collective responsibility to identify discriminatory attitudes and behaviours. School staff will work to eliminate systemic inequities and barriers to learning for **2SLGBTQIA** students ~~who identify themselves on the basis of sexual orientation or gender identity~~.
- 3.4 All staff members have an obligation to intervene in any interaction involving the use of homophobic **or transphobic** epithets, slurs, and behaviours, regardless of the speaker's intentions, and to convey that such comments are against policy and are not acceptable in the school community.
- 3.5 Language or behaviour that degrades or incites hatred, prejudice, discrimination or harassment towards students or employees on the basis of their real or perceived sexual orientation, **gender expression**, or gender **identity**, ~~identification~~ is not acceptable. The prohibition of such language and behaviour should be specified in the school's code of conduct.
- 3.6 At least one member of staff should be identified as a safe contact for **2SLGBTQIA** students ~~who identify themselves on the basis of sexual orientation or gender identity~~. School administrators are responsible for informing students, parents/guardians, and other staff, about the location and availability of this contact person.

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- 3.7 Working with the school's safe contact, administrators will visually mark an area as welcoming and reaffirming for **2SLGBTQQIA** ~~LGBTTIQQ~~ students and staff through the use of posters or other identifiers.
- 3.8 All secondary school administrators will continue to support the existing Gay/Straight Alliance clubs (GSAs) in their schools. Administrators will make best efforts to facilitate the formation of GSAs, where students or staff come forward requesting this support in other schools.
- 3.9 All GSAs will continue to be supported at the LDSB level with semi-annual meetings for GSA representatives from each school and their teacher advisors.

4. Definitions:

Asexual - an individual who does not experience sexual attraction to others.

Barriers - policies, procedures or practices that prevent **equity** of access and outcome. They can be both systemic and individual.

Bias - an inaccurate, limited, and fixed view of the world, or of a given situation, individuals, or groups. A bias against or towards members of a particular ~~racial, ethnic, cultural, or religious group~~ **sexual orientation, gender expression or gender identity** can be expressed through speech, nonverbal behaviour, and written and other media.

~~**Bisexual** - individuals who are romantically and/or sexually attracted to people of both genders, though not necessarily at the same time.~~

Bisexual - individuals who are romantically and/or sexually attracted to people of more than one gender, though not necessarily at the same time or to the same degree. Bisexual may also be defined as romantic and/or sexual attraction to people of all genders.

Gay - a person whose primary sexual orientation is to members of the same gender. It is sometimes used to refer to the general **2SLGBTQQIA** community, but most often refers to just gay men.

Gay-Straight Alliance (GSA) - student groups designed to create safe spaces for **2SLGBTQQIA** students and allies.

Gender Identity - is each person's internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person's gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person's sexual orientation.

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Gender Expression - is how a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language, and voice. A person's chosen name and pronoun are also common ways of expressing gender.

Harassment (the Ontario Human Rights Code) - means engaging in a course of a vexatious comment or conduct that is known to be, or ought reasonably to be known to be unwelcome, based on age, disability, family status, marital status, creed, race, ancestry, place of origin, colour, ethnic origin, sex, sexual orientation, gender identity, gender expression, citizenship, and record of offences. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by the policy. It can include sexually explicit or other inappropriate comments, questions, jokes, name-calling, images, email and social media, transphobic, homophobic or other bullying, sexual advances, touching and other unwelcome and ongoing behaviour that insults, demeans, harms or threatens a person in some way. Assault or other violent behaviour is also a criminal matter.

~~**Gender** includes any or all of the following categories: physical anatomy, secondary sex characteristics that develop at and after puberty, behaviour and conduct, the mind, and fashion choices.~~

~~**Gender identity** a person's own identification of being man, woman or transgender. Masculinity and femininity are expressions of one's gender identity.~~

~~**Gender role** the public expression of gender identity. Gender role includes everything people do to show the world they are men, women, or transgender, including sexual signals, dress, hairstyle and manner of walking.~~

~~**Harassment** any improper conduct by an individual that is directed at and offensive to another person or persons, and that the individual knew, or ought reasonably to have known, would cause offense or harm. It comprises any objectionable embarrassment and any act of intimidation or threat. Features of harassment include but are not limited to: unwanted physical contact, verbal abuse such as unwanted anonymous telephone messages, offensive language or innuendo, telling offensive jokes, name calling or spreading malicious rumors, written abuse, such as letters, faxes, emails, or graffiti, or displaying offensive pictures or posters, explicit behaviour such as mimicking the effect of a disability, threats, covert or disguised behavior such as social isolation and non-cooperation, implicit threats, and pressure for sexual favours, stalking. The incident(s) may be persistent or may be a single, serious incident.~~

Heterosexism - the belief in the exclusive privileging of heterosexuality and the expression of this belief in societal institutions and practices that deny, denigrate, or stigmatize non-heterosexual forms of behavior, identity, relationship, or community. This definition is often used in the context of discrimination against bisexual, lesbian and gay people that is less overt, and which may be unintentional and unrecognized by the person or organization responsible for the discrimination. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay and bisexual people, while it gives advantages to heterosexual people.

<p>SCHOOL - COMMUNITY RELATIONS</p> <p>DRAFT - April 20, 2021</p> <p>SEXUAL ORIENTATION AND GENDER IDENTITY PROCEDURES</p>	<p>8000</p> <p>8072</p>
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Heterosexual - an individual whose primary sexual orientation is to members of the opposite gender. Heterosexual people are often referred to as “straight”.

Homophobia - the irrational fear, ~~or~~ hatred, **or intolerance** of lesbians and gay men, or any behaviour that falls outside of perceived traditional gender roles, usually based on erroneous myths and stereotypes. Homophobic acts may include, but are not limited to, jokes, name-calling, shunning/exclusion, and the promotion of hatred and violence targeting lesbian and gay individuals or groups.

Homosexual - an individual whose primary sexual and affectional attraction is to a person of the same sex. The medical and psychiatric origins of this term have made it unattractive to most lesbians and gay men as a way of describing themselves or their community.

Intersex - a term used to describe a person born with reproductive systems, chromosomes and/or hormones that are not easily characterized as male or female. This might include a woman with XY chromosomes or a man with ovaries instead of testes. Intersex characteristics occur in one out of every 1,500 births. Typically, intersex people are assigned one sex, male or female, at birth. Some intersex people identify with their assigned sex, while others do not. Some choose to identify as intersex.

~~Identity – how one thinks of, describes, and expresses oneself. Identity can be private, such as a closeted gay or lesbian person, or public, such as out gay and lesbian people.~~

~~Intersex – individuals who naturally, i.e., without any medical intervention, develop primary or secondary sex characteristics that do not fit neatly into society's definitions of male or female. This word replaces the inappropriate term “hermaphrodite”.~~

Lesbian - a woman whose primary sexual orientation is to other women or who identifies as a member of the lesbian community.

2SLGBTQIA – Two Spirited, Lesbian, Gay, Bisexual, Transsexual, Transgender, Queer and Questioning, **Intersex and Asexual** is an acronym for individuals or communities. LGBT is also used.

Pansexual - individuals who are romantically and/or sexually attracted to people regardless of their gender identity. The definitions of Bisexual and Pansexual are similar but have some historical differences and meaning to others. Pansexual is sometimes seen as being under the umbrella of Bisexual in the acronym.

Queer - A reclaimed word that has been historically offensive and derogatory, though is now used sometimes as an umbrella term for the 2SLGBTQIA community and may be used personally to describe one's identity.

~~Queer – traditionally a derogatory and offensive term for LGBTTIQQ people. Many LGBTTIQQ people have reclaimed this word and use it proudly to describe their identity.~~

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Trans or transgender - is an umbrella term referring to people with diverse gender identities and expressions that differ from stereotypical gender norms. It includes, but is not limited to, people who identify as transgender, trans woman (male-to-female), trans man (female-to-male), transsexual, cross-dresser, gender non-conforming, gender variant or gender queer. Transgender is a broad term that can be used to describe a person whose gender identity is different from one assigned at birth, regardless of their status of surgical procedures or hormone therapy. Not all transgender people use hormone therapy or have surgery.

Transphobia - is the aversion to, fear or hatred of trans people and communities. Like other prejudices, it is based on stereotypes that are used to justify discrimination, harassment and violence toward transgender people.

Transsexual - a person whose gender identity differs from their sex assigned at birth. They may or may not undergo medically supportive treatments to align their bodies with their gender identity, such as hormone therapy, sex reassignment surgery or other procedures. They may also undertake other changes to align their external attributes and appearance with their gender identity.

~~Transgender~~ - a person whose gender identity is different from his or her biological sex, regardless of the status of surgical and hormonal gender reassignment processes. Often used as an umbrella term to include transsexuals, transgenderists, crossdressers, two-spirit, intersex and transgendered people.

~~Transphobia~~ - an irrational fear of, and/or hostility towards, people who are transgender or who otherwise transgress traditional gender norms.

~~Transsexual~~ - a person who has an intense long-term experience of being the sex opposite to his or her birth-assigned sex and who typically pursues a medical and legal transformation to become the other sex.

Two Spirit - a term used by Indigenous people to describe from a cultural perspective people who are gay, lesbian, bisexual, trans or intersex. It is used to capture a concept that exists in many different Indigenous cultures and languages. For some, the term Two-Spirit describes a societal and spiritual role that people played within traditional societies, such as: mediators, keepers of certain ceremonies, transcending accepted roles of men and women, and filling a role as an established middle gender.

~~Two-spirited~~ - Aboriginal people who identify as gay, lesbian, bisexual, or transgendered. The term comes from the First Nations recognition of the traditions and sacredness of people who maintain a balance by housing both the male and female spirit.

Questioning - individuals who are in the process of questioning their sexual orientation. They are often in need of support and understanding during this stage of their identity and are seeking information and guidance.

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5. Review

These procedures shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
1020 Equity and Inclusive Education	May 28, 2013	
7020 Employment Equity		
7030 Harassment and Human Rights and Workplace Harassment		
8070 Safe Schools – System Expectations		
8071 Bullying Prevention and Intervention		

Definitions

The following are key terms in the area of equity and inclusive education pertinent to this policy. These terms and definitions are not necessarily standardized and may be used differently by different people and in different regions, and will change over time:

Aboriginal Peoples – the original inhabitants, the Indigenous Peoples of Canada and their descendants. Aboriginal peoples include the First Nations, Inuit, and Métis peoples of Canada.

Barriers – policies, procedures or practices that prevent equality of access and outcome. They can be both systemic and individual.

Bias – an inaccurate, limited and fixed view of the world, or of a given situation, individuals or groups. A bias against or towards members of a particular racial, ethnic, cultural, or religious group can be expressed through speech, nonverbal behaviour, and written and other media.

Bisexual – individuals who are romantically and/or sexually attracted to people of both genders, though not necessarily at the same time.

Creed – a religion or faith. It includes the practices, beliefs, and observances that are part of a religion. It does not include personal moral, ethical or political views.

Cultural identity – the collective self-awareness that a given group embodies and reflects, e.g., racial, ethnic, gender groups, or the identity of the individual in relation to his or her culture.

Culture – the totality of ideas, beliefs, values, knowledge, and way of life of a group of people who share a background based on history, experience, geography, or other factors. Manifestations of culture include art, laws, institutions, and customs.

Curriculum – Ontario Curriculum Policy document, specific to an individual subject and grade (elementary) or the overall and specific expectations, strands, and the achievement chart in each course (secondary).

Discrimination – an act of making distinctions among social groups based on characteristics such as race, ethnicity, nationality, language, faith, gender, ability, sexual orientation or gender identity that leads to inequitable treatment of members of the targeted groups.

Diversity – the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equality – Equal treatment, or inputs, in the name of fairness involves treating all people alike without acknowledging differences in age, gender, language, or ability. Though considered by some to be fair, it is in fact culturally blind and often results in very unfair and unequal outcomes.

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Equity—a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Ethnicity—a socially, politically and historically constructed category, similar to race. It is dynamic, subject to the ambiguities and contradictions that are to be found in societies, and its meanings change over time. In society, ethnicity may serve to establish status allocation, role expectations and group membership.

Ethnocentrism—the belief in the inherent superiority of one's own ethnic group or culture and a tendency to view other groups or cultures from the perspective of one's own.

Family of choice—the circle of friends, partners, companions and ex-partners with which many LGBTTTTIQQ people surround themselves. This group gives the support, validation and sense of belonging that is often unavailable from the person's family of origin.

Gay—a person whose primary sexual orientation is to members of the same gender. It is sometimes used to refer to the general LGBTTTTIQQ community, but most often refers to just gay men.

Gay-positive—the opposite of homophobia. A gay-positive attitude is one that affirms and accepts gay and lesbian people as unique and special in their own right.

Gay-Straight Alliance (GSA)—student groups designed to create safe spaces for LGBTTTTIQQ students and allies.

Gender—includes any or all of the following categories: physical anatomy, secondary sex characteristics that develop at and after puberty, behaviour and conduct, the mind, and fashion choices.

Gender identity—a person's own identification of being man, woman or transgender. Masculinity and femininity are expressions of one's gender identity.

Gender role—the public expression of gender identity. Gender role includes everything people do to show the world they are men, women, or transgender, including sexual signals, dress, hairstyle and manner of walking.

Harassment—any improper conduct by an individual that is directed at and offensive to another person or persons, and that the individual knew, or ought reasonably to have known, would cause offense or harm. It comprises any objectionable embarrassment and any act of intimidation or threat. Features of harassment include but are not limited to: unwanted physical contact, verbal abuse such as unwanted anonymous telephone messages, offensive language or innuendo, telling offensive jokes, name calling or spreading malicious rumors, written abuse, such as letters, faxes, emails, or graffiti, or displaying offensive pictures or posters, explicit behaviour such as mimicking the effect of a disability, threats, covert or disguised behavior such as social isolation and non-cooperation, implicit threats, and pressure for sexual favours, stalking. The incident(s) may be persistent or may be a single, serious incident.

Hate crimes—(or bias motivated crimes) occur when a perpetrator targets a victim because of his or her perceived membership in a social group such as race, religion, sexual orientation, ability, class, ethnicity, nationality, age, gender, gender identity or political affiliation.

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Heterosexism – the belief in the exclusive privileging of heterosexuality and the expression of this belief in societal institutions and practices that deny, denigrate, or stigmatize non-heterosexual forms of behavior, identity, relationship, or community. This definition is often used in the context of discrimination against bisexual, lesbian and gay people that is less overt, and which may be unintentional and unrecognized by the person or organization responsible for the discrimination. Heterosexism excludes the needs, concerns, and life experiences of lesbian, gay and bisexual people, while it gives advantages to heterosexual people.

Heterosexual – an individual whose primary sexual orientation is to members of the opposite gender. Heterosexual people are often referred to as “straight”.

Homophobia – the irrational fear, or hatred ~~or intolerance~~ of lesbians and gay men, or any behaviour that falls outside of perceived traditional gender roles, usually based on erroneous myths and stereotypes. Homophobic acts may include, but are not limited to jokes, name-calling, shunning/exclusion, and the promotion of hatred and violence targeting lesbian and gay individuals or groups.

Homosexual – an individual whose primary sexual and affectional attraction is to a person of the same sex. The medical and psychiatric origins of this term have made it unattractive to most lesbians and gay men as a way of describing themselves or their community.

Identity – how one thinks of, describes, and expresses oneself. Identity can be private, such as a closeted gay or lesbian person, or public, such as out gay and lesbian people.

Inclusive Education – education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Intersex – individuals who naturally, i.e., without any medical intervention, develop primary or secondary sex characteristics that do not fit neatly into society's definitions of male or female. This word replaces the inappropriate term “hermaphrodite”.

Inuit – the preferred term for the Native Peoples of the Canadian Arctic and Greenland. The use of Eskimo in referring to these peoples is often considered offensive, especially in Canada.

Lesbian – a woman whose primary sexual orientation is to other women or who identifies as a member of the lesbian community.

LGBTTTIQQ – Lesbian, Gay, Bisexual, Transsexual, Transgendered, Two-Spirited, Intersexed, Queer and Questioning: an acronym for individuals or communities. LGBT is also used.

Métis – a person who self-identifies as a Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation and ancestry, and is accepted by the Métis Nation.

Queer – traditionally a derogatory and offensive term for LGBTTTIQQ people. Many LGBTTTIQQ people have reclaimed this word and use it proudly to describe their identity.

Questioning – individuals who are in the process of questioning their sexual orientation. They are often in need of support and understanding during this stage of their identity and are seeking information and guidance.

Appendix A to 8072 Sexual Orientation and Gender Identity Procedures

Race—a social category used to classify humans according to common ancestry or descent and reliant upon differentiation by general physical characteristics such as colour or skin and eyes, hair type, stature and facial features. There is no biological basis for race. However, being a social category does not make it any less real or powerful.

Racism—a set of ideologies, beliefs and learnings that implies, justifies, and asserts the superiority of one social group over another on the basis of physical and cultural characteristics.

School Climate—is the sum total of all of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable and accepted.

School Community—the school community is composed of staff, pupils and parents of the school and feeder schools/family of schools, as well as the community of people and businesses that are served by or located in the greater neighborhood of the school.

School Culture—complex pattern of norms, attitudes, beliefs, behaviours, values, ceremonies, traditions, and myths that are deeply ingrained in the very core of the organization. It is the historically transmitted pattern of meaning that wields astonishing power in shaping what people think and how they act (Roland Barth). Culture contributes to the school's effectiveness or ineffectiveness and is a product of the school's leadership. Culture sets the standards and guides the daily actions of administrators, teachers and students alike (David and Sylvia Weller).

Sexual harassment—any improper behaviour by a person that is directed at, and that is offensive to, any other person. The offending behavior is such that the offending person knew, or ought reasonably to have known, would be unwelcome. It is objectionable conduct, made on either a one-time or ongoing basis that demeans, belittles, causes personal humiliation or embarrassment to another person.

Sexual identity—one's identification to self and others of one's sexual orientation. It is not necessarily congruent with sexual orientation and/or sexual behaviour.

Sexual orientation—a personal characteristic that forms part of an individual's core identity. Sexual orientation encompasses the range of human sexuality from gay and lesbian to bisexual and heterosexual orientations. Orientation may or may not correspond to private and public identity.

Significant other/Partner—a life partner, domestic partner, lover, boyfriend or girlfriend. It is often equivalent to the term “spouse” for LGBTTTTIQQ people.

Stereotype—the result of attributing unfounded characteristics of a group to all of its members. Stereotyping exaggerates the uniformity within a group and the differences among groups.

Transgendered—a person whose gender identity is different from his or her biological sex, regardless of the status of surgical and hormonal gender reassignment processes. Often used as an umbrella term to include transsexuals, transgenderists, crossdressers, two-spirit, intersex and transgendered people.

Transphobia—an irrational fear of, and/or hostility towards, people who are transgender or who otherwise transgress traditional gender norms.

~~Appendix A to 8072 Sexual Orientation and Gender Identity Procedures~~

~~**Transsexual** – a person who has an intense long-term experience of being the sex opposite to his or her birth-assigned sex and who typically pursues a medical and legal transformation to become the other sex.~~

~~**Two-spirited** – Aboriginal people who identify as gay, lesbian, bisexual, or transgendered. The term comes from the First Nations recognition of the traditions and sacredness of people who maintain a balance by housing both the male and female spirit.~~

~~For other definitions relative to equity and inclusive education, consult
www.diversitywatch.ryerson.ca/glossary/~~

~~For information and resources related to Equity and Inclusive Education, refer to the Diversity Section on the Board's website:~~

~~www.lakeheadschoools.ca under “About Us” → “Equity and Inclusion Working Committee”~~

LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2021 APR 20
Report No. 024-21

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE - Public Session

RE: POLICY REVIEW – 8061 ABORIGINAL EDUCATION ADVISORY COMMITTEE

1. Background

- 1.1 It is the policy of Lakehead District School Board (LDSB) that policies will be developed/reviewed in accordance with 2010 Policy Development and Review Policy.
- 1.2 The 8061 Aboriginal Education Advisory Committee Policy was last revised on November 27, 2018.
- 1.3 At the October 20, 2020 Regular Board Meeting, the 8061 Aboriginal Education Advisory Committee Policy was approved for review during the 2020-2021 school year. The review, to update the policy and procedures language, was requested by the Aboriginal Education Advisory Committee (AEAC).
- 1.4 A subcommittee of AEAC reviewed, updated and presented the changes to the policy and procedures to AEAC on February 11, 2021 for input and approval.

2. Situation

- 2.1 The policy is attached as Appendix A and the revised procedures as Appendix B.
- 2.2 Upon final approval, the policy will be distributed according to LDSB procedures.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8061 Aboriginal Education Advisory Committee Policy, Appendix A to Report No. 024-21.

Respectfully submitted,

ANIKA GUTHRIE
Co-chair, Aboriginal Education Advisory Committee

SERENA ESSEX
Co-chair, Aboriginal Education Advisory Committee

AJ KEENE
Superintendent of Education

IAN MACRAE
Director of Education

<p>SCHOOL COMMUNITY RELATIONS</p> <p>DRAFT – April 20, 2021</p> <p>ABORIGINAL EDUCATION ADVISORY COMMITTEE POLICY</p>	<p>8000</p> <p>8061</p>
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1. Rationale

At Lakehead District School Board (LDSB), the student, as a person and a learner, is our first priority. Lakehead District School Board is committed to meeting the unique needs of ~~all~~ **every** students. Lakehead District School Board serves a growing population of ~~Aboriginal~~ **First Nations, Métis, and Inuit** students. ***We are committed to truth, reconciliation, and advancing the human rights of Indigenous peoples.***

2. Policy

Lakehead District School Board is committed to delivering programs and services that meet the needs of all students. It is the policy of LDSB to seek ~~advice~~ **input and recommendations** on meeting ~~students' unique needs~~ **the needs of First Nations, Métis, and Inuit students, including delivering content that is inclusive of First Nations, Métis, and Inuit peoples.** Lakehead District School Board will seek the ~~advice of the Aboriginal community~~ **input and recommendations from local and regional First Nations, Métis, and Inuit community partners** through the establishment of ~~the Aboriginal Education Advisory Committee~~ **a representative advisory committee.**

3. Guiding Principles

Lakehead District School Board is committed to ~~high~~ student achievement **and/or well-being** for all students.

~~Lakehead District School Board will facilitate strong learning partnerships with Aboriginal students and their families to ensure academic success.~~

~~Lakehead District School Board accepts the Aboriginal culture and history and will seek partnerships with the broader Aboriginal community.~~

Lakehead District School Board is committed to moving forward in the spirit of Truth and Reconciliation.

Lakehead District School Board will promote strong and healthy relationships with students, families, and community partners.

Lakehead District School Board acknowledges and respects the distinct First Nations, Métis, and Inuit cultures, histories, perspectives, knowledges, and values, and will seek partnerships with local First Nations, Métis and Inuit community partners to support the learning of students and staff.

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Lakehead District School Board is committed to an inclusive learning environment that promotes equity of opportunity ***cultural safety, human rights and equity***. All schools will be reflective and responsive to the diverse and unique cultures and communities they serve.

Lakehead District School Board values the Indigenous knowledges and ways of learning.

4. Review

This policy shall be reviewed in accordance with 2010 Policy Development and Review Policy.

<u>Cross Reference</u>	<u>Date Approved</u> June 22, 2004 <u>Date Revised</u> June 28, 2011 November 27, 2018	<u>Legal Reference</u>

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1. Policy

Lakehead District School Board (LDSB) is committed to delivering programs and services that meet the needs of all students. It is the policy of LDSB to seek ~~advice~~ **input and recommendations** on meeting students' ~~unique needs~~ **the needs of First Nations, Métis, and Inuit students including delivering content that is inclusive of First Nations, Métis, and Inuit peoples**. Lakehead District School Board will seek the ~~advice of the Aboriginal Community~~ **input and recommendations of local and regional First Nations, Métis, and Inuit community partners** through the establishment of the ~~Aboriginal Education Advisory Committee~~ **a representative advisory committee**.

2. Committee Membership

2.1 The Aboriginal Education Advisory Committee (AEAC) is established by resolution of LDSB.

2.2 The committee shall be comprised of the following:

2.2.1 Six ~~parents/guardians~~ who are public school supporters and have children of Aboriginal ancestry enrolled in LDSB.

2.2.2 Five community members appointed by LDSB.

Preference will be given to candidates who:

- i) are of Aboriginal ancestry and have demonstrated interest in the education of Aboriginal students; and
- ii) are members of agencies or groups that provide services to Aboriginal people.

2.2.3 A youth of ~~Aboriginal ancestry~~ **who self identifies as First Nations, Métis, or Inuit**, presently enrolled in a secondary school program.

2.2.4 Indigenous student trustee.

2.2.45 A trustee and two alternate trustees appointed by LDSB.

2.2.56 The director or designate.

2.2.67 A principal or vice principal.

2.2.78 A community Elder **or Knowledge Carrier**.

2.3 Lakehead District School Board will provide personnel resources to support the work of AEAC.

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3. Mandate

The mandate of AEAC is to provide ~~advise~~ **input and recommendations** to LDSB on matters relating to the education of Aboriginal students **First Nations, Métis, and Inuit education**.

The mandate specifically includes:

Responding to LDSB requests on matters or initiatives related to Indigenous education as they arise including advising on:

- ~~increasing the cultural awareness of all Board trustees and personnel through professional development and/or other related activities;~~
- ~~expanding the awareness of effective programs for the educational needs of Aboriginal students;~~
- ~~facilitating initiatives for all Aboriginal students;~~
- ~~providing advice on initiatives including but not limited to student programs, Aboriginal studies, student retention and alternative education programs;~~
- ***developing positive self-identity for First Nations, Métis, and Inuit students through learning their own histories, cultures, values and knowledges;***
- ***sharing best practices in First Nations, Métis, and Inuit education;***
- ***student programming related to First Nations, Métis, and Inuit studies, Native Language, student retention, self-identification and alternative education programs;***
- ***engaging First Nations, Métis, and Inuit families;***
- ~~developing and enhancing partnerships with community-based agencies that support Aboriginal~~ ***First Nations, Métis, and Inuit*** students and their families;
- ~~responding to the Board on requests for advice and recommendations on matters that the Board may direct to the committee;~~
- ~~advocating both provincially and locally for specific needs of Aboriginal students;~~
- ***advocacy at local and provincial levels for First Nations, Métis, and Inuit education needs; and***
- identifying community issues that impact ***Indigenous*** education.
- ~~responding to other initiatives as they arise.~~

4. Guidelines

- 4.1 The Aboriginal Education Advisory Committee will hold a minimum of three meetings per year.
- 4.2 A committee member missing three consecutive meetings may be removed from term by AEAC and a replacement would then be appointed for the remainder of the term.
- 4.3 Selection of AEAC members will be managed by the director or designate with responsibilities for AEAC and will be approved by LDSB.

- ## 5. Review

<u>Cross Reference</u>	<u>Date Received</u>	<u>Legal Reference</u>
	June 22, 2004	
	<u>Date Revised</u>	
	June 28, 2011	
	November 27, 2018	

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LAKEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATION

2021 April 20
Report No. 033-21

TO THE CHAIR AND MEMBERS OF
THE STANDING COMMITTEE – Public Session

RE: MULTI-YEAR STRATEGIC PLAN 2021-2024

1. Background

- 1.1 The Education Act, Section 169.1, outlines the Board's responsibility for student achievement and effective stewardship of resources.
- 1.2 A recommendation was passed by the Board at the June 9, 2015 Regular Board meeting approving the 2015-2018 Strategic Plan.

2. Situation

- 2.1 Consultants were contracted to assist with the creation and development of the 2021-2024 Strategic Plan.
- 2.2 Input into the current plan was provided by the Board of Trustees.
- 2.3 Stakeholder groups were consulted throughout the process to provide feedback and input into the final plan.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the 2021-2024 Strategic Plan attached as Appendix A to Report No. 033-21.

Respectfully submitted,

IAN MACRAE
Director of Education