

**PARENT INVOLVEMENT COMMITTEE**

**Monday, March 1, 2021**

**Via Microsoft Teams**

Ian MacRae  
Director of Education

**AGENDA**  
**6:30 P.M.**

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order, Welcome and Introductions	I. MacRae	
2. Land Acknowledgement	I. MacRae	
3. Disclosure of Conflict of Interest	I. MacRae	
4. Approval of Agenda		
5. Confirmation of Minutes – January 18, 2021	I. MacRae	1-3
6. Business Arising from the Minutes		
7. New Business		
7.1 2021-2022 Budget Process	K. Alaksa	Verbal
7.2 Policy 8072 Sexual Orientation & Gender Identity	M. Ebrahim	4-17
7.3 PIC Budget Deputation	I. MacRae	18-19
7.4 OPSBA 2021 Awards Program	I. MacRae	20-21
7.5 PIC By-Law Review Ad Hoc Committee	I. MacRae	Verbal
7.6 Aboriginal Education Advisory Committee Report	S. Kanutski	Verbal
7.7 Special Education Advisory Committee Report	M. Otway	Verbal
7.8 Director's Report	I. MacRae	Verbal
8. Other Business		
9. Next Meeting Date: Monday, May 3, 2021		
10. Adjournment		

LAKEHEAD DISTRICT SCHOOL BOARD

**MINUTES OF PARENT INVOLVEMENT COMMITTEE**

Microsoft Teams

2021 JAN 18  
6:30 p.m.

**MEMBERS PRESENT:**

Robin Cawlishaw	Laura Prodanyk
Chitra Jacob	Trudy Tuchenhagen
Shannon Jessiman-MacArthur	Fred Van Elburg
Sharon Kanutski	
Ian MacRae	
Julie Morin	
Michael Otway	

**RESOURCE:**

Judy Hill, Executive Assistant  
Stephanie Rea, Communications Officer

**GUESTS:**

Keira Essex, Indigenous Student Trustee  
Simran Talpade, Student Trustee  
Megan Tiernan, Mental Health Lead

1. **Call to Order, Welcome and Introductions**

Director MacRae called the meeting to order and welcomed everyone.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. **Election of Parent Involvement Committee Chair**

Director MacRae called for nominations for chair of the Parent Involvement Committee. As no nominations were forthcoming, Director MacRae chaired the remainder of the meeting.

4. **Election of Parent Involvement Committee Vice Chair**

Director MacRae called for nominations for vice chair of the Parent Involvement Committee. There were no nominations forthcoming.

5. Director's Report

Director MacRae reported on the following:

- Trustee Ellen Chambers and Trustee Trudy Tuchenhagen were re-elected to their respective positions, chair and vice chair of the Board.
- Highlight of recent reports to the Board: Health & Safety Semi Annual Report, Early Learning, Multi Year Capital and Lakehead Public Schools International.
- COVID-19 update – Director MacRae publicly thanked the Thunder Bay District Health Unit for all of their guidance as we work our way through this pandemic.

6. Confirmation of Minutes – November 16, 2020.

The minutes were approved by consensus.

7. Mental Health Update

Megan Tiernan, Mental Health Lead, provided a power point presentation on the three-year strategic plan outlining the priorities in Mental Wellness and Health until 2023. Questions from the group were addressed.

8. 2021-2022 School Year Calendar

Robin Cawlishaw, the Parent Involvement Committee representative on the School Year Calendar Committee, provided drafts of the elementary and secondary school year calendars for 2021-2022 for comment. A start date of Tuesday, September 7, 2021 for students is being proposed with the last day of school being June 29, 2022.

9. Kindergarten Information Evening

Stephanie Rea, Communications Officer, provided an update on Kindergarten Information Evening. This year's event will be held virtually on Monday, February 1, 2021 at 6:30 p.m. via the Board website. There will be a book reading of *The Kissing Hand* by a Kindergarten teacher and an early childhood educator. Parents who have already registered their child for Kindergarten with us, or who are interested in registering their child, can pick up their free Welcome To Kindergarten bag at any of our elementary schools on Thursday, January 28 and Friday, January 29, during school hours (9:00 a.m. – 3:00 p.m.) to receive the following:

- copy of *The Kissing Hand*, by Audrey Penn, to follow along during the virtual book reading on February 1, 2020 at 6:30 p.m.;
- materials for the interactive follow-along activity on February 1, 2021 at 6:30 p.m.; and
- their child's own kid-sized Class of 2035 graduation T-shirt.

Questions from the group were addressed.

10. Aboriginal Education Advisory Committee (AEAC) Report

Sharon Kanutski, AEAC representative, reported on the following from the last AEAC meeting:

- working on a memorial for Dolores Wawia – looking into the creation of a book of Dolores' writings;
- provided input into the Indigenous education strategic plan;
- Indigenous student trustee and student trustee updates; and
- Tyler Armstrong is teaching a new program at Sherbrooke Public School with the assistance of Ron Kanutski, Community Partner.

11. Special Education Advisory Committee (SEAC) Report

Deferred to next meeting.

12. Next Meeting

The next meeting will be held on Monday, March 1, 2021 at 6:30 p.m. via Microsoft Teams.

13. Adjournment

The meeting adjourned at 7:30 p.m.

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<b>DRAFT – April 13, 2021</b>	
<b>SEXUAL ORIENTATION AND GENDER IDENTITY POLICY</b>	<b>8072</b>

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) communities are welcomed and included in all aspects of education and school life and treated with respect and dignity. (See Appendix A for Definitions)

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. 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

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- jurisdiction. Lakehead District School Board is committed to identifying and eliminating homophobic, transphobic and heterosexist biases and barriers.
- 3.2 Confidentiality
- The Board will make every effort to ensure confidentiality of anyone’s sexual orientation and/or gender identity.
- 3.3 Guidance and Counselling Services
- Counselling services 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.

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4. Review

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

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

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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) communities are welcomed and included in all aspects of education and school life and treated with respect and dignity. (See Appendix A for Definitions)

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.

2. Areas of Focus

2.1 Homophobia, Transphobia, and Heterosexism

2.1.1 Lakehead District School Board will ensure that all policies, guidelines, procedures and practices, including but not limited to classroom practices, day-to-day operations and communication practices, are anti-homophobic, anti-transphobic, and anti-heterosexist. For definitions please see Appendix A.

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

2.1.3 Lakehead District School Board is committed to providing ongoing professional development in the matters captured in this policy, including anti-homophobia, anti-transphobia, and anti-heterosexist education.

2.1.4 Schools are expected to ensure that students are educated in the understanding of diversity, harassment, discrimination, anti-homophobia, anti-transphobia, and anti-heterosexism through the curriculum in ways that are relevant and age appropriate.

2.1.5 Resources are available in every school and can be chosen to promote critical thinking skills that support the tenets of this policy. Schools are encouraged to use anti-homophobia, anti-transphobia and anti-heterosexist resource materials that provide knowledge, skills, and strategies for educators to recognize, understand and challenge such discrimination. Whenever possible, resource materials should include the specific characteristics and issues of people of two spirits.



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2.2 Confidentiality

- 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 will be given the support they require to do their work in a safe and respectful environment.
- 2.2.2 If a student is harmed as a result of 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.

2.3 Guidance and Counselling

- 2.3.1 Lakehead District School Board will ensure that student counselling services and programs are free from discriminatory biases related to sexual orientation and gender identification, and that these services and programs do not underestimate the potential of 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.
- 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.
- 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.

2.4 Staff Development and Professional Learning

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

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- 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.

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

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

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.

2.5 Leadership

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

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

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 barriers that do exist.

2.5.4 School administrators must ensure that students and staff practice appropriate behaviour and actions to prevent homophobic discrimination and harassment through greater awareness of and responsiveness to their harmful effects.

2.5.5 All administrators, teachers, counsellors, 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

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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.

3. Guidelines and Principles

- 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.
- 3.2 All administrators, teachers, counselors, and staff and student leaders will model respect for LGBTQ students and families.
- 3.3 It is the responsibility of all staff to exercise individual and collective responsibility to identify discriminatory attitudes and behaviours. School staff will work to eliminate systemic inequities and barriers to learning for students who identify themselves on the basis of sexual orientation or gender identity.
- 3.4 All staff members have an obligation to intervene in any interaction involving the use of homophobic epithets and slurs, and behaviours regardless of the speaker's intentions, and to convey that such comments are against policy and are not acceptable in the school community.
- 3.5 Language or behaviour that degrades or incites hatred, prejudice, discrimination or harassment towards students or employees on the basis of their real or perceived sexual orientation or gender identification is not acceptable. The prohibition of such language and behaviour should be specified in the school's code of conduct.
- 3.6 At least one member of staff should be identified as a safe contact for 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.
- 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.
- 3.8 All secondary school administrators will continue to support the existing Gay/Straight Alliance clubs (GSAs) in their schools. Administrators will make best efforts to facilitate the formation of GSAs, where students or staff come forward requesting this support in other schools.
- 3.9 All GSAs will continue to be supported at the Board level with semi-annual meetings for GSA representatives from each school and their teacher advisors.

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4. Review

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

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

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

### Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Heterosexual** - an individual whose primary sexual orientation is to members of the opposite gender. Heterosexual people are often referred to as "straight".

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

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

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

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

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

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

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

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

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

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

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



## **Appendix A to 8072 Sexual Orientation and Gender Identity Procedures**

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

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

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

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

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

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

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

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

**Significant other/Partner** - a life partner, domestic partner, lover, boyfriend or girlfriend. It is often equivalent to the term "spouse" for 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.

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**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/](http://www.diversitywatch.ryerson.ca/glossary/)*

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

*[www.lakeheadschoools.ca](http://www.lakeheadschoools.ca) under "About Us" → "Equity and Inclusion Working Committee"*



Parent Involvement Committee

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

March 31, 2020

George Saarinen, Chair  
Budget Committee  
Lakehead District School Board  
2135 Sills Street  
THUNDER BAY, ON P7E 5T2

Dear Chair Saarinen:

The Parent Involvement Committee (PIC) welcomes the opportunity to once again provide input into the school board budget process. Over the years, as volunteers, we have witnessed the passion many of the Lakehead Public Schools staff and teachers have for the well-being of our children. Parents at PIC would like to mention that it is a privilege to volunteer beside our Board staff and teachers and the pride we have for our school Board. We know our parent voice is important to the Board and appreciate the continued support.

PIC is an advisory group that supports student achievement and well-being by encouraging parents to be involved in their child's learning. Following Ontario's Parent Engagement Policy, PIC encourages and supports parent involvement by offering a range of opportunities for parent learning, networking and involvement. We also know that families come with different backgrounds and needs. PIC works with the Special Education Advisory Committee and the Aboriginal Education Advisory Committee by supporting their committee initiatives to involve parents.

We all know parent involvement is vital to a child's learning. Parent communication and engagement is still the main goal for PIC. This will be facilitated by working on a continued awareness campaign of PIC and school councils by offering training/lecture opportunities, with a focus on the importance of parent engagement. PIC and SEAC are planning on hosting a combined event for parents this year.

PIC also supports an inclusive learning environment and supports the plans of the mental health team. Mental health, well-being and inclusion are top issues for families. With cutbacks, parents understand that Lakehead Public Schools needs to be creative to make sure all student needs are met and PIC believes quality of schools begins with a student's well-being and that leads to academic achievement. For these reasons, PIC supports a budget that continues to support student's mental health, well-being and parent engagement.

**Your Children Our Students The Future**  
[www.lakeheadschoools.ca](http://www.lakeheadschoools.ca)

The PIC top priorities are:

1. Effective parent/guardian communication and effective communication tools.
2. Support of student mental health and well-being by supporting school wellness champions and continued staff lectures, as laid out by the Lakehead Public Schools Mental Health Team.
3. Continued support of Council of School Council Chairs

Thank you for your passion, time and consideration.

Shaun Peirce, Chair  
Parent involvement Committee

## BACKGROUND

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### OPSBA Achievement Award

The OPSBA Achievement Award was created to recognize the outstanding contributions of non-teaching staff, parents, volunteers and community partners involved in education in the member boards. This award provides an opportunity to raise awareness and promote the importance of celebrating excellence and the necessity of recognizing the work of all members of the education community.

Recipients of the Achievement Award may be considered for the provincial OPSBA Award of Excellence.

#### Criteria

**Outstanding, exemplary and/or unique contributions to the overall well-being of the school(s) or community(s) through in-school, board-wide, extra-curricular and/or volunteer work contributions.**

Who can be nominated?

- Non-teaching staff**
- Volunteers**
- Parents**
- Community Partners**

#### Submission

**Please include a 1-2 page biography of how your nominee meets the criteria for this award along with the attached nomination form to:**

Sarah Schoales  
Executive Secretary, Office of the Director  
Jim McCuaig Education Centre  
2135 Sills Street  
Thunder Bay, ON P7E 5T2  
Sarah\_schoales@lakeheadschoools.ca  
Fax: 622-0961

**No later than 4:30 p.m. Friday, March 12, 2021**

# N O M I N A T I O N

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Name of Award **OPSBA Achievement Award**

Name of Candidate \_\_\_\_\_

Position/Title \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Email \_\_\_\_\_

Nominated by \_\_\_\_\_

Title of Nominator \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Email \_\_\_\_\_

Please include a 1-2 page biography of how your nominee meets the criteria for this award along with the attached nomination form to:

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