

PARENT INVOLVEMENT COMMITTEE

Monday, October 5, 2020

Via Microsoft Teams

Shaun Peirce
Chair

AGENDA
6:30 P.M.

	<u>Resource Person</u>	<u>Pages</u>
1. Call to Order, Welcome and Introductions		
2. Disclosure of Conflict of Interest		
3. Approval of the Agenda		
4. New Business		
4.1 Lakehead University Achievement Program	A. Stefanile	
4.2 Policy 1020 Equity and Inclusive Education	M. Probizanski	1-23
4.3 Policy 7030 Harassment and Human Rights	M. Ebrahim	24-40
4.4 Summer Programs	E. Fredrickson	
4.5 Appointments to the 2020-2021 Parent Involvement Committee	S. Peirce	Handout
4.6 Draft Parent Involvement Committee Annual Report to the Board	S. Peirce	Handout
4.7 Special Education Advisory Committee Report	M. Otway	Verbal
4.8 Aboriginal Education Advisory Committee Report	S. Essex	Verbal
5. Confirmation of Minutes – September 14, 2020	S. Peirce	41-42
6. Business Arising from the Minutes		
7. Director's Report	I. MacRae	Verbal
8. Other Business		
9. Next Meeting Date: Monday, November 16, 2020		
10. Adjournment		

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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. (See Appendix B for Definitions)

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3. Areas of Focus

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 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.

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. 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.

3.3 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.

3.4 Inclusive Curriculum and Assessment Practices

Lakehead District School Board shall examine and reduce 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.

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3.5 Religious Accommodation

Lakehead District School Board prohibits discrimination on the grounds of creed (includes religion) and will take 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.

3.6 School Climate and the Prevention of Harassment and Discrimination

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.

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 and will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education.

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.

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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>
Employment Equity 7020 Harassment and Human Rights 7030 Safe Schools – System Expectations 8070 Bullying Prevention and Intervention 8071	April 4, 1995 <u>Date Revised</u> June 24, 2008 September 28, 2010 May 28, 2013	<hr/> <hr/>

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1. 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.

2. Definitions

(See Appendix B)

3. Areas of Focus

3.1 Board Policies, Guidelines, and Practices

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 Leadership

Lakehead District School Board will:

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

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- 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;
- 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 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.

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3.4 Inclusive Curriculum and Assessment Practices

Lakehead District School Board will:

- 3.4.1 review student assessment and evaluation policies in accordance with Policy Development and Review Policy 2010 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;
- 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 strive to 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.

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3.5 Faith and Creed Accommodation

(See Appendix A – Faith and Creed Accommodation Guideline)

3.6 School Climate and the Prevention of Harassment and Discrimination

Lakehead District School Board will:

- 3.6.1 review policy and procedures in accordance with Policy Development and Review Policy 2010 for dealing with harassment and discrimination involving staff, students, and other individuals in the Board to ensure they are aligned with the principles of equity and inclusive education;
- 3.6.2 provide staff with the knowledge and skills to identify harassment and discrimination and to respond effectively to it;
- 3.6.3 ensure that the process of addressing harassment is monitored and adjusted to ensure fairness and timely responsiveness;
- 3.6.4 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;
- 3.6.5 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
- 3.6.6 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.

3.7 Staff Development and Professional Learning

Lakehead District School Board will:

- 3.7.1 equip all employees and Trustees with the knowledge, skills, attitudes and behaviours required to implement the Equity and Inclusive Education policy;
- 3.7.2 provide staff development programs for all staff as determined by needs-assessment;
- 3.7.3 provide training opportunities to all employees and Trustees to deal confidently and effectively with issues and incidents of equity and inclusive education, through ongoing courses, workshops, and community consultation;

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- 3.7.4 strive to ensure that all employees and Trustees are well versed in the Board's Equity and Inclusive Education policy and procedures;
- 3.7.5 provide all employees with the skills to identify and deal with bias in materials, including classroom and other resources;
- 3.7.6 strive to ensure that all employees and Trustees are aware that they are expected to continually broaden their understanding of equity and inclusive education, through courses, workshops, and community consultation; and
- 3.7.7 draw upon existing expertise within its own organization, other boards, and community agencies and groups, to assist with the provision of staff development programs and professional learning activities.

3.8 Accountability and Transparency

Lakehead District School Board will:

- 3.8.1 provide information about Equity and Inclusive Education policies, procedures, and practices to students, Administration, teachers, parents, school staff, School Councils, and volunteers;
- 3.8.2 post its Equity and Inclusive Education policy and procedures on the Board's website;
- 3.8.3 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;
- 3.8.4 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;
- 3.8.5 ensure that all incidents of discrimination and harassment are addressed in a timely and appropriate manner; and
- 3.8.6 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.

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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>
Employment Equity 7020 Harassment and Human Rights 7030	April 4, 1995	_____
Safe Schools – System Expectations – 8070 Bullying Prevention and Intervention 8071	<u>Date Revised</u> June 24, 2008 September 28, 2010 May 28, 2013	_____

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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

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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

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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."*

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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

Lakehead District School Board facilities will not distribute faith-based literature to students. The only exception to this statement is if the materials support curriculum expectations in a program of study. School libraries may include faith texts in their collections as sources of information for students and staff.

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

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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.lakeheadschoools.ca under "About Us"/Equity and Inclusion Working 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.

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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 LGBTTTIQQ 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 LGBTTTIQQ 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

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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, 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,

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hair type, stature and facial features. There is no biological basis for race. However, being a social category does not make it any less real or powerful.

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

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

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

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

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

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

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

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

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

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

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.

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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.

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

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

www.lakeheadschoools.ca under "About Us" → "Equity and Inclusion Working Committee."

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1. Rationale

Lakehead District School Board must provide and maintain a working and learning environment ("workplace") where employees and students are free from harassment or intimidation. The Board respects the dignity and human rights of all individuals and recognizes that harassment negatively affects working relationships, the learning process and personal well-being. The Board is committed to creating a workplace that values diversity.

2. Policy

It is the policy of Lakehead District School Board to adhere to the Ontario Human Rights Code in that all employees, students, prospective employees, Trustees, volunteers, visitors, parents, contractors and all other users that are involved with the Lakehead District School Board have the right to freedom from harassment because of sex/pregnancy, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status, disability, sexual orientation, gender identification, or gender expression. Harassment will not be tolerated.

3. Guiding Principles

- 3.1 Employees, students and other users shall behave in a manner that is socially and professionally acceptable in the workplace.
- 3.2 Employees, students, and other users will strive to foster a respectful workplace through the prevention and prompt resolution of harassment. Complaints will be taken seriously and handled professionally.
- 3.3 The Board shall provide a mechanism for complainants to lodge an informal complaint.
- 3.4 The Board shall provide a mechanism for complainants to lodge a formal complaint.
- 3.5 The Board shall provide a fair and objective formal process for dealing with alleged incidents of harassment.
- 3.6 Confidentiality will be maintained to every extent possible, but it should be understood that the nature of the investigation may be expanded beyond the complainant(s) and the respondent(s) to verify factual information.

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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>
Procedures 7030	April 19, 1994	Ontario Human Rights Code
Equity and inclusive Education 1020		
Safe Schools – System Expectations 8070	<u>Date Revised</u>	
Bullying Prevention and Intervention 8071	June 22, 2004 April 22, 2008 April 23, 2013	

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1. Policy

It is the policy of Lakehead District School Board adheres to the Ontario Human Rights Code in that all employees, students, prospective employees, Trustees, volunteers, visitors, parents, contractors and all other users that are involved with the Lakehead District School Board have the right to freedom from harassment because of sex/pregnancy, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, family status, disability, sexual orientation, gender identification, or gender expression. Harassment will not be tolerated.

1.1 Scope

This policy not only applies to complaints from victims of alleged harassment, but wherever there is a reason to believe that harassment is occurring. Examples are:

- where a person in a position of authority detects evidence of harassment within his or her own department or school;
- where harassment is witnessed; and,
- where, over a period of time, a series of complaints, although all resolved individually, are filed against the same person.

2. Definitions

For the purpose of this policy and corresponding procedures:

- 2.1 Human Rights Harassment means engaging in a course of a vexatious comment or conduct that is known to be or ought reasonably to be known to be unwelcome to an individual or group, whether intended or not, based on: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender identification, sexual orientation, age, marital status, family status, disability and/or record of offences.
- 2.2 Personal Harassment is defined as "offensive comments or actions which intimidate, demean, humiliate or coerce."
- 2.3 Sexual Harassment is defined as unwelcome conduct of a sexual nature that detrimentally affects the work environment including: "any sexual solicitations, advances, remarks or actions that are demeaning or intimidating."
- 2.4 Workplace is defined as any place where students, employees and other users work, learn or perform work or learning related duties or functions, including "all schools, Board property, Board offices, business trips, conferences, seminars, co-op placements, social and extra-curricular events that arise out of Lakehead District School Board involvement."

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- 2.5 Student is any person, regardless of age, who is enrolled in any program offered by the Board.
- Employee includes all persons employed by the Board.
- 2.6 Record of offences means a conviction for:
- (a) an offence in respect of which a pardon has not been granted under the Criminal Records Act (Canada) and has not been revoked; or
 - (b) an offence in respect of any provincial enactment.
- 2.7 Other Users include all persons who are neither students nor employees while on Board premises or attending Board or school programs/functions at other premises in a business/social community relationship with the Board.
- 2.8 Gender Identity or Gender Identification means one's internal and psychological sense of oneself as being either male or female or neither. This identification is not related to sexual orientation.
- 2.9 Sexual Orientation encompasses the range of human sexuality, including who is desired to have as a partner, both sexually and emotionally.
- 2.10 LGBTTIQQ is a short form used generally to describe: Lesbian (a woman who forms sexual and emotional relationships with women), Gay (a man who forms sexual and emotional relationships with men), Bisexual (an individual who is attracted to and may form sexual and affectionate relationships with both males and females), Transgender (people who do not identify with the gender roles assigned to them based on their biological sex), Transsexual (people who present themselves and live in the gender opposite to what they were genetically assigned at birth. Transsexuals may have gender reassignment surgery to make their bodies fit their true gender), Two-spirited (term used by Aboriginal people to describe lesbian, gay, bisexual, or transgendered people), Intersex (people who are born with a combination of male and female anatomy), Queer (short for LGBTTIQQ, also a term used as an individual label and a positive socio-political movement related to LGBTTIQQ people), and Questioning (a term used by those who are in the process of questioning their sexual orientation and gender identity).
- 2.11 Heterosexual refers to an individual who forms sexual and emotional relationships with people of the opposite gender.
- 2.12 Heterosexism is the belief that heterosexual is the preferable or superior sexual orientation and is a form of homophobia.
- 2.13 Homophobia is the irrational fear and/or hatred of, aversion to or discrimination against people who are not heterosexual.

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

3. Guiding Principles

3.1 Employees, students and other users shall behave in a manner that is socially and professionally acceptable.

3.1.1 Victims of harassment can be anyone at any level of the organization or school system (e.g. student, peer, co-worker, supervisor, visitor, or volunteer). Throughout this document, complainant refers to the alleged victim of harassment.

3.1.2 Perpetrators of harassment can be anyone at any level of the organization or school system (e.g. student, peer, co-worker, supervisor, visitor, or volunteer). Throughout this document, respondent refers to the alleged perpetrator of harassment.

3.1.3 Examples of harassment may include (but are not limited to the following):

- unwarranted touching;
- requests for sexual favours, sexual advances, innuendos, or quid pro quo (the promise of something in return for something else);
- repeated unwanted social invitations or requests;
- expressions of bias or prejudice;
- off-colour jokes;
- remarks about an individual's appearance, race, ethnic origin, religion, sexual orientation, perceived sexual orientation or personal life situation;
- display of pictures, cartoons or graffiti that are offensive;
- inappropriate language;
- stalking; and/or
- threats of physical behaviour.

3.1.4 Some examples of what harassment is not:

- an occasional or casual compliment or remark;
- good natured jesting or flirting that is acceptable to all parties;
- normal exercise of supervisory responsibility, including direction, counselling, training, evaluation or discipline. This includes those duties required by teachers and other related educational employees of students (i.e., questioning about homework assignments, etc.); and
- any voluntary interactions between consenting employees.

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3.1.5 This policy is not intended to constrain positive social interactions in the workplace.

3.2 Employees, students and other users will strive to foster a respectful workplace through the prevention and prompt resolution of harassment. Complaints will be taken seriously and handled professionally.

3.2.1 Administrative Responsibilities:

- Administration will disseminate the harassment policy throughout the Lakehead District School Board;
- Administration will ensure that individuals who may be impacted by this policy have an awareness of the policy, their responsibilities under the policy and an understanding of the complaint resolution procedure;
- Administration will administer the policy according to the procedures, and will remain fair and objective during all stages of the investigation process; and
- to ensure professionalism and consistency, training may be provided for all investigators of harassment incidents.

3.2.2 Responsibilities of Students, Employees and Other Users:

- follow the applicable Code(s) of Conduct;
- treat all individuals fairly, and with dignity, while respecting and valuing differences in individuals;
- demonstrate courtesy and self discipline in actions and words;
- respect Board property and the property of individuals;
- stop behaviour if advised that it is inappropriate, unwelcome, etc.; and
- challenge harassment when it happens, and refuse to participate in potentially harassing behaviour.

3.2.3 Rights of Complainants and Respondents (not specifically set out in these procedures):

- to be kept up-to-date of the investigation process in a timely fashion;
- to be provided with a summary copy of the final report findings (for formal complaints);
- to have disciplinary/remedial sanctions imposed remain in confidence, and not disclosed to the complainant (or to the respondent in cases of malicious or bad faith complaints); and
- to be informed of the differences between the informal and formal investigation processes.

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3.2.4 A Complainant's Possible Choices of Action may include:

- consulting with a peer;
- confronting harasser;
- speaking to a union representative;
- approaching the Supervisor/Principal or other person in position of authority;
- approaching appropriate legal authorities e.g. Police, Ontario Human Rights Commission; and
- at his/her own expense, choose to contact a lawyer to discuss legal rights and/or civil action.

3.2.5 Whistleblower Protection: An employee or student of the Lakehead District School Board who comes forward in good faith with reports or concerns about compliance of this policy and or procedure shall not be subject to reprisal or retaliation for making such a report.

3.3 INFORMAL COMPLAINT PROCESS (see Appendix A and Appendix B)

The Board shall provide a mechanism for complainants to lodge an informal complaint.

3.3.1 The key to the informal resolution phase is that there is no formal investigation procedure. There is nothing in this process that would prevent a complainant from by-passing the informal resolution stage and proceeding directly to the formal investigation stage.

3.3.2 Complainants are encouraged to resolve their concerns first by confronting the respondent. If this does not result in the end of the harassment or if the complainant is uncomfortable confronting the harasser, alternate methods of reporting are available. Complainants are encouraged to keep a record of dates, times, places and witnesses of the harassment, as well as specific details.

3.3.3 If the complainant is not satisfied with the results of the above process, or is uncomfortable confronting the harasser, the harassment can be reported to a resource person (the Principal, Vice Principal, Supervisor, Manager or a union representative, if applicable).

3.3.4 Once the harassment has been reported, an informal resolution will be sought, (if appropriate) with the involvement of the appropriate Principal, Vice Principal, Supervisor, or Manager (e.g. complainant confronting respondent alone or with staff person, respondent apologizing to complainant).

3.3.5 The complainant will be informed of:

- the Board harassment policy and procedures;
- limits to the confidentiality of the process (see 3.6);
- the right to counselling provided by the Board;

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- the right to withdraw the complaint at any time;
- the right to representation by any person of their choice at any time during the process and/or in accordance with collective agreement provisions; and
- the right to initiate a formal written complaint.

3.3.6 The respondent will be informed of:

- the Board harassment policy and procedures;
- limits to the confidentiality of the process (see 3.6);
- the right to counselling provided by the Board;
- the right to representation at any time during the process by any person of his/her choice and/or in accordance with collective agreement provisions; and
- the nature of the allegation, and who has lodged the complaint.

3.3.7 Once the Principal, Vice Principal, Supervisor, or Manager of the respondent is made aware of the allegation, an attempt to resolve the conflict informally will be used. Informal resolutions can come about through communicating with the respondent.

3.3.8 If the complaint cannot be resolved informally, to the satisfaction of the complainant, the complainant can choose to lodge a formal written complaint, and therefore, proceed to the formal complaint stage.

3.4 FORMAL COMPLAINTS (see Appendix A and Appendix B)

The Board shall provide a mechanism for complainant to lodge a formal complaint.

3.4.1 Student complainants should send a written copy of the complaint, describing the incident(s), witnesses and steps already taken to resolve the matter, to their Principal or Vice Principal directly. If assistance is required in reporting the complaint, the student should contact the school administration directly, or through his/her representative (i.e. parent, teacher, etc.). If the Principal is the alleged harasser, then the complaint letter should be sent directly to the appropriate Superintendent.

3.4.2 Employee complainants should send a written copy of the complaint, describing the incident(s), witnesses and steps already taken to resolve the matter, to the appropriate Superintendent.

3.4.3 Other user complainants should send a written copy of the complaint, describing the incident(s), witnesses and steps already taken to resolve the matter, to the appropriate Superintendent.

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- 3.5 The Board shall provide a fair and objective formal process for dealing with alleged incidents of harassment.

Principals, Vice Principals, Supervisors, and Managers will adhere to the following procedures when dealing with a formal complaint.

3.5.1 Investigation Guidelines

- a) The investigation of any allegation of harassment must be consistent with current collective agreements and the doctrine of "procedural fairness".
- b) All complaints should be reported within six months of the most recent alleged harassing behaviour, though individual circumstances will be considered (e.g. if there has been a pattern of incidents involving a particular person). Prompt reporting is encouraged as it allows for more thorough and accurate investigations. Investigations will be conducted within a reasonable timeframe, respecting both the need for a prompt resolution and the need for a thorough and complete investigation.
- c) All information will be gathered and dealt with in accordance with the Municipal Freedom of Information and Protection of Individual Privacy Act. Records of investigation will be kept (3.5.5.5).
- d) All actions must be premised on the need to protect the parties involved in the situation.
- e) The lead investigator holds the files and maintains confidentiality, except where outside agencies have the right to information.

3.5.2 Formal Employee Complaints

- 3.5.2.1 Participants involved in the formal investigation procedure will include the complainant, the respondent, witnesses (if any), their representatives and/or in accordance with the collective agreement, and an investigator or investigation team. The investigator or members of the investigation team should not be directly involved with the complainant or respondent (i.e. in a direct report relationship). All efforts will be made to ensure that the investigator(s) is an impartial third party.
- 3.5.2.2 Once a formal written complaint is received, the appropriate Superintendent appoints an investigator or an investigation team, with an identified lead investigator.
- 3.5.2.3 The investigator/investigation team meets with the Principal/Supervisor/Manager to discuss the issue. All those

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involved will keep detailed notes pertinent to the investigation as outlined in "records of investigation" (see 3.5.5.5).

- 3.5.2.4 The investigator/investigation team will meet with the complainant to get clarification of issues that may be unclear, and inform the complainant of the information contained in section 3.3.5.
- 3.5.2.5 The investigator/investigation team will meet with the respondent in the absence of the complainant, and inform the respondent of the information contained in 3.3.6. A copy of the formal signed complaint will be submitted to the respondent, indicating: the name of the complainant and respondent, the places, times, dates and nature of the alleged incidents being investigated. A copy of the harassment policy and procedure will also be provided. The respondent may (at any stage of the investigation) respond to the allegations.
- 3.5.2.6 The investigator/investigation team conducts further fact finding meeting(s) to ascertain the severity of the situation, interview potential witnesses, etc.
- 3.5.2.7 Where an employee respondent has elected (in writing) not to accept representation from his/her union or employee group, the union or employee group will be informed by the investigator.
- 3.5.2.8 Once the investigator/investigation team has conducted adequate research, a final report of the investigation will be prepared, including the results of the fact finding meeting(s). A summary of the report findings will be provided to the complainant, respondent and the appropriate Superintendent. This summary will respect confidentiality to every extent possible.
- 3.5.2.9 Appropriate disciplinary/remedial sanctions are implemented. A record of the disciplinary actions will be placed in the employee's personnel file. It should be noted that the complainant will not be informed of the disciplinary sanctions imposed on the respondent.
- 3.5.2.10 Where a resolution cannot be reached, or if the complainant is not satisfied with the solution, an outside agency may become involved. The Board will cooperate as required with any external proceedings (i.e. Police, Human Rights Commission).
- 3.5.2.11 Should the complaint be determined to be malicious or in bad faith (unjustified), the complainant will be subject to the disciplinary actions as described in this procedure. All attempts will be made to

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minimize the damage done to the alleged respondent (i.e. to correct mistaken impressions, or control reputation damage).

3.5.2.12 Where a complaint has been investigated, Human Resources will maintain investigation records in accordance with 3.5.5.5.

3.5.2.13 Under Regulation 18(1) (b) of the Teaching Profession Act, a teacher must "on making an adverse report on another member, furnish that member with a written statement of the report at the earliest possible time and not later than three days after making the report."

3.5.3 Formal Student Complaints

3.5.3.1 Participants involved in the formal investigation procedure will include the complainant, the respondent, witnesses (if any), their representatives (if requested), and the Principal/Vice Principal.

3.5.3.2 Once a formal written complaint is received by the Principal/Vice Principal, the Principal/Vice Principal shall conduct an investigation. Records of the investigation will be kept by the Principal/Vice Principal (3.5.5.5).

3.5.3.3 The Principal/Vice Principal will meet with the complainant, and ask the complainant to describe, in as much detail as possible, the alleged incident(s). The Principal/Vice Principal will clearly document this meeting. The complainant may be accompanied by a support person (i.e. parent, teacher, peer support).

3.5.3.4 The Principal/Vice Principal will meet with the respondent in the absence of the complainant. A copy of the formal signed complaint will be submitted to the respondent, indicating: the name of the complainant and respondent, the places, times, dates and nature of the alleged incidents being investigated. A copy of the Harassment and Human Rights Policy and Procedures will also be provided. The respondent may (at any stage of the investigation) respond to the allegations. The respondent may be accompanied by a support person (i.e. parent, teacher, peer support, union representative if the respondent is an employee).

3.5.3.5 The Principal/Vice Principal will inform the parents/guardians of the involved parties if the student(s) are under the age of 18.

3.5.3.6 The Principal/Vice Principal conducts further fact finding meetings if necessary, to ascertain the severity of the situation, and to interview witnesses, etc.

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- 3.5.3.7 Once the Principal/Vice Principal has conducted adequate research, a summary of the findings will be prepared and provided to the complainant and respondent. This summary will respect confidentiality to every extent possible.
- 3.5.3.8 Appropriate disciplinary/remedial sanctions are implemented. It should be noted that the complainant should not be informed of the disciplinary sanctions imposed on the respondent.
- 3.5.3.9 Where a resolution cannot be reached, or if the complainant, and or his/her parents/guardians are not satisfied with the solution, an outside agency may become involved. The Board will cooperate as required with any external proceedings (i.e. Police, Human Rights Commission).
- 3.5.3.10 Should the complaint be determined to be malicious or in bad faith (unjustified), the complainant will be subject to the disciplinary actions as described in this procedure.

3.5.4 Formal Other User Complaints

- 3.5.4.1 Participants involved in the formal investigation procedure will include the complainant, the respondent, witnesses (if any), their representatives, and an investigator/investigation team.
- 3.5.4.2 Once a written complaint is received, the appropriate Superintendent will appoint an investigator/investigation team. The investigator or members of the investigation team should not be directly involved with the complainant or respondent (i.e. in a direct report relationship). All efforts will be made to ensure the investigator(s) are an impartial third party.
- 3.5.4.3 The investigator(s) will meet with the Supervisor/Manager to discuss the issue. All those involved will keep detailed notes pertinent to the investigation as outlined in "records of investigation" (3.5.5.5).
- 3.5.4.4 The investigator/investigation team may choose to meet with the complainant to get clarification on issues that may be unclear.
- 3.5.4.5 The investigator/investigation team will meet with the respondent in the absence of the complainant. A copy of the formal signed complaint will be submitted to the respondent, indicating the name of the complainant and respondent, the places, times, dates and nature of the alleged incidents being investigated. A copy of the Harassment and Human Rights Policy and Procedures will be

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provided as well. The respondent may (at any stage of the investigation) respond to the allegations.

3.5.4.6 If necessary, the investigator/investigation team conducts further fact finding meeting(s) to ascertain the severity of the situation, interview potential witnesses, etc.

3.5.4.7 Once the investigator/investigation team has conducted adequate research, a summary will be completed, and provided to the complainant and the respondent. This summary will respect confidentiality to every extent possible.

3.5.4.8 Appropriate disciplinary/remedial sanctions are implemented. It should be noted that the complainant should not be informed of the disciplinary sanctions imposed on the respondent.

3.5.4.9 Where a resolution cannot be reached, or if the complainant is not satisfied with the solution, an outside agency may become involved. The Board will cooperate as required with any external proceedings (i.e. Police, Human Rights Commission).

3.5.4.10 Should the complaint be determined to be malicious or in bad faith (unjustified), the complainant will be subject to the disciplinary actions as described in this procedure.

3.5.5 Possible Remedial/Disciplinary Actions

3.5.5.1 For employees:

- an oral or written reprimand and/or a letter in file;
- counselling/training with an educational component focused on the impact of discrimination;
- continuing the employee in his or her assignment with precautionary measures where appropriate;
- transfer;
- demotion;
- assigning the employee to an alternate work situation;
- suspending the employee without pay; and
- dismissal.

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3.5.5.2 For students:

- an oral or written reprimand and/or a letter in OSR;
- counselling with an educational component focused on discrimination;
- informing parents where applicable according to Board policy (i.e. Freedom of Information restriction);
- suspension;
- transfer (class or school);
- expulsion; and
- other appropriate discipline as outlined in the Education Act, other Board policies, or applicable Code(s) of Conduct.

3.5.5.3 For other users:

- letter of disapproval and warning;
- revoking of permits or contracts;
- issuing a trespass notice; and
- other remedies as applicable by law.

3.5.5.4 The type of remedy/discipline should:

- be based on a thorough and proper investigation;
- take all relevant factors into consideration; and
- be in accordance with the principles of progressive discipline and just cause.

3.5.5.5 Records of investigation will include:

- the names of complainant(s) and respondent(s);
- the nature of the alleged harassment;
- a record of meetings, specifying meeting dates, times and names of attendees;
- a copy of any correspondence between parties;
- the present disposition of the complaint, including final resolution;
- a signed formal complaint (if applicable);
- any disciplinary action involved;
- background information gained through interviews, meetings, etc.;
- proper documentation required for both the informal process and the formal investigation; and
- Human Resources will maintain all investigation records in a confidential file.

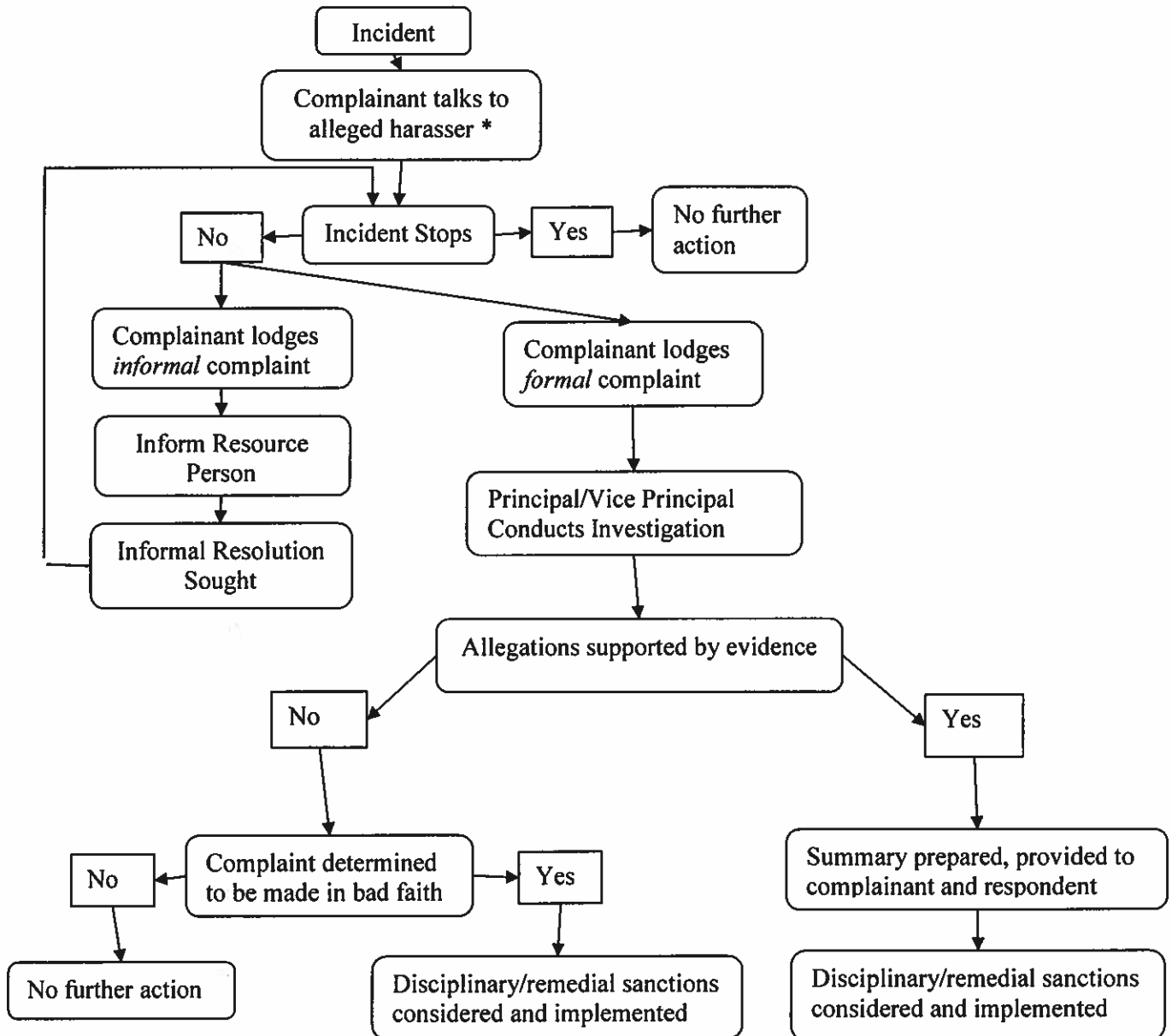
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PROCEDURES****7030**

- 3.6 Confidentiality will be maintained to every extent possible, but it should be understood that the nature of the investigation may be expanded beyond the complainant(s) and the respondent(s) to verify factual information.
- 3.6.1 Information will only be disclosed by the Board to those necessary to the investigation. The Board cannot be held responsible for the actions of the complainant or respondent in relation to any outside agency. The Board may be legally required to provide information to an outside authority. As well, the Board may be legally required to speak to the respondent regarding the harassment and, where appropriate, take further action. It is because of these facts that absolute confidentiality cannot be guaranteed. All those that are involved with the investigation process must abide by the confidentiality guidelines.
- 3.6.2 Regardless of the outcome of the complaint, no action will be taken against a complainant unless it can be shown that the complaint was made maliciously or in bad faith.
- 3.6.3 Reassignment or relocation for the safety/security of individuals involved is not considered discipline.
4. These procedures shall be reviewed in accordance with Policy Development and Review Policy 2010.

<u>Cross Reference</u>	<u>Date Approved</u>	<u>Legal Reference</u>
Policy 7030	April 19, 1994	
Equity and inclusive Education 1020		Ontario Human Rights Code
Safe Schools – System Expectations 8070	<u>Date Revised</u> June 22, 2004 April 22, 2008	
Bullying Prevention and Intervention 8071	April 23, 2013	

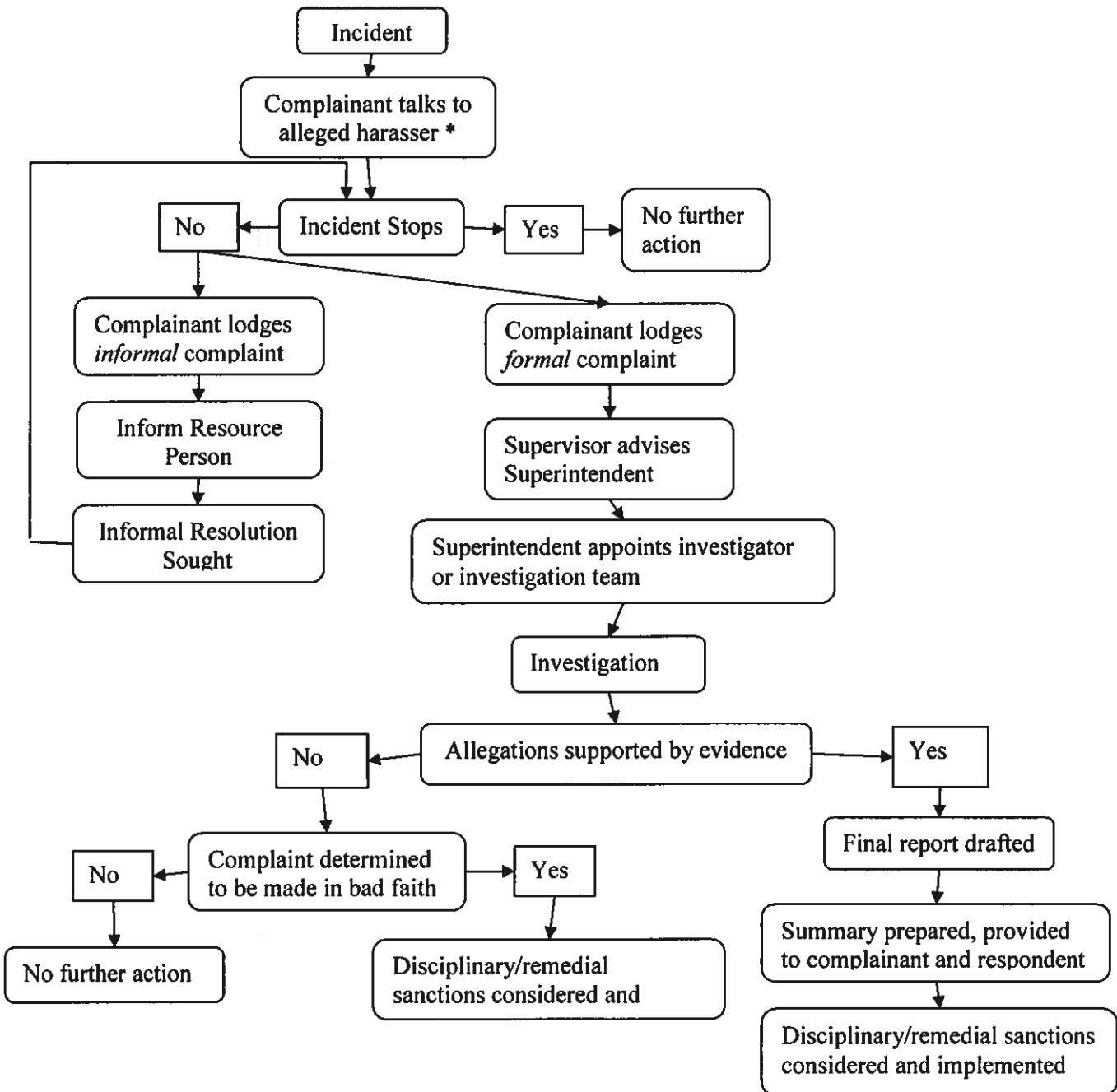
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HARASSMENT COMPLAINT PROCEDURES FOR STUDENTS



* if the complainant is uncomfortable confronting the harasser, please refer to section 3.3.2 and 3.3.3 of the procedures.

HARASSMENT COMPLAINT PROCEDURES FOR EMPLOYEES AND OTHER USERS



* if the complainant is uncomfortable confronting the harasser, please refer to section 3.3.2 and 3.3.3 of the procedures.

LAKEHEAD DISTRICT SCHOOL BOARD

MINUTES OF PARENT INVOLVEMENT COMMITTEE

Microsoft Teams

2020 SEP 14
6:30 p.m.

MEMBERS PRESENT:

Robin Cawlishaw	Shaun Peirce
Serena Essex	Trudy Tuchenhagen
Chitra Jacob	Fred Van Elburg
Shannon Jessiman-MacArthur	Laura Walker
Ian MacRae	
Julie Morin	
Michael Otway	

RESOURCE:

Judy Hill, Executive Assistant

MEMBERS ABSENT, WITH REGRET:

Laura Prodanyk

GUESTS:

Mahejabeen Ebrahim, Human Rights & Equity Advisor
Keira Essex, Indigenous Student Trustee
Simran Talpade, Student Trustee

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

Chair Peirce called the meeting to order and welcomed everyone.

2. **Disclosure of Conflict of Interest**

There were no disclosures of conflict of interest.

3. **Approval of the Agenda**

The agenda was approved by consensus.

4. **Director's Report**

Director MacRae noted that the school graduations this past June were a memorable experience for the students, and Director MacRae congratulated all the graduates and staff. The summer months were very busy with staff working to put plans in place for the safe return of students to school in September. There have been discussions in the province on masking for JK-Grade 3 students. Director MacRae reported that Lakehead Public Schools welcomed Indigenous Trustee Scottie Wemigwans to the Board on July 28, 2020 and Student Trustee Simran Talpade on August 1, 2020.

5. Confirmation of Minutes – March 2, 2020

The minutes were approved by consensus.

6. Student Census Pilot

Mahejabeen Ebrahim, Human Rights and Equity Advisor, presented a power point presentation on the student census pilot that will be undertaken this Fall. The objectives of the pilot are to get an accurate picture of our students, identify and address barriers to equity of access and student achievement and to enhance decision-making about programs and supports necessary for student well-being and success. Questions from the group were addressed.

7. SEAC Funding Report

Chair Peirce referred to the report included in the package. The committee agreed, by consensus, to approve the carry forward of the 2018-2019 and 2019-2020 funding. Due to COVID19, SEAC were not able to cohost a community engagement event with PIC.

8. AEAC Funding Report

Chair Peirce referred to the report included in the package. The committee agreed, by consensus, to approve the carry forward of the 2019-2020 funding. Due to COVID 19, the Pow Wow planned for the Spring had to be cancelled.

9. PIC Recruitment

Director MacRae reminded members, whose terms expire November 14, 2020, to reapply if interested in being on the committee for another term. Judy will let individuals know whose terms expire.

10. Aboriginal Education Advisory Committee (AEAC) Report

Deferred to October 5, 2020 meeting.

11. Special Education Advisory Committee (SEAC) Report

Deferred to October 5, 2020 meeting.

12. Next Meeting

The next meeting will be held on Monday, October 5, 2020 at 6:30 p.m.

13. Adjournment

The meeting adjourned at 8:00 p.m.