Lakehead Public Schools

STANDING COMMITTEE
Tuesday, May 14, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk   Karen Wilson
Director of Education   Chair

AGENDA

PUBLIC SESSION
7:30 P.M. – in the Board Room

		Resource Person	Pages
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 – 6:30 p.m. (SEE ATTACHED AGENDA)**		
6.	Delegations/Presentations		
	6.1 Using our Strengths: Student-led Clubs at Kakabeka Falls District Public School	S. Pharand	1-4
7.	Confirmation of Minutes		
	7.1 Standing Committee Meeting - April 9, 2013	K. Wilson	5-8
8.	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

			Resource Person	Pages

MATTERS NOT REQUIRING A DECISION

9.   Information Reports

10.   First Reports

MATTERS FOR DECISION:

11.   Postponed Reports

12.   Ad Hoc and Special Committee Reports

13.   New Reports

It is recommended that Lakehead District School Board defer Employment Equity Policy 7020 to the 2013-2014 Policy Review Schedule.

It is recommended that Lakehead District School Board approve 1020 Equity and Inclusive Education Policy as amended, Appendix B to Report No. 046-13.

It is recommended that Lakehead District School Board approve 8072 Sexual Orientation and Gender Identity Policy, Appendix B to Report No. 048-13.

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

LAKEHEAD DISTRICT SCHOOL BOARD

		Resource Person	Pages
13.4	Policy Review - 3096 Information/Communication Technology Use (047-13)	S. Pharand/ D. Wright	68-69

It is recommended that Lakehead District School Board approve:

1.   The draft revised policy 3096 Information/Communication Technology Use, be sent out for stakeholder input by May 31, 2013 with input to be received by June 28, 2013; and

2.   The draft policy be presented for approval at the Standing Committee meeting in September 2013.

		Resource Person	Pages
13.5	Approval of Standing Committee and Regular Board Meeting Schedule 2013-2014 (043-13)	D. Massaro	70-71

It is recommended that Lakehead District School Board approve the revised Standing Committee and Regular Board Meeting Schedule 2013-2014, as set out in Appendix A to Report No. 043-13.

14.   New Business

15.   Notices of Motion

16.   Information and Inquiries

17.   Adjournment

LAKEHEAD DISTRICT SCHOOL BOARD

Lakehead Public Schools

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, May 14, 2013
Jim McCuaig Education Centre

Catherine Siemieniuk
Director of Education

Karen Wilson
Chair

AGENDA

COMMITTEE OF THE WHOLE – Closed Session
6:30 P.M. – in the Sibley Room

		Resource Person	Pages
5.1	Confirmation of Committee of the Whole - Closed Session Minutes		
	5.1.1 Standing Committee Meeting - April 9, 2013	D. Massaro	1-2
5.2	Business Arising from the Minutes		
5.3	Consideration of Reports		
	5.3.1 Negotiations	I. MacRae	Verbal
	5.3.2 OPSBA Labour Update - Negotiations	G. Saarinen	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

CELEBRATING STUDENT ACHIEVEMENT

School: Kakabeka Falls District Public School

Title of Initiative: Using our Strengths: Student-led Clubs at Kakabeka Falls District Public School

Components of Initiative	School's Details
1. Description of the nature of the initiative to improve student achievement	Staff at Kakabeka Falls District Public School is committed to using a strengths-based approach to relationship-building. Students learn their strengths in a variety of ways and are encouraged to build upon their strengths in order to be successful. Beginning in late September, a number of students expressed interest in organizing "clubs" at recess for other students to participate in. These students displayed strength in leadership along with many other talents. Each club was unique and together they offered a variety of alternatives for students to participate in during nutrition breaks. What began with dodgeball club and anti-bullying club has expanded to include over 20 different clubs which are scheduled throughout the week. Student-led clubs have become an important part of the Kakabeka Falls District Public School community. Students are engaged with each other, as well as school staff, in activities that build on their unique strengths. This engagement extends to academic activities as students learn to apply the strengths that they use to experience success in the clubs and their social relationships to the classroom curriculum.
2. Rationale for selecting the initiative	Student engagement is a necessary condition for learning and achievement. When students are provided with opportunities to voice and act upon their opinions and ideas, they feel like valued and trusted members of the school community, and are likely to participate more fully in learning opportunities and to achieve academic success. Engagement is also an important outcome in its own right, as student engagement in the school community has been determined to be a significant predictor of future success in the workplace.
3. Intended outcomes of the initiative related to improved student achievement	Students will have a strong sense of belonging at school. The leadership opportunities and variety of clubs will provide opportunities for students to develop social skills and recognize their own strengths as well as the strengths of others. This will lead to a positive and respectful classroom and school climate where students feel safe, happy and valued, and are able to learn and grow.

Components of Initiative	School's Details
4. Description of the data used	Data about student strengths and interests was collected through strength-based conversations with students, anecdotal observations, and student Strength Assessment Inventories. School staff identified at-risk students as well as students who struggle with social interactions, and assisted them to organize or join a club based on their interests in order to build self-esteem and encourage leadership opportunities and positive social relationships.
5. **Brief** description of the significant activities or strategies involved with the initiative	Student-led clubs at Kakabeka Falls District Public School are organized and run by students. Based on their interests, students decide to run a club. They are responsible to have the club approved and to find a supervisor. Students create sign-up lists and post them around the school. They write and read announcements on the morning of the club and arrange activities and materials for club members. Students have ownership over the club and are valued as important members of the school community. They are recognized for their strengths in leadership and for their strengths in the specific area of their club (athletics, art, technology, etc.) Students are recognized at our monthly Coyote assemblies as leaders and members of different clubs. Pictures of clubs and club activities are displayed in the hallways and on a slide show in the front foyer. Clubs are highlighted in monthly school newsletters so that parents and the school community also become engaged with this initiative. **Variety of Clubs** – dodgeball, anti-bullying, volleyball, basketball, thumb ball, cooking, sewing, drawing, singing, paper airplane, dance, drawing lessons, drama, computer, math, floor hockey, electronics, gymnastics, scooters, running, craft, checkers and chess, environment
6. **One** or **two** highlights of the above activities	**Anti-Bullying Club** Anti-bullying club was started in response to past incidents of bullying that a student in Grade 4 experienced. In order to empower this student and build her self-esteem, she was encouraged to start the anti-bullying club. Members of the club created a vision for a bully-free school that is posted in the junior/intermediate lunchroom. The club was instrumental in organizing activities for bullying awareness and prevention week. **Sewing Club** A grade 2 student who was struggling both socially and academically expressed an interest in designing and making clothing. She started a sewing club which held a fashion

Components of Initiative	School's Details
	show for staff and students at one of our Coyote assemblies. Since she started running this club, her teacher has noted that this student is much more engaged in her school work and is developing more positive relationships with her peers. **Thumb Ball Club** Two students in Grades 2 and 3 noticed that many of their peers on the playground were having disagreements when playing thumb ball, and they felt that it was because not everyone agreed on the rules. They started a thumb ball club where they organized the students into two different games. One game was played by experienced players and the club leaders trained the "beginner" students in the other game how to play. They explained the rules and demonstrated the game to the club members, and then helped them play the game. As a result, disagreements over thumb ball on the playground have been greatly reduced!
7. Description of any unexpected results or "moments of serendipity" related to the initiative	Clubs are beginning to be connected to the curriculum. For example, students who were studying non-fiction text chose to organize an environmental club with the purpose of informing other students about the environment. Students who were learning about simple machines in science started a paper airplane club, using what they learned in class to create planes that could go the distance! Teachers and parents have noted that the atmosphere of the school is increasingly positive and that students are more engaged in their school work. Office referrals for inappropriate behaviour at recess have decreased significantly. Clubs have provided students with positive pro-social alternative activities to participate in during nutrition breaks.
8. Description of **one** or **two** interesting findings that would be helpful or useful to other schools	Allowing younger students as well as senior students to run clubs builds capacity in the school and ownership throughout the grades. Younger students have opportunities for leadership and older students gain an appreciation for the strengths of the younger students. Students act as mentors for one another and the feeling of community is stronger between grades.
9. Identification of **one** or **two** noteworthy hurdles or stumbling-blocks	Ensuring an adequate number of staff supervisors can be a challenge, but if the clubs are rotated over a period of a few weeks, they can all be accommodated.
10. Next steps in pursuing the initiative	As a staff, we will continue to provide opportunities for students to use their strengths and run a variety of clubs for

Components of Initiative	School's Details
	other students. We will continue to encourage students to connect their learning in the classroom to different clubs and activities so that student engagement extends into the classroom. We will also closely examine data from the "Tell Them From Me Survey", with a particular focus on student engagement.
11. Lessons learned about the school's efforts to improve student achievement	Providing opportunities for all students to use and be recognized for their strengths must be intentional. It is important for students to develop a strong sense of belonging at school and to be actively engaged in many aspects of the school community. Student engagement cannot be separated from student achievement—they go hand in hand. Student-led clubs have allowed students at Kakabeka Falls District Public School to become engaged in the life of the school which in turn creates a strengths-based, nurturing and inclusive environment where our students can learn and achieve to their fullest potential.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF STANDING COMMITTEE

Board Room
Jim McCuaig Education Centre   2013 APR 09

TRUSTEES PRESENT:

    Karen Wilson (Chair)   Deborah Massaro
    Marg Arnone   Ron Oikonen
    Pat Johansen   Jack Playford
    Lori Lukinuk   Rheanna Kendrick (Student Trustee)

TRUSTEE ABSENT, WITH REGRET:

    George Saarinen

SENIOR ADMINISTRATION:

    Catherine Siemieniuk, Director of Education
    Colleen Kappel, Superintendent of Education
    Ian MacRae, Superintendent of Education
    Sherri-Lynne Pharand, Superintendent of Education
    David Wright, Superintendent of Business

FEDERATION/UNION REPRESENTATIVES:

    Jeff Upton, Lakehead OPC

PUBLIC SESSION:

1.   Approval of Agenda

    Moved by Trustee Massaro   Seconded by Trustee Arnone

    "THAT the Agenda for Standing Committee Meeting, April 9, 2013, be approved."

                                                           CARRIED

2.   Resolve Into Committee of the Whole – Closed Session

    Moved by Trustee Johansen   Seconded by Trustee Lukinuk

    "THAT we resolve into Committee of the Whole – Closed Session with Trustee Wilson in the Chair to consider the following:

-   *Confirmation of Committee of the Whole – Closed Session Minutes*
    -   *February 12, 2013*

-   *Negotiations*

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

<div align="right">CARRIED</div>

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 – Ogden Community Public School

        Sherri-Lynne Pharand, Superintendent of Education, introduced Donica LeBlanc,
        Principal of Ogden Community Public School. Ms. LeBlanc introduced Donnalee
        Morettin, School Council Chair, who presented information regarding *One Smile and No
        Excuses.* Successes identified included: assessment and evaluation, community
        partnerships, technology, and resources. All Trustees' questions were addressed.

5.   Confirmation of Minutes

        Moved by Trustee Johansen   Seconded by Trustee Arnone

        *"THAT the Standing Committee approve the Minutes of the Standing Committee
        Meeting, February 12, 2013."*

<div align="right">CARRIED</div>

6.   Business Arising from the Minutes

        Regarding item 6, Trustee Lukinuk inquired if further information will come to the Board
        pertaining to cafeterias. Catherine Siemieniuk, Director of Education, responded that a
        report will to come to the Board at a later date.

7.   Student Achievement – Mid Year Update (041-13)

        Sherri-Lynne Pharand, Superintendent of Education, introduced Robin Tabor-John,
        Elementary Program Coordinator, Nicole Walter Rowan, Program Coordinator, Paul
        Tsekouras, Secondary Program Coordinator, and Andrea Pugliese, Special Education
        Officer, who presented the report. Initiatives highlighted included: numeracy and
        literacy, Distributed Leadership forums, resources and supports for all students,
        secondary mathematics applied and academic, credit accumulation, and next steps. All
        Trustees' questions were addressed.

8.   Secondary Program Report (040-13)

        Ian MacRae, Superintendent of Education, introduced Paul Tsekouras, Secondary
        Program Coordinator, who presented the report. Initiatives highlighted included:
        improvement plans, student supports, community partnerships, and professional
        development. All Trustees' questions were addressed.

9. Aboriginal Education Advisory Committee Meeting Minutes – January 18, 2013

Sherri-Lynne Pharand, Superintendent of Education, presented the January 18, 2013 minutes for information. All Trustees' questions were addressed.

10. Special Education Advisory Committee Meeting Minutes – February 20, 2013

Colleen Kappel, Superintendent of Education, presented the February 20, 2013 minutes for information.

MATTERS FOR DECISION:

11. Policy Review 7030 Harassment and Human Rights Policy (039-13)

Moved by Trustee Johansen   Seconded by Trustee Arnone

"THAT Lakehead District School Board approve 7030 Harassment and Human Rights policy, Appendix A to Report No. 039-13."

CARRIED

12. Appointment to the 2012-2013 Parent Involvement Committee (038-13)

Moved by Trustee Arnone   Seconded by Trustee Massaro

"THAT Lakehead District School Board approve the appointment of David Isherwood as Alternate Principal representative on the 2012-2013 Parent Involvement Committee for the term April 23 to November 14, 2013."

CARRIED

13. Information and Inquiries

13.1   Trustee Arnone reported that she and Trustees Johansen, Oikonen, and Saarinen attended tours of Claude E. Garton Public School and McKenzie Public School held on April 8.

13.2   Trustee Arnone reported that she and Trustees Johansen, Oikonen, Saarinen, and Student Trustee Kendrick attended the Parent Involvement Committee's *Social Media ~~Show~~ Lowdown* panel discussion at Superior Collegiate and Vocational Institute held on April 8.

13.3   Trustee Johansen noted that April 10 is International Day of Pink.

13.4   Trustee Johansen requested clarification regarding The Chronicle Journal article pertaining to a Lakehead District School Board Request for Proposal (RFP) for an Alternative School within the Board. Catherine Siemieniuk, Director of Education, responded that the Lakehead District School Board has not issued a RFP and that Bruce Nugent, Communications Officer, has requested a retraction. Director Siemieniuk noted that the Lakehead District School Board's 4020 Alternative Schools Policy and Procedures address the process for alternative schools within the Board.

14. <u>Adjournment</u>

Moved by Trustee Lukinuk   Seconded by Trustee Oikonen

"THAT we do now adjourn at 9:09 p.m."

<u>CARRIED</u>

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAY 14
Report No. 045-13

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

RE: OPERATIONAL PLAN 2012-2013 – FACILITIES UPDATE

1.   Background

1.1   The Operational Plan is developed each year to reflect the major areas of emphasis in the Strategic Plan that contribute to student success.

1.2   The 2012-2013 Operational Plan is developed each year to ensure that decisions and strategies will realize the goals in the Strategic Plan.

1.3   Three goals were directly related to facilities:

- further reduce the carbon footprint by three percent by June 2013;
- ensure that 75% of the buildings achieve a three or better on the Spring Quality Maintenance Inspection (QMI); and
- develop a capital development plan for schools with a focus on academic achievement.

1.4   In order to effectively manage the goals, the Learning Environment Facility Committee (LEFC) was established. The committee is comprised of:

- Charles Bishop, Education Officer, Co-Chair;
- Christy Radbourne, Elementary Vice Principal, Co-Chair;
- Randy Haber, Manager of Maintenance and Capital;
- Rod Bessel, Manager of Custodial Services and Transportation;
- David Dunn, Maintenance Supervisor; and
- Gary Wiggins, Plant Supervisor.

2.   Situation

    2.1   Further reduce the carbon footprint by three percent by June, 2013

        2.1.1   The Green Energy Act, Ont. Reg. 397/11, released January 1, 2012 requires all school boards to publish annual energy consumption, green house gas emissions and energy conservation management strategies. The committee is working towards the required July 1, 2013 publish date.

        2.1.2   The LEFC continues to work towards identifying a carbon footprint leader at each site who will be the main contact between the school and the LEFC for all environmental initiatives and communication. The LEFC continues to share best practices and pertinent information with schools.

        2.1.3   System wide recycling initiatives have been enhanced to assist schools with their environmental initiatives. Battery recycling was successfully introduced during the 2011-2012 school year.

        2.1.4   The following capital projects were completed in 2011-2012 which have contributed to reducing our energy costs:

- Westgate CVI transformer upgrade;
- Five Mile Public School heating and ventilation upgrade;
- Claude E. Garton Public School heating and ventilation upgrade;
- Hammarskjold High School heating and ventilation upgrade;
- Vance Chapman Public School heating and ventilation upgrade;
- Nor' wester View Public School crawl space insulation; and
- Kingsway Park Public School lighting retrofit.

        2.1.5   The following curriculum initiatives were implemented to further reduce the Board's carbon footprint:

            2.1.5.1   In support of Acting Today, Shaping Tomorrow (ATST), the provincial environmental education policy, the province provided each school board with funding to support outdoor education. Lakehead District School Board utilized the funds to:

- cover the student fees and bus costs for all students attending Kingfisher Outdoor Education Centre during the 2012-2013 school year; and
- cover the costs of Grade 4-6 students participating in a program called "Active U" provided by Lakehead University focusing on healthy and active living.

            2.1.5.2   The Board has a newly formed Environmental Education Committee (EEC), in accordance with ATST. The EEC is:

- handling the EcoSchools coordination and support;
- coordinating a Board and City initiative to reduce the use of vehicles for more energy efficient options;
- coordinating environmental education efforts within our schools;

- working with various community partners(Earth Wise, Green Schools, Eco-Superior, Zero Waste Action Team, etc.) to research ways to assist in the implementation and continued support of this initiative;
- supporting schools to continue to increase recycling efforts; and
- working with schools to increase the greening/gardening efforts and increase the number and participation of "Green Teams".

2.2   Ensure that 75% of the buildings achieve three or better on the Spring Quality Maintenance Inspection (QMI)

2.2.1   The purpose of the Quality Maintenance Inspection (QMI) is to conduct regular reviews of each facility to compare conditions and levels of custodial care to a standard rubric. The process recognizes the quality of work done and any areas in need of attention. QMI's are normally conducted twice per year at each building (see Appendix A). Due to staffing and conflicting operational activities, second follow-up QMI's were scheduled for sites that recorded a score less than three.

2.2.2   The initial QMI was completed at every school between October 2012 and February 2013. Plant supervisors developed and communicated strategies for each facility to ensure the desired level of custodial care is obtained and to provide direction and support to schools requiring follow-up QMI's.

2.2.3   Initial QMI results showed a 4.2% improvement to the overall system score. Schools scoring a three or better increased 20% over last year's initial inspection.

2.2.4   2012/2013 QMI results:

Rating	Number of Schools
Four	5
Three	19
Two	4
One	1

This indicates that 82.7% of the buildings achieved a three or higher score and 17.2% achieved a four.

2.2.5   The System Success Planning Committee and Plant Department continue ongoing evaluation of follow-up QMI's to establish opportunities and strategies to improve the level of custodial care.

2.3   Develop a capital development plan for schools with a focus on academic achievement.

2.3.1   The System Success Planning Committee, with guidance from Senior Administration, has established the 2012-2017 capital project priorities. This list was developed with input from Building and Energy Consultants,

the Information Technology Committee, Accessibility Committee, the Plant Department and annual school visits. It also incorporates projects required to satisfy legislated requirements, (i.e., Occupational Health and Safety Act, Ministry of Labour, Ontario Fire Marshall, Ontarians With Disabilities Act).

2.3.2   At the November 27, 2012 Regular Board Meeting, Report No. 120-12 Learning Environment: Multi-Year Capital Plan was presented to the Board. Appendix B provides a listing of capital projects currently underway.

2.3.3   The LEFC will develop recommendations for the 2013-2018 Multi-Year Capital Plan to be presented to Senior Administration for input and direction.

3.   Conclusion

The Lakehead District School Board will continue to focus on efforts that reflect the major areas of emphasis in the Strategic Plan that contribute to student success.

Respectfully submitted,

CHARLES BISHOP
Education Officer

CHRISTY RADBOURNE
Elementary Vice Principal

RANDY HABER
Manager of Maintenance and Capital

ROD BESSEL
Manager of Custodial Services and Transportation

COLLEEN KAPPEL
Superintendent of Education

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

Rating/ Area	1. Needs Improvement	2. Satisfactory	3. Good	4. Excellent
Rating/ Area	• most areas meet minimum level of cleanliness ☐	• minimum level of cleanliness ☐	• exceeds minimum level of cleanliness ☐	• superior level of cleanliness demonstrated ☐
Floor Care	• unauthorized carpets present/ missing tiles • dust accumulation of more than one week • corners with dust, built up, cobwebs • traffic patterns evident ☐	• evidence of regular cleaning • less than one week's dust accumulation • seal & Shine still evident • no accumulation of debris, grime, spills, stains ☐	• floors sealed and shiny ☐	• no areas of missing tiles or threaded carpets • floors and coves sealed and shiny ☐
Furniture/ Fixtures	• unauthorized furniture presents/ graffiti on desks • toilet bowls dirty inside, outside or around base • urinals discolored and /or gum on them ☐	• evidence of regular cleaning • polish and presentable • washrooms clean and disinfected ☐	• surplus furniture neatly stored • evidence of daily furniture cleaning ☐	• furniture clean with no graffiti • toilet bowls clean inside, outside and around base • urinals free of discolored and / or debris on them ☐
Ceilings/ Lights	• air grilles/light fixtures with dust accumulation or not working • corners with dust, was built up, cobwebs ☐	• evidence of regular cleaning • most air grilles clean • no missing ceiling tiles ☐	• air grilles clean and no evidence of air distribution dust stains on ceiling ☐	• no burnt bulbs • light fixtures clean • no stained/broken ceiling tiles • no missing ceiling tiles ☐
Walls/ Windows	• glass with finger prints or marks • window sills dirty • curtains not hung or maintained properly (glides, ropes, hooks) • stains and graffiti on walls and locker • walls around garbage containers dirty ☐	• evidence of regular cleaning • glass with no marks or streaks • drapes clean, hanging and working properly ☐	• window sills clean • no high dust or graffiti on lockers ☐	• no high dust on window frames • no evidence of wall patches ☐
Others	• waste baskets dirty/odorous • fountains with dirt, spots, gum in them • cluttered rooms, storage rooms, mechanical rooms • dirty air filters • no unit ventilator/maintenance air fans noisy • log book not up to date • classroom clutter evident ☐	• waste baskets clean, garbage bags empty and clean • mirrors with no marks or streaks • air filter maintenance evident • washroom partition hardware all functional • log book up=to-date • classroom clutter does not impede room cleaning ☐	• areas are clean, dust free, uncluttered • classrooms are neat and tidy with teaching materials neatly stored ☐	• storage rooms and mechanical rooms clean and organized • air filter changes current, unit ventilator maintenance documented, fans run quiet • washroom partition hardware all functional, graffiti free ☐
Minor Maintenance	some minor maintenance completed, large backlog of Work Orders ☐	• minor maintenance completed ☐	• exceeds minimum level of maintenance ☐	• superior level of maintenance demonstrated • minor maintenance reducing Work Orders ☐
Progressive Cleaning	• no evident or planned ☐	• scheduled ☐	• is evident ☐	• is minimized need for summer effort ☐

Lakehead District School Board
2012/2013 Capital Budget

#	Location	Project	Brief Description	Budget
1	Claude Garton	Plumbing Retrofit	Backflow prevention requirements Phase 4	10,000
2	Vance Chapman	Plumbing Retrofit	Backflow prevention requirements Phase 4	10,000
3	CD Howe	Plumbing Retrofit	Backflow prevention requirements Phase 4	10,000
4	St James	Plumbing Retrofit	Backflow prevention requirements Phase 4	10,000
5	Gron Morgan	Plumbing Retrofit	Backflow prevention requirements Phase 4	10,000
6	Victoria Park	Plumbing Retrofit	Backflow prevention requirements Phase 4	10,000
7	Jim McCuaig Education Centre	Plumbing Retrofit	Backflow prevention requirements Phase 4	10,000
8	Ecole Gron Morgan	Front Entrance Retrofit	Ramp/entrance/drainage/outdoor classroom	75,000
9	Various	Safety & security	Safety and Security Committee	100,000
10	Claude Garton	Electrical & life safety systems	Replacement of Fire Alarm Panel	30,000
11	Kingsway Park	Electrical & life safety systems	Replacement of Fire Alarm Panel	30,000
12	Westgate	Electrical Upgrade	New transformer	400,000
13	Bernier Stokes	Water Treatment	New water treatment system	20,000
14	Five Mile	Water Treatment	New water treatment system	30,000
15	Hammarskjold	Roof coverings	Replacement of portion of roof	500,000
16	Five Mile	Roof coverings	Replacement of portion of roof	140,000
17	Victoria Park	Roof coverings	Replacement of portion of roof	100,000
18	Crestview	Roof coverings	Replacement of portion of roof	100,000
19	Hammarskjold	Heating & ventilation retrofit	Air handling units & distribution Phase 2	225,000
20	Westmount	Heating & ventilation retrofit	Boiler replacement	300,000
21	Mckellar Park	Heating & ventilation retrofit	Boiler replacement	300,000
22	Kingsway Park	Heating & ventilation retrofit	Boiler replacement & Unit Ventilators	300,000
23	Westgate	Tech area ventilation	Cyclone replacement in wood working room	75,000
24	Nor'wester View	Crawl space	Insulation of piping	20,000
25	Gron Morgan	Front entrance upgrade	Replace pavers with new concrete	30,000
26	Agnew H Johnston	Front entrance upgrade	Replace pavers with new concrete	30,000
27	St James	Flooring	Replacement of hallway/classrooms flooring 2nd Floor	80,000
28	Nor'wester View	Flooring	Replacement of hallway and gym flooring	35,000
29	Vance Chapman	Ceiling replacement	Main and 2nd floor hallway ceiling replacement	25,000
30	Hammarskjold	Ceiling replacement	9 classrooms/boys washroom	20,000
31	Hammarskjold	Gymnasium	New gym divider	35,000
32	Churchill	Gymnasium	New gym divider	35,000
33	Westgate	Gymnasium	New gym divider	35,000
34	Kingfisher	Day centre exterior	Exterior treatment of day centre	30,000
35	Churchill	Lockers	Replacement of 186 lockers	30,000
36	Gron Morgan	Lockers	Replacement of 170 lockers	30,000
37	Various	Misc program needs	Program & accommodation needs	50,000
38	Vance Chapman	Street smart beautification	Façade & landscape improvements	70,000
39	Ogden	Street smart beautification	Façade & landscape improvements	80,000
40	Gron Morgan	Full Day Kindergarten Renos	(Funded by Ministry FDK allocation)	896,000
41	Edgewater	Full Day Kindergarten Renos	(Funded by Ministry FDK allocation)	136,000
	TOTAL			$ 4,462,000

LAKEHEAD DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

Jim McCuaig Education Centre   2013 MAR 20
Thunder Bay, Ontario

MEMBERS PRESENT:

Laura Sylvestre (Chair)   Miranda Myers
MargArnone (Trustee)   Mike Otway
Pat Johansen (Trustee)

ABSENT WITH REGRET:

Theresa Graham (Vice Chair)
Jennifer Bean-Anderson
Sheila Marcinyshyn
Martha Mawakeesic
Terry Skinner

ABSENT:

Colleen Valiquette

OTHERS PRESENT:

Colleen Kappel
Theresa Mayer

1.   Call to Order

Laura Sylvestre, Chair, called the meeting to order at 6:00 p.m.

2.   Approval of the Agenda

Moved by Mike Otway   Seconded by Miranda Myers

"THAT the agenda for the March 20, 2013 SEAC meeting be approved."

                                                              CARRIED

3.   Declarations of Conflict of Interest

There were no declarations of conflict of interest.

4. Presentations

    4.1 2013-2014 Budget Presentation – D. Wright

         David Wright, Superintendent of Business, presented information
         regarding the 2013-2014 Budget Process. A PowerPoint presentation
         highlighting Special Education funding for the present school year
         assisted Superintendent Wright in his presentation. Trustee Marg Arnone
         enquired how the MOV is calculated. Superintendent Wright advised that
         he will obtain the information. All other questions from members were
         addressed.

5. Approval of Minutes

    Moved by Trustee Pat Johansen   Seconded by Trustee Marg Arnone

    "THAT the minutes of the February 20, 2013 SEAC meeting be approved."

                                                                    CARRIED

6. Business Arising From The Minutes

    6.1 Effective Parenting Through Restorative Practice

         Colleen Kappel, Superintendent of Education, reminded members to sign
         up for the presentation through Survey Monkey. The SEAC meeting will
         take place in the Seminar Room beside the Cafetorium at Superior CVI at
         6:00 p.m. immediately prior to the presentation and will be a shortened
         meeting.

    6.2 SEAC Letters of Support

         Colleen Kappel, Superintendent of Education, shared the draft letters of
         support that were discussed at the February 20, 2013 SEAC meeting.
         Input had been provided by members via email.

         Moved by Mike Otway   Seconded by Miranda Myers

         "THAT SEAC:

         *1. Approve the letters of support to the Minister of Education and the
            Minister of Community and Social Services.*

         *2. Forward the letters of support to the Lakehead District School Board
            for approval to distribute."*

                                                                    CARRIED

6.3 Harassment and Human Rights Policy Input

The Harassment and Human Rights policy and procedures were provided to members at the February 20, 2013 SEAC meeting. Members were requested to review the documents and provide feedback at this meeting. There was no input provided.

6.4 Special Education Pamphlets

Theresa Mayer, Special Education Resource Teacher, shared the revised Special Education pamphlets, with suggestions from the February 20, 2013 SEAC meeting incorporated. Members requested that the pamphlets are shared with parents/guardians prior to a meeting at the school so they are provided an opportunity to review the information prior to the meeting. Members also requested that copies be provided to SEAC Advocates to have on hand with them when they attend meetings with parents/guardians.

6.5 Membership Recruitment

Laura Sylvestre, Chair of SEAC, informed members that another organization has submitted an application for SEAC membership. The report approving the appointment will be addressed at the March 26, 2013 Regular Board Meeting.

7. Correspondence

The correspondence folder was circulated to members.

8. Advocacy Tracking

The Advocacy Tracking template was circulated to members for completion.

9. 2013-2014 SEAC Budget Submission

The 2012-2013 SEAC Budget submission was provided to members for their information. Laura Sylvestre, Chair of SEAC, requested members to join an Ad Hoc Committee to draft a 2013-2014 Budget submission. An email will be sent to absent members requesting them to volunteer on the Ad Hoc Committee.

10. Ontario Public School Boards' Association (OPSBA) Achievement Award

Colleen Kappel, Superintendent of Education, provided information to members on the OPSBA Achievement Award. Members were requested to review the information and submit a nomination, if interested.

11. Special Education Administrators Course

Colleen Kappel, Superintendent of Education, informed members that 10 Administrators with Lakehead Public Schools are presently enrolled in the Special Education Administrators Course. Superintendent Kappel, requested

approval from SEAC for those partaking in the course attend a future SEAC meeting as observers. Members, by consensus, agreed to have the Administrators attend a meeting prior to the end of the school year.

12. <u>Information/Inquiries and Association Reports</u>

    12.1   Colleen Kappel, Superintendent of Education, provided information to members that she submitted a letter of support to Special Olympics. A copy of the letter was provided in the correspondence folder.

    12.2   Laura Sylvestre, Chair of SEAC, and Autism Ontario member, provided information to members on *World Autism Awareness Day* which will take place on April 2, 2013. At 12 noon on April 2, 2013, a flag in honour of the day, will be raised at City Hall. Members were invited to attend.

13. <u>2012-2013 SEAC Budget</u>

The status of the 2012-2013 SEAC Budget was provided to members.

14. <u>Policy Review</u>

    14.1   <u>Equity and Inclusive Education & Sexual Orientation and Gender Identity Policies</u>

        Colleen Kappel, Superintendent of Education, informed members that both policies were provided to members for their review and input. Members were requested to review the policies and provide input at the April 2013 SEAC meeting.

15. <u>Board Update</u>

Trustee Marg Arnone, provided information to members on the February 26, 2013 Regular Board Meeting. Items addressed at this meeting included:

- We Stand Up Delegation;
- Student Transportation Services of Thunder Bay Report;
- New Teacher Induction Program Report;
- Approval of the Library Resource Centre Policy;
- Information Technology Plan – approval of recommendations;
- SEAC appointment of Jennifer Bean-Anderson; and
- Establishment of the 2013-2014 Budget Committee.

16. <u>Adjournment</u>

Moved by Mike Otway   Seconded by Marg Arnone

"THAT we do now adjourn at 6:55 a.m."

<div align="right"><u>CARRIED</u></div>

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAY 14
Report No. 051-13

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

RE: POLICY REVIEW - 7020 EMPLOYMENT EQUITY

1.   Background

        1.1   The Employment Equity Policy 7020 was last revised on March 19, 1991.

        1.2   At the September 25, 2012 Regular Board Meeting, the Employment Equity
                Policy 7020 was approved for review during the 2012-2013 school year as part of
                the policy development and review cycle.

2.   Situation

        2.1   Upon review of the existing Employment Equity Policy 7020, Administration
                determined a need for significant revision.

        2.2   Administration is requesting that Employment Equity Policy 7020 be moved to
                the Policy Review Schedule for 2013-2014.

RECOMMENDATION

It is recommended that Lakehead District School Board defer Employment Equity Policy 7020 to
the 2013-2014 Policy Review Schedule.

Respectfully submitted,

TRISH GLENA
Coordinator of Organization Development

IAN MACRAE
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

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

RE: POLICY REVIEW – 1020 EQUITY AND INCLUSIVE EDUCATION

1.   Background

     1.1   The Equity and Inclusive Education Policy 1020 was approved in September 2010, with the recommendation that it be reviewed after the first year of implementation.

     1.2   At the June 26, 2012 Regular Board Meeting, the Board approved a recommendation to postpone the policy review until the 2012-2013 school year.

2.   Situation

     2.1   Administration revised the existing policy and procedures.

     2.2   The revised policy and procedures were presented to the Parent Involvement Committee on February 25, 2013, the Success Advisory Committee on March 7, 2013 and the Special Education Advisory Committee on March 20, 2013 and April 16, 2013.

     2.3   The revised policy and procedures were placed on the Board's website and sent out for stakeholder input on March 20, 2013, with input due by May 1, 2013.

     2.4   Input from stakeholders was received and is attached as Appendix A.

     2.5   1020 Equity and Inclusive Education revised policy is attached as Appendix B and the procedures as Appendix C.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 1020 Equity and Inclusive Education Policy as amended, Appendix B to Report No. 046-13.

Respectfully submitted,

CHARLES BISHOP
Education Officer

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

SEAC

April 24, 2013

Karen Wilson
Chair
Standing Committee
Lakehead District School Board
2135 Sills Street
Thunder Bay, ON P7E 5T2

Dear Chair Wilson:

Re: Policy Input to Equity and Inclusive Education Policy

At its April 16, 2013 meeting, the Special Education Advisory Committee, by consensus, agreed to submit input to the Equity and Inclusive Education policy.

The input is a change of wording to section 3.4 – Inclusive Curriculum and Assessment Practices as follows (wording struck out):

> Lakehead District School Board shall examine ~~and reduce the Eurocentric bias of curriculum and integrate~~ the experiences and contributions of diverse cultures and races, including Aboriginal people. Lakehead District School Board shall provide curriculum and resources to ensure inclusiveness and represent the diversity of the school community. Lakehead District School Board will provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, culture and staff of the school. Lakehead District School Board will affirm and value students' first languages. Lakehead District School Board is committed to assessment practices which are multifaceted, bias-free and culturally and linguistically appropriate.

In addition, SEAC suggested correct punctuation in section 1 – Policy, of the procedures. The input is to include a comma after the word age.

Thank you for the opportunity to provide input to the policy.

Sincerely,

Laura Sylvestre
Chair
Special Education Advisory Committee

Lakehead
U N I V E R S I T Y

Faculty of Education

(807) 343-8051
(807) 344-6807
gwalton@lakeheadu.ca

Gerald Walton, Associate Professor
Faculty of Education, Lakehead University

Karen Wilson, Chair, Standing Committee
Lakehead Public Schools

29 April 2013

Dear Ms. Wilson:

Please see below for feedback on *1020 Equity and Inclusive Education* and *8072 Sexual Orientation and Gender Identity*, per the memorandum of 20 March 2013 that invites constituent input. As a policy researcher who specializes in LGBT issues and identities in curriculum, policy, and leadership, I offer feedback for your consideration on each of the documents. Each of the points below are specific to a particular document but, as general commentary, I'd like to offer these two additional thoughts:

1. How will the board deal with opposition on LGBT equity and visibility (LGBT staff and students who are out; as well as representations in curriculum) from some religious people? This is one of the key areas where human rights sometimes clash. I'd advise that statements be woven throughout that state that religious affiliation and beliefs do not trump the rights of LGBT people and their families to safe and respectful places to work and learn and to be visible as LGBT people.

2. How will the board mandate education of staff and teachers about LGBT matters? It may not be possible to force homophobic staff and teachers to attend workshops, and so on, but I'd like to see an emphasis on building a culture within Lakehead schools of LGBT inclusion and visibility. Building such a culture is a proactive approach, rather than reactive.

1020 Equity and Inclusive Education Policy App_a DRAFT 03_20_13
- I could not open this PDF. It seems to be corrupted

1020 Equity and Inclusive Education Policy App_b DRAFT 03_20_13
- I would suggest that a definition of "equality" be included to contrast the definition of "equity". It is the practice and belief of "equality" that underlies unintended consequences of discrimination, bias, and prejudice because treating everyone equally ignores individual and group differences. Insistence on "equality" is a big part of the problem of discrimination, bias, and prejudice, in the first place.

- I'd like to see a much more nuanced definition of "homophobia" because many people who subscribe to discriminatory and prejudicial views of LGBT people would say, correctly, that they do not have an irrational fear of them. So, I would advise saying that it can sometimes be about fear but it is usually about intolerance of difference (which can include fear) and the belief that LGBT people are morally, psychologically, and socially inferior to straight people. In short, it is the belief that being LGBT is inherently deviant.
- Within the "race" definition, I'd suggest revising the following sentence from:

  There is no scientific evidence for race.
  To:
  There is no biological basis for race. However, being a social category does not make it any less real or powerful.

1020 Equity and Inclusive Education Policy DRAFT 03_20_13

- Under 2. Policy" I would suggest adding "In accordance with the Canadian and Ontario Human Rights codes." That way, the policy is nested within a broader mandate rather than just appearing to be arbitrary. It is mentioned in the Rationale but I think it bears repeating in 2. Policy.
- Under 4.3.1, I would add a timeframe to this sentence: "Lakehead District School Board will review this commitment as part of the regular review process." Is "regular" annually, for instance?
- Why is 4.3.5 (Religious Accommodation) included but 4.8 (Sexual Orientation/ Gender Identification) removed? If this is a generic policy, then there should not be any specifications to the exclusion of others. Specifications should be highlighted as separate policies.

1020 Equity and Inclusive Education Procedures DRAFT 03_20_13

- 1. Policy. Frame this statement within the Canadian and Ontario Human Rights legislation.
- When a statement refers to "review," (such as 3.4.1 and 6.1), provide a timeframe.
- As 3.8 (Sexual Orientation/ Gender Identity) was removed (and, in fact, all instances of SO and GI were removed), remove 3.5 (Faith and Creed Accommodation). It does not need special mention in this Procedure. Like Sexual Orientation and Gender Identity, it needs a separate but connected Procedure.

8072 Sexual Orientation and Gender Identity Policy DRAFT 03_20_

- The Rationale provides a context of provincial policy. This is very good but I would suggest adding national policy.
- I like the statements in 3.4 and 3.5. The question remains is: How will the Board provide training; and when the statement says that staff "will" participate, does that mean that training will be mandatory?

8072 Sexual Orientation and Gender Identity Procedures DRAFT 03

- 1. Rationale. Again, add national policy.

- 3.2.1. Remove "etc."
- 3.2.2. It is not just that students could be harmed "as a result of his/her sexual orientation and gender identity." Crucially, this phrase needs to be added: "or <u>perceived</u> sexual orientation and gender identity". Many people, including children in schools, are harmed through homophobia and transphobia regardless of their actual sexual orientation and gender identity. This phrase needs to be added throughout the policy.
- 3.4.3. Why only "interested staff members and counsellors"? If they are working with children in a public board, it should be required that staff members and counsellors employ those resources for their own professional development.
- 3.5.3. Remove "unlawful". Barriers are not usually unlawful, though some are. Usually, they are systemic and social.

8072 Sexual Orientation and Gender Identity Procedures_app_a DR

- Why have two appendices of Definitions? One would be optimal, in my opinion.

If I can be of further service, do not hesitate to contact me. I hope my feedback is helpful.

Submitted respectfully,
Gerald Walton

PHILOSOPHY AND GOALS | 1000

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION POLICY | 1020

1. Rationale

   Lakehead District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and the Ontario Ministry of Education Policy/Program Memorandum No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools". Lakehead District School Board is committed to providing safe, inclusive learning and work environments that are free from inequity, discrimination and harassment. Lakehead District School Board respects the diversity and human rights of all individuals and values the contributions of all members of our school communities and workplaces.

   Equity and Inclusive Education:

   - Is a foundation of excellence; In a diverse society, equity is a fundamental requirement for educational excellence and high standards of student achievement.
   - Meets individual needs; Equity does not mean treating all students in the same way but, rather, responding to the individual needs of each student and providing the conditions and interventions needed to help him or her succeed.
   - Identifies and eliminates barriers; All students are supported equitably through the identification and removal of discriminatory barriers that limit their ability to achieve to their full potential.
   - Promotes a sense of belonging; Equity and inclusive education contribute to every student's sense of well-being.
   - Involves the broader community; Effective and meaningful school-community partnerships are an essential component of an equitable and inclusive education system.
   - Builds on and enhances previous and existing initiatives; Sound research and analysis of successful policies and practices form the basis for the development and sharing of resources.

2. Policy

   It is the policy of Lakehead District School Board to create and maintain harmonious learning and work environments and equitable outcomes for all students ***in accordance with the Canadian Charter of Rights and Freedoms and Ontario Human Rights Code.*** Every student, employee, parent, community member and Trustee has the right to freedom from discrimination or harassment because of race, national or ethnic origin, citizenship, colour, religion, marital status, gender, sexual orientation, gender identification, age, ability, or socio-economic status.

3. ~~Definitions~~

   3.1 ~~Diversity~~

PHILOSOPHY AND GOALS | **1000**

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION POLICY | **1020**

~~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, gender, sexual orientation, and socio-economic status.~~

~~3.2   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.~~

~~3.3   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.~~

4.*3.*   Areas of Focus

4 *3*.1   Board Policies, Guidelines, and Practices

Board ***operations, structures,*** policies, procedures, ***programs,*** guidelines, and practices shall reflect Lakehead District School Board Core Values: Integrity, Acceptance, Respect, Responsibility and Empathy and ensure the needs of all students and staff are addressed. They shall reflect, respect and value ~~diversity~~ ***the principles of equity and inclusive education*** in the school community and workplaces, particularly towards the inclusion of all groups. Lakehead District School Board will review this commitment as part of the regular review process ***and in accordance with Policy Development and Review Policy 2010.***

4 *3*.2   Shared and Committed Leadership

Lakehead District School Board will provide leadership that is committed to identifying and removing discriminatory biases and systemic barriers to learning***.*** ~~, exemplifying the sincerity and seriousness of the Equity and Inclusive Education Policy in its implementation within the education system and, through informed shared leadership, ensuring that all partners in education assume the responsibility for modeling Lakehead District School Board Core Values and preparing students to live and to function in a diverse society.~~ ***The Board will establish and maintain collaborative relationships with diverse communities so that the perspectives and experiences of all students are recognized to help meet their needs.***

PHILOSOPHY AND GOALS | 1000

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION POLICY | 1020

4 *3*.3 ~~Community Partnership~~ *School-Community Relationships*

Lakehead District School Board shall meet the needs of our diverse communities and workplaces through active involvement, input and participation of their representatives in the development, *and* implementation, and monitoring of Board policies and programs. Collaboration will be based on open dialogue and partnerships with parents/guardians, staff, students, Lakehead District School Board committees and other community groups and agencies. Lakehead District School Board will draw upon the expertise of their partners to explore innovative ways of sharing resources that can help them meet the diverse needs of their students and provide new and relevant learning opportunities.

4 *3*.4 Inclusive Curriculum and Assessment Practices

Lakehead District School Board shall examine and reduce ~~the Eurocentric~~ *any perceived* bias of curriculum and integrate the experiences and contributions of diverse cultures and races, including Aboriginal people. Lakehead District School Board shall provide curriculum and resources to ensure inclusiveness and represent the diversity of the school community. Lakehead District School Board will provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, culture and staff of the school. Lakehead District School Board will affirm and value students' first languages. Lakehead District School Board is committed to assessment practices that are multifaceted, bias-free and culturally and linguistically appropriate.

4 *3*.5 Religious Accommodation

Lakehead District School Board prohibits discrimination on the grounds of creed (includes religion) and will take ~~appropriate~~ *all reasonable* steps to provide religious accommodation for students and staff (see Appendix A). *Lakehead District School Board acknowledges each individual's right to follow or not to follow religious/creed beliefs.*

4.6 ~~Guidance and Counselling~~

~~Counselling will be sensitive, supportive and free of bias in order to respond effectively to the needs of all students. Counsellors will help to remove discriminatory barriers and provide positive strategies to enable students to realize their potential and meet their career goals.~~

PHILOSOPHY AND GOALS | 1000

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION POLICY | 1020

4.7 *3.6* School Climate and the Prevention of Harassment and Discrimination

~~Lakehead District School Board respects the principles of equity and inclusive education for all individuals regardless of race, national or ethnic origin, citizenship, colour, religion, marital status, gender, sexual orientation, gender identification, age, developmental or physical ability or socio-economic status.~~ Lakehead District School Board recognizes that harassment and discrimination negatively affect working relationships, the learning process and personal well being, as well as school climate. Lakehead District School Board will foster a positive school climate in which all members of the school community feel safe, welcomed, and accepted, and is free from discriminatory or harassing behaviour. Lakehead District School Board will also put procedures in place that will enable students and staff to safely report incidents of discrimination and harassment and that will enable the Board to respond in a timely manner. ***All schools will administer school climate surveys at least once every two years to assess levels of equity, harassment and discrimination and use survey data to inform school improvement planning.***

4.8 ~~Sexual Orientation/Gender Identification~~

~~Lakehead District School Board is committed to providing leadership at all levels that fosters an environment of respect for all people regardless of sexual orientation and will endeavour to raise awareness of issues related to sexual orientation and equity throughout the Board's jurisdiction. Lakehead District School Board is committed to identifying and eliminating homophobic and heterosexist biases and barriers.~~

4.9 ~~Employment Practices~~

~~Lakehead District School Board recognizes that in today's society work forces are diverse. Lakehead District School Board, through its employment practices and policies, is committed to removing barriers that prevent fair and equitable hiring, promotion, and training opportunities for all its employees. Lakehead District School Board recognizes that students should be able to see themselves represented in schools.~~

4.10 *3.7* 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, skills, attitudes, and behaviours to identify and eliminate bullying, harassment and discrimination ***and systemic barriers***. Professional learning activities with Lakehead District School Board will be ongoing and based on evidence of positive results. Lakehead District School Board will provide opportunities for staff and Trustees to participate in training ~~on topics such as antiracism, antidiscrimination, gender-based violence, and homophobia,~~ and will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education.

PHILOSOPHY AND GOALS | 1000

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION POLICY | 1020

4.11*3.8*Accountability and Transparency

Lakehead District School Board will provide ongoing and open communication to keep all stakeholders informed of the Board's goals and progress *as they relate to the principles of equity and inclusive education*. School improvement plans, within the context of the Board's multi-year plan, will take into consideration the Board's equity and inclusive education policy. The plans should focus on identifying and removing any barriers to student learning in order to reduce gaps in achievement and provide a respectful and responsive school climate.

5 *4*.   Review

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

Cross Reference	Date Approved	Legal Reference
Employment Equity 7020 **Harassment and Human Rights 7030** **Safe Schools – System Expectations 8070** **Bullying Prevention and Intervention 8071**	**April 4, 1995** **Date Revised** **June 24, 2008** **September 28, 2010**	_____ _____

G:\POL\1020_equity_inclus_ed_pol

PHILOSOPHY AND GOALS	1000
DRAFT – MAY 14, 2013	
EQUITY AND INCLUSIVE EDUCATION PROCEDURES	**1020**

1. <u>Policy</u>

   It is the policy of Lakehead District School Board to create and maintain harmonious learning and work environments and equitable outcomes for all students ***in accordance with the Canadian Charter of Rights and Freedoms and Ontario Human Rights Code.*** Every student, employee, parent, community member and Trustee has the right to freedom from discrimination or harassment because of race, national or ethnic origin, citizenship, colour, religion, marital status, gender, sexual orientation, gender identification, age**,** ability, or socio-economic status.

2. <u>Definitions</u>

   (See Appendix B)

3. <u>Areas of Focus</u>

   3.1   <u>Board Policies, Guidelines, and Practices</u>

   Lakehead District School Board will:

   3.1.1   articulate clearly the Board's commitment to principles of equity and inclusive education in all new Board policies, guidelines, operations and practices;

   3.1.2   review Board policies, guidelines, and day-to-day practices to ensure that they reflect the principles of equity and inclusive education;

   3.1.3   establish mechanisms for measuring progress towards equity and inclusive education and adjust courses of action accordingly;

   3.1.4   embed equity and inclusive education principles in Board and school improvement plans; and

   3.1.5   support schools in implementing Board equity and inclusive education policies, programs, and action plans that reflect the needs of their diverse school communities.

   3.2   <u>Leadership</u>

   Lakehead District School Board will:

   3.2.1   support ~~the administrators~~ **Administration** and Trustees in promoting the principles of the Board's equity and inclusive education policy, through the Board's mission, vision and values;

PHILOSOPHY AND GOALS

1000

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION
PROCEDURES

1020

3.2.2 support staff, administrators and Trustees in developing the commitment needed to effectively implement equity and inclusive education policies in the school system;

3.2.3 ensure that Board policy directions and priorities, as well as the day-to-day implementation of programs and services, are consistent with the aims of equity and inclusive education;

3.2.4 provide opportunities for students, administrators, teachers, support staff, and Trustees to participate in equity and inclusive education training and leadership initiatives*;, including learning opportunities for understanding and addressing issues related to racism, accessibility, gender- based violence, gender and sexual orientation, and homophobia;*

3.2.5 support and encourage student leaders in their role in promoting the principles of equity and inclusive education; and

3.2.6 promote the development of collaborative environments in which students, staff, administrators, federations, unions, and members of the community share a commitment to equity and inclusive education practices.

3.3 ***School-*Community Relationships**

Lakehead District School Board will:

3.3.1 review existing community partnerships to ensure that they support the principles of equity and inclusive education and to reflect the diversity of the broader community, including communities that identify themselves on the basis of sexual orientation and gender identity;

3.3.2 request Aboriginal and diverse community groups to identify their representatives for the purpose of establishing community relationships;

3.3.3 involve diverse communities in partnership activities with the ~~school~~ Board;

3.3.4 implement strategies to identify and remove discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the broader community have better Board-level representation and greater access to Board initiatives; and

3.3.5 continue to develop and review the effectiveness of partnerships between schools and employers to keep all members of the community working together towards improved educational outcomes and successful participation in society for all students.

PHILOSOPHY AND GOALS | 1000

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION
PROCEDURES | **1020**

3.4 <u>Inclusive Curriculum and Assessment Practices</u>

Lakehead District School Board will:

3.4.1 review student assessment and evaluation policies ***in accordance with Policy Development and Review Policy 2010*** ~~and practices~~ to identify and address systemic bias that may exist in the way students' work is assessed and evaluated;

3.4.2 ensure that the diverse identities of students are affirmed in an equitable and appropriate way by learning experiences in the school;

3.4.3 support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices;

3.4.4 provide students with opportunities to critically examine issues of equity and inclusion*;* ~~bias, discrimination, racism, heterosexism, and other gender-related concerns;~~

3.4.5 ensure the diversity of staff, students, parents/guardians, and the community is reflected in all areas of the curriculum;

3.4.6 ensure that the Board's core values of acceptance, empathy, integrity, respect and responsibility are embedded in teaching and learning strategies;

3.4.7 support schools in reviewing classroom strategies, and revising them as needed, to ensure that they are aligned with and reflect equity and inclusive education policies;

3.4.8 affirm and value each student's first language as an integral part of personal and cultural identity;

3.4.9 offer language development programs to support literacy development and student achievement such as: Native as a Second Language (NSL), English as a Second Language (ESL), English Language Development (ELD), and other languages; and

3.4.10 provide language learning programming that is free from ***bias.*** ~~heterosexism and homophobia~~

PHILOSOPHY AND GOALS

1000

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION
PROCEDURES

1020

3.5   Faith and Creed Accommodation

(See Appendix A – Faith and Creed Accommodation Guideline)

~~3.6   Guidance and Counselling~~

~~Lakehead District School Board will:~~

~~3.6.1   respond to the student's need for guidance and counselling, in consultation with parents/guardians and community groups as appropriate by respecting the principles of equity and inclusive education;~~

~~3.6.2   provide the support required in the delivery of guidance counselling programs and services in order to serve the diverse student population;~~

~~3.6.3   ensure support for all students in the identification of career options and appropriate academic paths that recognizes students' unique learning needs and is free from bias, stereotypes, racism, heterosexism, homophobia, and other forms of discrimination;~~

~~3.6.4   commit to establishing and maintaining partnerships with diverse communities so that the perspectives and experiences of all students are recognized and their needs are met;~~

~~3.6.5   ensure that communication strategies, including interpretation services or other community supports, whenever necessary and available, are in place to keep parents/guardians involved with their children's current education, achievement, progress and plans for the future.~~

3.~~7~~ *6*   School Climate and the Prevention of Harassment and Discrimination

Lakehead District School Board will:

3.~~7~~ *6*.1 review policy ~~guidelines~~ and ~~processes~~ *procedures in accordance with Policy Development and Review Policy 2010* for dealing with harassment and discrimination involving staff, students, and other individuals in the ~~school~~ Board to ensure they are aligned with the principles of equity and inclusive education;

3.~~7~~ *6*.2 provide staff with the knowledge and skills to identify harassment and discrimination and to respond effectively to it;

3.~~7~~ *6*.3 ensure that the process of addressing harassment is monitored and adjusted to ensure fairness and timely responsiveness;

PHILOSOPHY AND GOALS

1000

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION
PROCEDURES

1020

3.7 *6*.4 monitor school climate through the use of school climate surveys that include questions on equity and inclusive education, in order to identify inappropriate behaviours, issues, or barriers that need to be addressed;

3.7 *6*.5 communicate its commitment that schools and workplaces are free from harassment and discrimination by ensuring that students, staff, parents and guardians, Trustees, and community members are aware of the Board's Equity and Inclusive Education Policy and other related policies such as: Safe Schools, Harassment, and Bullying Prevention and Intervention; and

3.7 *6*.6 encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms consistent with the Board's core values.

3.8 Sexual Orientation/Gender Identification

Lakehead District School Board will:

3.8.1 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 (LGBTTIQ) headed families and need to be positively recognized and included as such;

3.8.2 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 and anti-heterosexist;

3.8.3 identify and eliminate homophobic and heterosexist biases and barriers in Board policies, guidelines, day-to-day operations, and practice;

3.8.4 provide leadership at all levels that fosters an environment of respect for all people regardless of sexual orientation and endeavour to raise awareness of issues related to sexual orientation and equity throughout the Board's jurisdiction;

3.8.5 acknowledge that there are barriers which may prevent full participation in school-community relationships by Lesbian, Gay, Bisexual and Transgender communities. Through engagement with these communities, Lakehead District School Board will identify and remove unlawful barriers that do exist.

3.8.6 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. The Board will honour this commitment by:

PHILOSOPHY AND GOALS | 1000

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION
PROCEDURES | 1020

- ~~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 Lesbian, Gay, Bisexual and Transgender students can participate in learning experiences without fear of harassment;~~
- ~~Ensuring that curriculum delivery, learning experiences, and assessment and evaluation practices are free from homophobia and heterosexism.~~

~~3.8.7 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 Lesbian, Gay, Bisexual and Transgender students because of bias and stereotyping related to sexual orientation.~~

~~3.9 Employment Practices~~

~~Lakehead District School Board will:~~

~~3.9.1 ensure that all employment practices comply with Employment Equity legislation;~~

~~3.9.2 ensure that all new hiring opportunities are publicized widely, internally within the organization, and externally, including outreach to Aboriginal and diverse groups in our community;~~

~~3.9.3 ensure that recruitment, interview, selection, training, and promotion practices and procedures are bias-free;~~

~~3.9.4 implement positive employment practices that support equitable hiring, mentoring, retention, promotion, and succession planning;~~

~~3.9.5 strive to modify interview teams to reflect the diversity within the community at large;~~

~~3.9.6 review its procedures for progressive discipline, performance appraisal, and reporting with a view to eliminating bias towards members of the Aboriginal, racial and ethnocultural communities, in addition to bias and stereotypical assumptions based on sexual orientation.~~

PHILOSOPHY AND GOALS	1000
DRAFT – MAY 14, 2013	
EQUITY AND INCLUSIVE EDUCATION PROCEDURES	**1020**

3.~~10~~*7* Staff Development and Professional Learning

Lakehead District School Board will:

3.~~10~~*7*.1 equip all employees and Trustees with the knowledge, skills, attitudes and behaviours required to implement the Equity and Inclusive Education policy;

3.~~10~~*7*.2 provide staff development programs for all staff as determined by needs-assessment;

3.~~10~~*7*.3 train all employees and Trustees to deal confidently and effectively with issues and incidents of equity and inclusive education, ~~including such topics as antiracism, antidiscrimination, heterosexism, homophobia, and gender-based violence,~~ through ongoing courses, workshops, and community consultation;

3.~~10~~*7*.4 ensure that all employees and Trustees are well versed in the Board's Equity and Inclusive Education policy and procedures;

3.~~10~~*7*.5 provide all employees with the skills to identify and deal with bias in materials, including classroom and other resources;

3.~~10~~*7*.6 ensure that all employees and Trustees are aware that they are expected to continually broaden their understanding of equity and inclusive education, ~~including sensitivity training in the areas of gender and sexual orientation, early intervention and prevention strategies to deal with incidents related to homophobia, sexual harassment, and inappropriate sexual behaviour~~, through courses, workshops, and community consultation; and

3.~~10~~*7*.7 draw upon existing expertise within its own organization, other boards, and community agencies and groups, ~~including members of the Aboriginal community, agencies supporting students with special needs, and members of the Lesbian, Gay, Bisexual and Transgender communities~~, to assist with the provision of staff development programs and professional learning activities.

3.~~11~~*8* Accountability and Transparency

Lakehead District School Board will:

3.~~11~~*8*.1 provide information about Equity and Inclusive Education policies, procedures, and practices to students, Administration, teachers, parents, school staff, School Councils, and volunteers;

3.~~11~~*8*.2 post its Equity and Inclusive Education policy and procedures on the Board's website;

PHILOSOPHY AND GOALS

1000

DRAFT – MAY 14, 2013

EQUITY AND INCLUSIVE EDUCATION PROCEDURES

1020

3.~~11~~*8*.3 support schools in the development of school improvement plans that are aligned with Ontario's Equity and Inclusive Education strategy, the Board's core values, and the Board's Equity and Inclusive Education policy and procedures;

3.~~11~~*8*.4 ensure that school improvement plans focus on identifying and removing any barriers to student learning in order to reduce gaps in achievement and to provide a respectful and responsive school climate consistent with the Board's core values;

3.~~11~~*8*.5 ensure that all incidents of discrimination and harassment are addressed in a timely and appropriate manner; and

3.~~11~~*8*.6 ensure that the principles of equity and inclusive education are embedded in all Board policies and procedures as part of the Board's cyclical policy review process.

4. Review

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

Cross Reference	Date Received	Legal Reference
Employment Equity 7020 Harassment and Human Rights 7030 Safe Schools – System Expectations – 8070 Bullying Prevention and Intervention 8071	**April 4, 1995**	_____
	Date Revised	
	June 24, 2008 September 28, 2010	_____

G:\POL\1020_equity_inclus_ed_proc

Faith and Creed Accommodation Guideline

1. Legislative Context

   Lakehead District School Board recognizes and values the freedom of religion and freedom from discriminatory or harassing behaviour based on the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code. *"Religious pluralism poses a challenge in any multicultural society, especially in one as diverse as ours. Although law is developing rapidly in this area, an informed spirit of tolerance and compromise is indispensable to any civil society, as well as to its capacity to make opportunities available to everyone, on equal terms, regardless of creed"* (Ontario Human Rights: Policy Guidelines on Creed and the Accommodation of Religious Observances).

   In addition to and consistent with this legislation, the *Education Act*, and its regulations and policies, govern Equity and Inclusion in Schools:

   > PPM No 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools"

   > R.R.O. 1990, Regulation 298, "Operation of School-General" s 27-29, under the heading "Religion in Schools"

   > PPM No 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"

   Creed means 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. *"Creed does not necessarily mean a belief in a God, or gods or a supreme being. It includes Aboriginal spirituality and newer religions (assessed by Ontario Human Rights Commission on a case-by-case basis)".* (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, Oct. 20, 1996. p.2) *"Religions that promote violence or hatred towards others, or that violate criminal law, are not protected by the Code."* (Protecting Religious Rights, Ontario Human Rights Commission, 1999. p.2)

   Although faith observances are based on generally accepted practices as defined by a faith group, the Board recognizes that members of faith groups are not homogeneous in their understanding, interpretation and practice of their faith. It is not the role of schools to monitor students' compliance with a particular observance. What is important is that schools work together with students and their families to build trust and understanding about various faith accommodations.

2. Requests for Accommodation Based on Faith and Creed

   Lakehead District School Board will take reasonable steps to provide accommodation to students or staff who believe that the Board's operations or requirements interfere with their ability to exercise their faith or creed beliefs and practices to the point of undue hardship. A determination of undue hardship will be based on an assessment of costs of the accommodation, outside sources of funding, and health and safety risks to the

individual and others. The Board will limit practices and conduct in its schools which may put public safety, health, or the human rights and freedoms of others at risk.

It is expected that students and their families, as well as staff, will help the Board to understand their faith/creed needs and will work with the Board and its schools to determine appropriate and reasonable accommodations.

Lakehead District School Board defines accommodation as a duty to meet the special needs of individuals and groups protected by the Ontario Human Rights Code up to the point of undue hardship.

"The Code provides the right to be free from discrimination and there is a general corresponding duty to protect the right: the duty to accommodate. The duty arises when a person's religious beliefs conflict with a requirement, qualification or practice. The code imposes a duty to accommodate based on the needs of the group of which the person is making the request is a member. Accommodation may modify the rule or make an exception to all or part of it for the person requesting accommodation." (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, Oct. 20, 1996. p.5)

Students or staff may request an accommodation in one or more of the following areas:

- school opening and closing exercises;
- prayer;
- dietary requirements ;
- fasting ;
- attire;
- modesty requirements in Physical Education;
- participation in daily activities, curriculum and program;
- observance of faith-based (creed) days of significance; and/or
- leave of absence for faith-based (creed) days of significance and celebrations.

No person will be penalized for making an accommodation request.

3.   Suggested Responses to Requests for Accommodation

School Opening and Closing Exercises:
A student or employee who objects to all or part of opening or closing exercises for faith-based reasons will be exempted and given the option not to participate and to remain in the class or in an agreed-upon location.

Prayer:
Schools should make every reasonable effort to accommodate the requirements for daily prayer by providing an appropriate location within the building for prayer when requested by students or staff. Some accommodation for late school arrival and/or early school leaving may be necessary. Prayer times change in some faiths according to the seasons.

Dietary Requirements:
Schools should be aware of dietary restrictions of various faith groups. This awareness includes breakfast and lunch programs, snacks, overnight outdoor education activities and field trips that cover a meal time period, and catering for special occasions and community events. Availability of vegetarian options is recommended.

Fasting:
Schools should accommodate students and staff with respect to fasting observances. Appropriate space other than the cafeteria or lunchroom should be designated during lunch period for fasting students. Field trip plans should also consider the needs of fasting students. Students might need exemptions or alteration of activities in some classes, e.g., Physical Education.

Faith-based Attire:
Student/staff wearing of certain hairstyles and attire, such as, but not limited to: yarmulkes, turbans, hijab (headscarves), crucifixes, stars of David, should be respected. Some communities require specific items of ceremonial dress or which may be perceived as contravening Board policies, for example, the wearing of kirpans by students. In 2006, the Supreme Court of Canada upheld the right of students to wear ceremonial kirpans (see the Ontario Human Rights Commission website www.ohrc.on.ca for details). It is worth noting that harassment based on attire is one the most common forms of discrimination. Staff attitudes are crucial to establishing a positive climate of understanding and respect for differences regarding faith-based attire.

Modesty Requirements for Physical Education:
When a student requests an accommodation for dress code for participation in physical education, the school and family are encouraged to find a mutually agreeable accommodation within the context of Ministry, Board, and school dress code expectations. Safety must be considered in the accommodation of dress. For example, a head scarf can be tucked into clothing, track pants may be worn instead of shorts in some situations but not where bare knees are required (for example, on the climbers for gymnastics). The curriculum requirements should be explained to the family, so the family has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

Participation in Daily Activities, Curriculum and Program:
When an accommodation is requested related to the content of curriculum and/or program, it is important to have an open discussion between the parents/guardians and the school. The accommodation applies to the individual who requests it, not the whole class or classroom practices in general.

Observing Faith-based (Creed) Days of Significance:
As a minimum, it is recommended that schools recognize days of significance, pertinent to their school community, along with the days that reflect Canada's diverse population. Recognition may include but is not limited to: announcements, displays, bulletin boards, posters, student work, assemblies, or other events. Schools will endeavour to be aware of the faith-based observances of their school community when planning activities.

Schools are encouraged to recognize the days of significance on the Board's Diversity calendar through announcements, bulletin board displays, assemblies, and other events

befitting the school setting and student demographics. The Diversity calendar is published weekly by the Board's Communications Office.

Leave of Absence for Faith-based (Creed) Days of Significance and Celebrations:
All staff and students who observe faith-based (creed) days of significance in accordance with Sec. 21 (2) (g) of the *Education Act* may be excused from attendance.

4.   General Procedures for Faith and Creed Accommodation Requests

Staff:
The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to faith/creed observances should be granted as determined by this policy and the appropriate collective agreement. The Human Resources Department may verify the day(s) requested on the Board's Diversity calendar.

Students:
Parents/guardians/adult students must present verbal or written notice for the student to school administration, specifying their accommodation needs relating to faith/creed observances, including holy days on which they will be absent from school. This notice should be made enough in advance (preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the faith/creed observances into consideration.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for faith/creeds observances and/or faith or creed-based days of significance. Such procedures should be easy for staff, students, and parents to understand.

Unresolved Requests:
When a determination is made that an accommodation would create undue hardship, the person requesting the accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon.

In the event an accommodation request is not granted, the matter will be referred to the appropriate Superintendent.

5.   Recognizing Days of Faith (Creed) and Cultural Significance in Schools

The Ministry of Education in Policy/Program Memorandum No. 112, dated January 1, 1991, is clear about the place of faith in public elementary and secondary schools in this province: *"In its decision of January 30, 1990, the Ontario Court of Appeal made it very clear that subsection 28(4) of Regulation 262 was invalid because it permitted the teaching of a single religious tradition as if it were the exclusive means through which to develop moral thinking and behaviour. The Court also ruled that education designed to teach about religion and to foster moral values without indoctrination in a particular religious faith would not contravene the charter."*

The intent of recognizing faith-based or cultural holidays or events is to educate, not indoctrinate. Days of significance as identified in the Board's Diversity calendar should be recognized to the degree it is appropriate in each school setting. Recognition means the inclusion of events in a school curricular and co-curricular program, and may occur through festivals, concerts and other activities. It is not appropriate to use such language as "celebrate" for one holiday while "acknowledging" other events. "Celebrations" of religious events, by Ministry direction, are not to be included in the school program.

In distinguishing between education about religion and religious indoctrination, the Court made the following statement: *"While this is an easy test to state, the line between indoctrination and education, in some instances, can be difficult to draw."* The law allows for teaching about different faiths and creeds; however, Board practices must be implemented in a manner which is equitable to all groups. The following provides further clarification in this regard:

Schools:
- may support the study of various beliefs, but not the practice of any one belief;
- may expose students to all views, but not impose any particular view;
- approach the study of various beliefs for the purpose of instruction, not indoctrination;
- educate students about all beliefs, not convert them to any one belief;
- approach the study of various beliefs for academic, not devotional purpose;
- study what all people believe, but do not teach students what to believe; and/or
- strive for student awareness of all beliefs, but do not press for student acceptance of any one belief.

6. Distribution of Faith Literature and Resources

Faith literature, e.g., Bibles, Torahs, Qur'ans, may not be distributed during instructional time. A permission note must be sent home and teachers must neither encourage nor discourage the return of the permission form. Schools should contact the Education Officer for specific assistance, if they are asked to distribute faith literature or resources unrelated to curriculum expectations.

7. Common Concerns

Can schools display a Santa Claus?

Yes. Santa Claus is a symbol of the Christmas season, but it is not the only symbol of celebrations in that season. Symbols associated with the special days of other faiths should be displayed at that time of the year when they are recognized.

Can schools display a Nativity scene?

Yes. A display for any faith can be exhibited. Such a display would constitute part of the educational component as described in this guideline. A display for any faith, e.g., a Nativity scene, a menorah or Shiva figure, should be accompanied with an appropriate explanation of the meaning of the day or event, i.e., why it is being recognized.

However, a display of only one faith during the school year would be inconsistent with Ministry and Board expectations.

What is the recommended general approach to the December holiday season?

When planning an inclusive recognition of multifaith or multicultural traditions, it is important to include both the faith and secular traditions, for example, Christmas. This provides a balance so that other faith traditions having no secular version may be presented equitably, for example, Rosh Hashana (Judaism), Diwali (Hinduism), Ramadan (Islam).

It is recommended that many faith and cultural days of significance be recognized during their season and with authenticity throughout the school year to build a sense of respect for differences, global awareness and equity in the school's culture. It is important to demonstrate the common bonds and principles among the various traditions while respecting and valuing their differences. It is inappropriate to avoid recognizing traditions for fear that schools are unable to recognize everything to the same degree. The intent of inclusion is as important as the "fairness factor". While some faith traditions in Canada are highly developed with many resources to represent them, others are still growing.

Are all students expected to attend and/or participate in events or activities related to the recognition of faith days?

Students who conscientiously object to what they consider to be a "controversial issue" may be exempt. Students may not exempt themselves from a human rights, respect for differences, or anti-discrimination approach to any tradition. For example, a Muslim student may be exempt from decorating the Christmas tree in the front hall, but is still expected to learn about the Christian celebration of Christmas as a way of instilling in students a respect for religious differences.

I am a Board employee who does not work in a school. Am I expected to recognize each day as defined on the Board's Diversity calendar?

It is expected that all Board staff be aware of the day and respect its significance.

What should be done about other events, e.g., a Christmas dance for students?

If a school event recognizes several faith or cultural traditions, it is recommended that the name of the event focus on the collective theme, for example, Winter Traditions, All About Us, or Festivus. If Christmas is the only tradition being recognized at the event, it is acceptable to call it a "Christmas" event. Nonetheless, a variety of diverse traditions should be represented throughout the school year. It is also important to be accurate and authentic when describing faith activities or symbols: just as "holiday bush" inaccurately describes a Christmas tree, a "holiday rug" would be an inappropriate description of a prayer rug used as a symbol for Eid-ul-Fitr.

Is Hallowe'en an event which falls under these guidelines?

Yes. While Hallowe'en may be a secular event for some, it is a religious event for others. Occurring on October 31, the event precedes All Saints' Day during which it was

once believed that the spirits of the past appeared. Some members of the Wicca and other faith communities still attribute those meanings to the day. For some, it is an occasion when children dress up in costumes and have fun with their peers. Students, who for faith reasons are opposed to participating in Hallowe'en activities, may be provided with an alternative program. Some Christian or Muslim children may request this as a faith accommodation.

8.   More Information about Various Faiths

More detailed information about various faiths as well as explanations about the significance of the Board's Diversity calendar dates can be found at www.lakeheadschools.ca under "About Us"/Diversity Committee.

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.

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 LGBTTTIQQ 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 LGBTTIQQ 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 LGBTTIQQ 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.

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.

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 scientific evidence for race. It is a social~~

~~process that seeks to construct differences among minority groups with the aim of marginalizing them in society.~~ ***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 LGBTTTIQQ 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.

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.lakeheadschools.ca under "About Us" → *"Diversity"* *"**Equity and Inclusion Working Committee.**"*

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

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

RE: POLICY DEVELOPMENT – 8072 SEXUAL ORIENTATION AND GENDER IDENTITY

1.   Background

    1.1   At the June 26, 2012 Regular Board Meeting, the Board approved a recommendation to direct Senior Administration to develop an Anti-Homophobia policy.

    1.2   At the September 25, 2012 Regular Board Meeting, the Sexual Orientation and Gender Identity (Anti-Homophobia) Policy was placed on the 2012-2013 Policy Review schedule.

2.   Situation

    2.1   Administration created a draft policy and procedures which were placed on the Board's website and sent out for stakeholder input on March 20, 2013, with input due by May 1, 2013.

    2.2   The policy and procedures were presented to the Special Education Advisory Committee on March 20, 2013 and April 16, 2013 and the Parent Involvement Committee on May 7, 2013.

    2.3   Input from stakeholders was received and is attached as Appendix A.

    2.4   8072 Sexual Orientation and Gender Identity policy is attached as Appendix B and the procedures as Appendix C.

RECOMMENDATION

It is recommended that Lakehead District School Board approve 8072 Sexual Orientation and Gender Identity Policy, Appendix B to Report No. 048-13.

Respectfully submitted,

CHARLES BISHOP
Education Officer

COLLEEN KAPPEL
Superintendent of Education

CATHERINE SIEMIENIUK
Director of Education

Lakehead
U N I V E R S I T Y

Faculty of Education

(807) 343-8051
(807) 344-6807
gwalton@lakeheadu.ca

Gerald Walton, Associate Professor
Faculty of Education, Lakehead University

Karen Wilson, Chair, Standing Committee
Lakehead Public Schools

29 April 2013

Dear Ms. Wilson:

Please see below for feedback on *1020 Equity and Inclusive Education* and *8072 Sexual Orientation and Gender Identity*, per the memorandum of 20 March 2013 that invites constituent input. As a policy researcher who specializes in LGBT issues and identities in curriculum, policy, and leadership, I offer feedback for your consideration on each of the documents. Each of the points below are specific to a particular document but, as general commentary, I'd like to offer these two additional thoughts:

1. How will the board deal with opposition on LGBT equity and visibility (LGBT staff and students who are out; as well as representations in curriculum) from some religious people? This is one of the key areas where human rights sometimes clash. I'd advise that statements be woven throughout that state that religious affiliation and beliefs do not trump the rights of LGBT people and their families to safe and respectful places to work and learn and to be visible as LGBT people.

2. How will the board mandate education of staff and teachers about LGBT matters? It may not be possible to force homophobic staff and teachers to attend workshops, and so on, but I'd like to see an emphasis on building a culture within Lakehead schools of LGBT inclusion and visibility. Building such a culture is a proactive approach, rather than reactive.

1020 Equity and Inclusive Education Policy App_a DRAFT 03_20_13
  ▪ I could not open this PDF. It seems to be corrupted

1020 Equity and Inclusive Education Policy App_b DRAFT 03_20_13
  ▪ I would suggest that a definition of "equality" be included to contrast the definition of "equity". It is the practice and belief of "equality" that underlies unintended consequences of discrimination, bias, and prejudice because treating everyone equally ignores individual and group differences. Insistence on "equality" is a big part of the problem of discrimination, bias, and prejudice, in the first place.

- I'd like to see a much more nuanced definition of "homophobia" because many people who subscribe to discriminatory and prejudicial views of LGBT people would say, correctly, that they do not have an irrational fear of them. So, I would advise saying that it can sometimes be about fear but it is usually about intolerance of difference (which can include fear) and the belief that LGBT people are morally, psychologically, and socially inferior to straight people. In short, it is the belief that being LGBT is inherently deviant.

- Within the "race" definition, I'd suggest revising the following sentence from:

  There is no scientific evidence for race.
  To:
  There is no biological basis for race. However, being a social category does not make it any less real or powerful.

1020 Equity and Inclusive Education Policy DRAFT 03_20_13

- Under 2. Policy" I would suggest adding "In accordance with the Canadian and Ontario Human Rights codes." That way, the policy is nested within a broader mandate rather than just appearing to be arbitrary. It is mentioned in the Rationale but I think it bears repeating in 2. Policy.

- Under 4.3.1, I would add a timeframe to this sentence: "Lakehead District School Board will review this commitment as part of the regular review process." Is "regular" annually, for instance?

- Why is 4.3.5 (Religious Accommodation) included but 4.8 (Sexual Orientation/ Gender Identification) removed? If this is a generic policy, then there should not be any specifications to the exclusion of others. Specifications should be highlighted as separate policies.

1020 Equity and Inclusive Education Procedures DRAFT 03_20_13

- 1. Policy. Frame this statement within the Canadian and Ontario Human Rights legislation.

- When a statement refers to "review," (such as 3.4.1 and 6.1), provide a timeframe.

- As 3.8 (Sexual Orientation/ Gender Identity) was removed (and, in fact, all instances of SO and GI were removed), remove 3.5 (Faith and Creed Accommodation). It does not need special mention in this Procedure. Like Sexual Orientation and Gender Identity, it needs a separate but connected Procedure.

8072 Sexual Orientation and Gender Identity Policy DRAFT 03_20_

- The Rationale provides a context of provincial policy. This is very good but I would suggest adding national policy.

- I like the statements in 3.4 and 3.5. The question remains is: How will the Board provide training; and when the statement says that staff "will" participate, does that mean that training will be mandatory?

8072 Sexual Orientation and Gender Identity Procedures DRAFT 03

- 1. Rationale. Again, add national policy.

- 3.2.1. Remove "etc."
- 3.2.2. It is not just that students could be harmed "as a result of his/her sexual orientation and gender identity." Crucially, this phrase needs to be added: "or <u>perceived</u> sexual orientation and gender identity". Many people, including children in schools, are harmed through homophobia and transphobia regardless of their actual sexual orientation and gender identity. This phrase needs to be added throughout the policy.
- 3.4.3. Why only "interested staff members and counsellors"? If they are working with children in a public board, it should be required that staff members and counsellors employ those resources for their own professional development.
- 3.5.3. Remove "unlawful". Barriers are not usually unlawful, though some are. Usually, they are systemic and social.

8072 Sexual Orientation and Gender Identity Procedures_app_a DR

- Why have two appendices of Definitions? One would be optimal, in my opinion.

If I can be of further service, do not hesitate to contact me. I hope my feedback is helpful.

Submitted respectfully,
Gerald Walton

SCHOOL - COMMUNITY RELATIONS | 8000

DRAFT – May 14, 2013

SEXUAL ORIENTATION AND GENDER IDENTITY POLICY | **8072**

1. Rationale

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

    The 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) within our school 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 and/or gender identity. The Board will not permit, encourage, nor tolerate bias, harassment, intimidation and/or violence. The Board is committed to providing support and assistance to those who may be the intended or unintended targets of such behaviours and to promoting safer and more inclusive space for all members of the school community including 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 ***lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer, or questioning (LGBTTIQQ)*** ~~community~~ is ***communities are*** welcomed and included in all aspects of education and school life and treated with respect and dignity.

    ~~Every student, employee, parent, community member and Trustee has the right to freedom from discrimination, harassment, intimidation and violence regardless of sexual orientation and/or gender identity. The Board will not permit, encourage, nor tolerate bias, harassment, intimidation and/or violence. The Board is committed to providing support and assistance to those who may be the intended or unintended targets of such behaviours.~~

    The 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 or gender identity.

SCHOOL - COMMUNITY RELATIONS | 8000

DRAFT – May 14, 2013

SEXUAL ORIENTATION AND GENDER IDENTITY POLICY | **8072**

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 and/or gender identity and will endeavour to raise awareness of issues related to sexual orientation and equity throughout the Board's jurisdiction. Lakehead District School Board is committed to identifying and eliminating homophobic, transphobic and heterosexist biases and barriers.

3.2   Confidentiality

The Board is committed to ensuring ***will make every effort to ensure*** confidentiality of anyone's sexual orientation and/or gender identity.

3.3   Guidance and Counselling Services

Counselling services 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 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, skills, attitudes, and behaviours to identify and eliminate bullying, harassment and discrimination. Professional learning activities will be ongoing and evidence based and will provide opportunities for staff and Trustees to participate in training on topics such as gender-based violence and homophobia, and will provide information for students and parents to increase their knowledge and understanding of sexual orientation and/or gender 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 and gender identity-related discriminatory biases and systemic barriers to learning, ensuring that all partners in education assume the responsibility for preparing students to live and to function in a diverse society.

SCHOOL - COMMUNITY RELATIONS | 8000

DRAFT – May 14, 2013

SEXUAL ORIENTATION AND GENDER IDENTITY POLICY | **8072**

4.   <u>Review</u>

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

Cross Reference	Date Approved	Legal Reference
Equity and Inclusive Education 1020 **Employment Equity 7020** **Harassment and Human Rights 7030** **Safe Schools – System Expectations 8070** **Bullying Prevention and Intervention 8071**		_____ _____

SCHOOL - COMMUNITY RELATIONS | 8000

DRAFT – MAY 14, 2013

| **SEXUAL ORIENTATION AND GENDER IDENTITY PROCEDURES** | **8072** |

1. ~~Rationale~~

~~Lakehead District School Board is committed to providing safe, caring and inclusive learning and work environments that are free from bias, discrimination and harassment. Lakehead District School Board respects the diversity of all individuals and values the contributions of all members of our school communities and workplaces. The Board is committed to the principles of the Ontario Human Rights Code, the Equity and Inclusive Education Policy and Procedures 1020, Safe Schools – System Expectation Policy and Procedures 8070 and Bullying Prevention and Intervention Policy and Procedures 8071.~~

~~The 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) within our school 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.~~

~~2~~ *1*. 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 ***lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer, or questioning (***LGBTTIQQ***)*** ~~community is~~ ***communities are*** welcomed and included in all aspects of education and school life and treated with respect and dignity.

~~Every student, employee, parent, community member, and Trustee has the right to freedom from discrimination, harassment, intimidation and violence regardless of sexual orientation and/or gender identity. The Board will not permit, encourage, nor tolerate bias, harassment, intimidation, and/or violence. The Board is committed to providing support and assistance to those who may be the intended or unintended targets of such behaviours.~~

The 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 or gender identity.

~~3~~ *2*. Areas of Focus

~~3~~ *2*.1 Homophobia, Transphobia, and Heterosexism

~~3~~ *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.

SCHOOL - COMMUNITY RELATIONS | 8000

DRAFT – MAY 14, 2013

| **SEXUAL ORIENTATION AND GENDER IDENTITY PROCEDURES** | **8072** |

3 *2*.1.2 Lakehead District School Board will identify and eliminate homophobic, transphobic and heterosexist biases and barriers in Board policies, guidelines, day-to-day operations, and practice.

3 *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.

3 *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.

3 *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. Whenever possible, resource materials should include the specific characteristics and issues of people of two spirits.

3 *2*.2 Confidentiality

3 *2*.2.1 In the interest of safe and supportive environments, Lakehead District School Board 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, etc. will be given the support they require to do their work in a safe and respectful environment.

3 *2*.2.2 If a student is harmed as a result of his/her sexual orientation or gender identity, *or perceived sexual orientation 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, if, in the administrator's opinion, doing so would put the student at risk of harm from the parent.

3 *2*.3 Guidance and Counselling

3 *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 lesbian, gay, bisexual, transgender, transsexual, two-spirited, intersex, queer, or questioning (LGBTTIQQ) students because of bias and stereotyping related to sexual orientation or gender identification.

SCHOOL - COMMUNITY RELATIONS | 8000

DRAFT – MAY 14, 2013

| **SEXUAL ORIENTATION AND GENDER IDENTITY PROCEDURES** | **8072** |

3 *2*.3.2 Lakehead District School Board supports the right of LGBTTIQQ students to counseling that is supportive, affirming and free from efforts on the part of counselors to try to change their sexual orientation and/or identity through the use of or the referral to aversion, reparative, or conversion therapies.

3 *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.

3 *2*.4 Staff Development and Professional Learning

3 *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. The 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 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.

3 *2*.4.2 Administrators will support teachers striving to include in their teaching positive images and accurate information about history and culture thatreflects the accomplishments and contributions of LGBTTIQQ people.

3 *2*.4.3 *Additional t*raining and resources shall be ~~offered to any interested~~ *provided to* staff members and counsellors, that is sensitive and responds knowledgeably to LGBTTIQQ students as well as students with LGBTTIQQ family members.

3 *2*.4.4 All employees of the Lakehead District School Board will be supported in being able to identify discriminatory attitudes and behaviours as described in this policy, and are expected to be committed to eliminating the harm, inequities, and barriers that might exist in relation to sexual orientation and gender identity.

SCHOOL - COMMUNITY RELATIONS | 8000

DRAFT – MAY 14, 2013

| **SEXUAL ORIENTATION AND GENDER IDENTITY PROCEDURES** | **8072** |

3 *2*.5   Leadership

3 *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 (LGBTTIQQ) headed families and need to be positively recognized and included as such.

3 *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 and gender identity and will endeavour to raise awareness of issues related to sexual orientation, gender identity and equity throughout the Board's jurisdiction.

3 *2*.5.3 Lakehead District School Board will acknowledge that there are barriers that may prevent full participation in school-community relationships by LGBTTIQQ communities. Through engagement with these communities, the Board will identify and remove ~~unlawful~~ barriers that do exist.

3 *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.

3 *2*.5.5 All administrators, teachers, counsellors, and staff and student leaders will work together to support the Board'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 LGBTTIQQ students and staff.

4 *3*.   Guidelines and Principles

4 *3*.1   School administrators must respond to all complaints about homophobia seriously and ensure that they are dealt with effectively through consistently applied policy and procedures.

4 *3*.2   All administrators, teachers, counselors, and staff and student leaders will model respect for LGBTQ students and families.

4 *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 students who identify themselves on the basis of sexual orientation or gender identity.

4 *3*.4   All staff members have an obligation to intervene in any interaction involving the use of homophobic epithets and slurs, and behaviours regardless of the speaker's intentions,

SCHOOL - COMMUNITY RELATIONS | 8000

DRAFT – MAY 14, 2013

| **SEXUAL ORIENTATION AND GENDER IDENTITY PROCEDURES** | **8072** |

and to convey that such comments are against policy and are not acceptable in the school community.

4 *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 or gender identification is not acceptable. The prohibition of such language and behaviour should be specified in the school's code of conduct.

4 *3*.6   At least one member of staff should be identified as a safe contact for students who identify themselves on the basis of sexual orientation or gender identity. School administrators are responsible for informing students, parents and other staff about the location and availability of this contact person.

4 *3*.7   Working with the school's safe contact, administrators will visually mark an area as welcoming and reaffirming for LGBTTIQQ students and staff through the use of posters or other identifiers.

4 *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.

4 *3*.9   All GSAs will continue to be supported at the Board level with semi-annual meetings for GSA representatives from each school and their teacher advisors.

5 *4*.   Review

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

Cross Reference	**Date Approved**	**Legal Reference**
Equity and Inclusive Education 1020 **Employment Equity 7020** **Harassment and Human Rights 7030** **Safe Schools – System Expectations 8070** **Bullying Prevention and Intervention 8071**		_____ _____

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.

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 LGBTTTIQQ 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 LGBTTIQQ 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 LGBTTIQQ 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.

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.

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 scientific evidence for race. It is a social process that seeks to construct differences among minority groups with the aim of marginalizing them in society.~~ *__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 LGBTTTIQQ 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.

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.lakeheadschools.ca under "About Us" → ~~*"Diversity"*~~ **"Equity and Inclusion Working Committee"**

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

2013 MAY 14
Report No. 047-13

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

RE: POLICY REVIEW - 3096 INFORMATION/COMMUNICATION TECHNOLOGY USE

1.   Background

1.1   The Information/Communication Technology Use Policy 3096 was last revised on June 26, 2007.

1.2   At the September 25, 2012 Regular Board Meeting, the Information/Communication Technology Use Policy 3096 was approved for review during the 2012-2013 school year, as part of the policy development and review cycle.

2.   Situation

2.1   Upon review of the existing Information/Communication Technology Use Policy 3096, Administration determined a need for significant revision. Included in the revision is the incorporation of a Bring Your Own Device (BYOD) plan.

2.2   Administration has engaged an Information Technology Consultant. The Consultant's report is expected to be delivered by May 15, 2013. It is anticipated that the Consultant will provide input that should be incorporated into the policy.

2.3   Administration is requesting an extension to the policy review timelines as follows:
        • Draft revised policy/procedures to be sent out for stakeholder input by May 31, 2013;
        • Stakeholder input due by June 28, 2013; and
        • Draft policy presented for approval at the Standing Committee in September 2013.

It is recommended that Lakehead District School Board approve:

1.   The draft revised policy 3096 Information/Communication Technology Use, be sent out for stakeholder input by May 31, 2013 with input to be received by June 28, 2013; and

2.   The draft policy be presented for approval at the Standing Committee meeting in September 2013.

Respectfully submitted,

DAVID COVELLO
Manager of Technology and Corporate Planning

SHERRI-LYNNE PHARAND
Superintendent of Education

DAVID WRIGHT
Superintendent of Business

CATHERINE SIEMIENIUK
Director of Education

LAKEHEAD PUBLIC SCHOOLS

OFFICE OF THE DIRECTOR OF EDUCATION

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

RE: APPROVAL OF STANDING COMMITTEE AND REGULAR BOARD MEETING
        SCHEDULE 2013-2014

1.   Background

      1.1   Section 4.1.1 of the 2010 Procedural By-Law requires that Regular meetings of
             the Board shall be held on the fourth Tuesday of every month except July and
             August.

      1.2   Section 4.1.2 of the 2010 Procedural By-Law requires that Standing Committee
             shall meet on the second Tuesday of every month excluding July and August.

      1.3   To avoid revisions to the Standing Committee and Regular Board Meeting
             Schedule on a recurring basis throughout the year, the Board attempts to
             recommend all revisions at the outset of each new school year.

2.   Situation

      2.1   The date for the Standing Committee Meeting of December 10, 2013 will be
             canceled due to the Christmas Break.

      2.2   The date for the December Regular Board Meeting will be held on December 17,
             2013 due to the Christmas Break.

      2.3   The date for the Standing Committee Meeting of March 11, 2014 will be canceled
             due to the scheduled March Break.

RECOMMENDATION

It is recommended that Lakehead District School Board approve the revised Standing
Committee and Regular Board Meeting Schedule 2013-2014, as set out in Appendix A to
Report No. 043-13.

Respectfully submitted,

DEBORAH MASSARO
Chair

Lakehead Public Schools

Your Children Our Students The Future
www.lakeheadschools.ca

Standing Committee & Regular Board
2013-2014
Meeting Schedule

SEPTEMBER 2013

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2013

SUN	MON	TUES	WED	THUR	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2013

SUN	MON	TUES	WED	THUR	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2013

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2014

SUN	MON	TUES	WED	THUR	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2014

SUN	MON	TUES	WED	THUR	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2014

SUN	MON	TUES	WED	THUR	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2014

SUN	MON	TUES	WED	THUR	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2014

SUN	MON	TUES	WED	THUR	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2014

SUN	MON	TUES	WED	THUR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Standing Committee
Tuesday, September 10, 2013
Tuesday, October 8, 2013
Tuesday, November 12, 2013
Tuesday, January 14, 2014
Tuesday, February 11, 2014
Tuesday, April 8, 2014
Tuesday, May 13, 2014
Tuesday, June 10, 2014

Regular Board
Tuesday, September 24, 2013
Tuesday, October 22, 2013
Tuesday, November 26, 2013
Tuesday, December 17, 2013
Tuesday, January 28, 2014
Tuesday, February 25, 2014
Tuesday, March 25, 2014
Tuesday, April 22, 2014
Tuesday, May 27, 2014
Tuesday, June 24, 2014

Annual Meeting
Tuesday, December 3, 2013

First Day of School for Students
Wednesday, September 4, 2013

Final Day of School for Students
Friday, June 27, 2014

Holidays

71