



SD70 (ALBERNI) BOARD OF EDUCATION
PUBLIC AGENDA
7:00 pm – February 19, 2019
Administration Office, Port Alberni, B.C.

Call to Order – Trustee Craig

Questions of Agenda/Approval of Agenda for February 19, 2019

Conflict of Interest Declaration

1.0 Adoption of Minutes of January 8, 2019

2.0 Announcements of the Chair

3.0 Good News from the Schools - Nil

4.0 Trustee Statements

5.0 Petitions/Delegations/Presentations

5.1 Farm to School BC – *Marcus Lobb*

6.0 Staff Reports

6.1 Superintendent's Report

The Superintendent will provide his monthly report – *Greg Smyth*

6.2 School Plans – *Greg Smyth*

Administrators from John Howitt Elementary, AW Neill Elementary and EJ Dunn Elementary will present their school plans for 2018-19.

6.3 Expenditures for December 2018 – *Lindsay Cheetham*

RECOMMENDATION

It is recommended that the expenditures for the month of December 2018 be approved as follows:

Description	December
Supplies and Services	\$399,487.72
Salaries and Benefits	\$3,946,013.21
	\$4,345,500.93

RATIONALE

Trustees have reviewed the cheque listings.

6.4 School Calendar – *Greg Smyth*

The Superintendent will present a draft of the 2019/20 School Calendar.

6.5 2018-19 Amended Budget – *Lindsay Cheetham*

The Secretary-Treasurer will present the 2018-19 Amended Budget for approval.

7.0 Executive Committee Reports

7.1 January 30, 2019.

8.0 Unfinished Business/New Business

9.0 Policy Development

9.1 Administrative Procedures – AP 1400: Smoke Free Environment – *Greg Smyth*

This Administrative Procedure has been updated to include Vaping and other electronic cigarettes as per the *Tobacco and Vapour Products Control Act*.

9.2 Administrative Procedures - AP 5012: Physical Restraint of Students – *Greg Smyth*

This Administrative Procedure has been updated to reflect changes in Ministry guidelines.

9.3 Administrative Procedures – AP 5011: Sexual Orientation/Gender Identity – *Greg Smyth*

This Administrative Procedure has been amended to incorporate P 511: Sexual Orientation/Gender Identity and this AP 5011 into one AP.

9.4 Notice of Motion – P 511: Sexual Orientation/Gender Identity – *Greg Smyth*

RECOMMENDATION

It is recommended that the board approve the deletion of P 511: Sexual Orientation/Gender Identity.

RATIONALE

This Policy is no longer required with the introduction of P101: Diversity and Inclusion and amendments to AP 5011.

10.0 Correspondence – Action Required - Nil

11.0 Correspondence – For Information

11.1 copy of the Westerly News dated January 16, 23 and 30, 2019.

11.2 copy of the Ha-Shilth-Sa News dated January 17, 2019.

12.0 Board Committees - Nil

13.0 Internal District Committees - Nil

14.0 External or Community Committees

14.1 DPAC – *Trustee Craig*

14.2 Port Alberni Museum and Heritage Commission – *Trustee Craig*

15.0 Audience Question Period

Adjournment

SCHOOL CALENDAR FORM - GENERAL

2019/2020 CALENDAR

JULY						
S	M	T	W	T	F	S
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AUGUST						
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SEPTEMBER						
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JUNE						
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Instructional
 Non-Instructional
 Vacation Period
 Statutory Holiday

EXECUTIVE COMMITTEE MEETING

DATE:	JANUARY 30, 2019	
LOCATION:	CONFERENCE ROOM	
TIME START:	9:00 AM	TIME END: 9:14 AM

ATTENDANCE LOG

Greg Smyth	Peter Klaver	Lindsay Cheetham
Diana Moore	Ken Zydyk	Barb Witte
Vera Kaiser		

DISCUSSION ITEMS		
GS		N/A

INFORMATION		
PK	1.	CUPE Bargaining has commenced.
LC	2.	Working on final budget.
VK	3.	<ul style="list-style-type: none"> • Working with staff on 1701. • Filled a .22 counseling position with a teacher from the west coast. • SLP screening completed. • ELL teachers recently attended an Island meeting. • Recently hired two casual EA's on west coast. • ELL/IEP reporting successful.
DM	4.	Angie McKean has been awarded Board Office Reception position.
GS	5.	Has received positive feedback from teachers regarding new reporting format.
GS	6.	Attended conference call with the District of Tofino and MCFD regarding child care spaces in Tofino.

NEXT MEETING: FEBRUARY 6, 2019

RECORDED BY: Barb Witte

1400: SMOKE FREE ENVIRONMENT (AP)

Approved: 90 10 02
Amended: 16 04 26

POLICY

The Board of Education recognizes the need to protect the health, safety and welfare of its students, employees and other users of its buildings and properties with respect to the use of tobacco and smokeless tobacco products. Smoking, Vaping Devices, Electronic Cigarette, Vapour and other tobacco use is prohibited anywhere on school property at any time.

Smoking, use of tobacco, electronic cigarettes, vaping device and vapour products is prohibited in all School Board owned buildings, grounds and vehicles. This applies to all students, employees, parents, users, renters, contractors and community members at all times, including evenings and weekends.

Reference:

- Bill 10, Tobacco Sales (Banning Tobacco and Smoking in Public Places and Schools), Amendment Act, 2007, Section 2.2.
- Tobacco and Vapour Products Control Act – No tobacco or vapour product use on school property.

This Policy applies to:

- **Students**
- **School employees**
- **Parents**
- **School visitors, on-site workers and guests**
- **Anyone attending non-school activities in schools or on school grounds (user groups)**
- **Anyone in school vehicles**
- **Anyone in private vehicles parked on school property**
- **All tobacco products, not just cigarettes (including e-cigarettes)**

ADMINISTRATIVE PROCEDURES

- 1.1 "NO SMOKING and Vaping" signs shall be prominently displayed in all buildings and on grounds.

- 1.2 The Director of Operations shall inform all support staff in the Facilities, Maintenance, Grounds and Transportation departments of this AP at the beginning of each school year.
- 1.3 "School property" includes School Board owned vehicles that are used for the purposes of delivering education programs, for transportation or used by the Maintenance Department.
- 1.4 This policy also applies to all user groups on school property. This **will** ~~must~~ be conveyed to the user groups when applying for rental of facilities or grounds.
- 1.5 **Students will not smoke, vape or use tobacco or vapour products while on school property at any time; within the established "smoke-free, vape-free zone" for each school while under the school's jurisdiction; or at any time while on school field trips, competitive events, extracurricular activities or any other school-related activity.**

Students caught smoking or vaping on school property or during school related activity are subject to a school suspension pursuant to Policy 510: Safe, Caring and Orderly Schools.

Students found in possession of a vaping device, vapour products, and tobacco products on school property or during any school related activity are subject to these items being confiscated by school administration. Parents/Guardians may request to recover confiscated property within a reasonable amount of time after confiscation.

5012: PHYSICAL RESTRAINT OF STUDENTS (AP)

Approved: 98 03 10
Amended: 19 02 12

POLICY

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all its students and employees. Every effort should be made to structure learning environments and to provide positive learning supports that make physical restraint and seclusion unnecessary. It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations. Respect for student rights, maintaining student dignity and the safety of all involved is paramount. Physical restraint is used *only* in exceptional circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm.

The Board of Education does not endorse the practice of seclusion as a response to the behaviour of students and schools do not have rooms allocated for this purpose. Where student's behaviour has escalated, it may result in a separation from others, to an alternate quiet space to calm, or process a situation in privacy, until the student can return to their learning, or a parent/guardian is called.

ADMINISTRATIVE PROCEDURES

- 1.0 School District 70 does not practice the seclusion of students and does not have rooms allocated for this purpose. Where student behaviour has escalated, it may result in a separation from others, to an alternate quiet space in order to calm, or process in privacy until such time as the emotions are settled, or a parent is called.
- 2.0 School District 70 provides training in Non-Violent Crisis Intervention (Crisis Prevention Institute certification) to all Education Assistants, Principals, Vice Principals and Inclusion Support Teachers. Retraining is scheduled bi-annually to maintain certification. The training is open to other staff as well.
- 3.0 Restraint procedures are not covered in this training. Where it is deemed necessary for a student to be restrained, this training would be provided to any staff working *directly* with the student and be a considered part of a personalized plan to support the student's unique needs.
- 4.0 Where safety of students or staff is a concern, the following plans are in place, based on a consultation with parents and specialized staff, and reviewed annually:

- 4.1 A plan created by the School Based Team for positive behaviour supports and interventions addressing the underlying cause of the behaviours
 - 4.2 Safety Plans and
 - 4.3 Other emergency plans as required
- 5.0 SD70 Employees should not use physical restraint unless there is imminent danger and/or if they have had specific training for that student. In the exceptional circumstance where it is determined that restraint is a necessary part of a students' carefully considered response plan, it will require follow-up after each incident involving the use of physical restraint that includes:
- 5.1 notification to the school principal or designate as soon as possible after an incident, always prior to the end of the school day on which the incident has occurred
 - 5.2 notification by the school principal, to the student's parent(s)/guardian(s) as soon as possible, always prior to the end of the school day on which the incident has occurred
 - 5.3 notification to the school district administrator responsible for student support services or designate as soon as possible after an incident, ideally prior to the end of the school day on which the incident has occurred
 - 5.4 a debriefing – with involved school personnel; parents or guardians of the student; and where possible, with the student – to examine what happened/what caused the incident, and what could be changed, i.e., preventative and response consider actions that could be taken in the future, to make the use of physical restraint
- 6.0 These procedures will be reviewed to ensure alignment with current research/practice.

DEFINITIONS

Behaviour – The actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether a behaviour is negative or positive.

Physical Restraint – is a method of restricting another person's freedom of movement or mobility, to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion – is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies, such as time away from a group, used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

Time-out – is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period. Time-out involves removing a student from sources of positive reinforcement because of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time in a quiet space in the school. A time away in response rising agitation is used to prevent escalation to unsafe behaviours, assisting with self-regulation and a calm and functional return to the learning environment.

Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

APPENDIX I

REPORT OF PHYSICAL RESTRAINT/SEPARATION

Student Name	Grade	Date
Teacher/Class	School	Special Education Designation
Nature of Restraint or Seclusion (Describe exactly what procedure was used)		
Time procedure began:	Time procedure Ended:	Staff member initiating; others present/involved:
Describe the behaviour that led to the emergency use of restraint/seclusion, including time, location, activity and other contributing factors:		
<p>Was there</p> <input type="checkbox"/> Imminent serious physical harm to themselves <input type="checkbox"/> Imminent serious physical harm to others		
Procedures used to attempt to de-escalate the student prior to using restraint		
Follow-up with student after the restraint including time, location, activity and other factors:		
<p>A debriefing is scheduled to review incident and existing plans and revising them if necessary Date debriefing held or scheduled _____</p> <p>Who was included</p> <input type="checkbox"/> School personnel _____ <input type="checkbox"/> Parents _____ <input type="checkbox"/> Student if appropriate		
Recommendations arising out of debrief:		
When was the parent/guardian notified:	Name of Principal/Vice Principal completing the form	
By Whom:		

Copy to confidential student designation file, Director of Student Services

5011: SEXUAL ORIENTATION/GENDER IDENTITY (AP)

Approved: 14 01 28
Revised: 19 02 12

POLICY

As outlined in Policy 101 – Diversity and Inclusion, the Board of Education celebrates the diversity of our School District and identifies inclusion as a core District value. Policy 101 and associated Administrative Procedures address protected grounds covered by the Human Rights Code of BC and ensure that all employees reflect on how their actions and interactions create a respectful, accepting, safe and supportive environment for all members of our school communities.

Specific to this Administrative Procedure, the Board believes our school community is stronger through its diversity and will strive to ensure that procedures and practices relating to sexual orientation, gender identity and gender expression:

- Outline expectations and processes that are inclusive, welcoming and supportive in order that students and staff are not subject to discrimination or harassment.
- Protect all members of our school community by addressing complaints of discrimination and harassment due to sexual orientation, gender identity and/or gender expression, seriously and expeditiously.
- Educate our school community about the strength of diversity and, in particular, the value of all our students and staff who identify as lesbian, gay, bisexual, trans, Two-Spirit, queer (LGBT2Q+) and those that are questioning.

ADMINISTRATIVE PROCEDURES**1.0 Leadership**

The Board will encourage and support leadership at all levels of the District to support students and staff who identify as LGBT2Q+.

- 1.1 The Board of Education will support staff and students as they work towards educating the school community about diversity, inclusion, and, in particular, the needs of persons who are questioning or who identify as LGBT2Q+.
- 1.2 The Superintendent will appoint a District Lead who will provide general leadership to District SOGI initiatives, including but not limited to attending Provincial summits and meetings, organizing School Lead meetings and monitoring SOGI procedures

and practices in schools. The District Lead will also sit on the District Diversity and Inclusion Advisory Committee.

- 1.3 School Administration will appoint a staff member to be a School Lead. The School Lead will attend District meetings, promote inclusive practices at the school level, present learning modules and information to staff and be a champion for students.
- 1.4 School Administration will request staff volunteers to be 'safe persons' at the school level who will be known to the student body as a safe contact for students.
- 1.5 Schools and staff are encouraged to display support for all students and in particular students who are questioning or identify as LGBT2Q+.
- 1.6 Schools are encouraged to include and support students when developing school policies and practices in the area of SOGI.

2.0 Education

School staffs shall be encouraged to support LGBT2Q+ individuals by teaching about their positive contribution to society, promoting the inclusion and acceptance of LGBT2Q+ students and staff, and actively teaching about discrimination and the impact of discrimination on individuals.

- 2.1 Schools will actively seek out resources for classroom and library use that reflect and value the diversity in the district and, in particular, LGBT2Q+ students to see themselves and their lives positively and visibly reflected in the curriculum. Resources will comply with BC Ministry of Education standards for meeting the prescribed learning outcomes and competencies.
- 2.2 School Leads will provide education and resources at meetings of staff to increase their awareness and understanding of the scope and impact of discrimination against LGBT2Q+ people and how to support students and staff.
- 2.3 Teachers will educate students in the areas of healthy relationships, personal health and safety, diversity and social justice education including harassment and homophobia through the BC Ministry of Education prescribed learning outcomes and competencies. These subject areas include but are not limited to Physical and Health Education, Social Studies and Social Justice.
- 2.4 Teachers shall be encouraged to include age appropriate LGBT2Q+ issues into curriculum that meet the BC Ministry of Education prescribed learning outcomes and competencies to help students acquire the skills and knowledge to understand the impacts of homophobia and transphobia upon society.

3.0 School District Employees

- 3.1 The district shall provide and promote opportunities for employees to increase their understanding and awareness of LGBT2Q+ issues in support of creating accepting, safe and supportive environments for all members of our school communities.
- 3.2 School and District Counselors will be educated in the knowledge and skills necessary to support students, staff, schools and parents when dealing with SOGI or LGBT2Q+ issues.
- 3.3 All staff have a duty to intervene in any interactions involving the use of offensive and discriminatory language, regardless of the speaker's intention, and will use the opportunity as a teachable moment to educate and prevent future discrimination. Significantly hurtful and discriminatory language and actions may be subject to discipline.
- 3.4 All staff will support students who feel unsafe or unwelcome due to issues of gender identity and/or sexual orientation. Staff will model respect and inclusion and promote human rights for all school community members.
- 3.5 Schools will reduce or eliminate the practice of segregating students by sex. In situations where students are segregated by sex, trans students will have the opportunity to be included in the group that corresponds to their gender identity. Students will be permitted to participate in sex segregated sports activities with the gender with which they identify. Trans students will be permitted to participate in physical education along with all other students and shall be permitted to join with groups that are sex segregated based on the gender with which they identify.

4.0 Members of the school community rights

- 4.1 A student's gender identity, legal name, or gender assigned at birth may constitute confidential personal information that will be kept confidential unless its disclosure is legally required or unless the student or the student's parent(s)/legal guardians have given authorizations. In situations where school staff or administrators are required by law to use or to report a student's legal name or sex, such as for purposes of data collection, school staff and administrators will adopt practice to avoid the inadvertent disclosure of such information.
- 4.2 Student and staff rights to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected.

4. 3 Students and staff will be addressed by the names and pronouns they prefer. Names and pronoun choice may change according to context.
4. 4 Whenever possible and permitted by law, requests made by a student, or the parent/guardian, or a staff member to change their official record to reflect their preferred name and/or gender identity will be accommodated.
4. 5 Whenever possible, at the request of a student or of a students' parent(s)/guardian, the student's preferred name and/or gender identity will be included on class lists, timetables, student files, identification cards, etc.
4. 6 Unless the student or the student's parent/guardian has specified otherwise, communications between the school and home shall use a student's legal name and the pronoun corresponding to the student's gender assigned at birth.
4. 7 Students and staff shall have access to the washroom and change room that corresponds to their gender identity. Where possible, students who desire increased privacy will be offered an alternate area to change for sports or PE related activities.
4. 8 The Board will strive to make available gender-neutral washrooms for students and staff at all school district schools and facilities.
4. 9 All members of the school community have the right to dress in a manner consistent with their gender identity or gender expression.
4. 10 The Board and schools will support staff and students to develop safe places and groups to support school diversity and inclusion (ie. GSA, QandA, SAFE).

5.0 **Safety**

It is expected that schools are safe for all members of our school communities. The Board will strive to ensure that all District and School procedures and practices support staff and student safety and respond to any actions or language (including online) that incites hatred, discriminates, degrades, labels, or stereotypes staff or students based on their perceived or actual gender identity and/or sexual orientation.

5. 1 Each school shall include language in its Code of Conduct that explicitly states that students who are questioning or identify as LGBT2Q+ are free from discrimination and harassment and that there are consequences for negative actions and comments.
5. 2 These administrative procedures cannot anticipate every issue or situation that might arise with regards to sexual orientation or identity; therefore, the needs of

each student must be assessed on an individual basis with the intent to protect the rights of all students.

6.0 Communication

- 6.1 The Board will ensure that school and district forms and communication reflect the diversity of sexual orientations and gender identities of students, staff and parents. Questions related to gender that are not required by ministerial or government regulation shall not appear on official forms.
- 6.2 Wherever possible, District and school communications will be inclusive of and sensitive to gender and LGBT2Q+ language.

References

Canadian Charter of Rights and Freedoms
Human Rights Code of BC
School Act of BC
Policy 101 – Diversity and Inclusion

APPENDIX A: GLOSSARY

Purpose:

The language used in relation to LGBT2Q+ issues is important, dynamic and contextual. To be clear in our communication, we need to possess, understand and use a common language. Yet LGBT2Q+ language is not static: it is constantly evolving to avoid narrowly defining individuals and to reflect communities which may have slightly different definitions. In presenting this glossary of terms and definitions we acknowledge that vocabulary will continue to evolve that some individuals identify outside these terms and definitions.

Ally refers to a heterosexual individual who challenges homophobia and transphobia along with supporting equal civil rights, gender equality, and LGBT2Q+ social movements.

Bisexual can refer to people who are romantically, emotionally and/or sexually involved with women or men.

Cisgender refers to people who identify as the gender assigned to them at birth, based on their biological sex.

Gay can refer to a person who is romantically, emotionally and/or sexually involved solely with the same gender.

Gender Identity refers to the way a person perceives their own gender and defines themselves.

Heterosexism refers to the assumption that all people are heterosexual and that heterosexuality is superior and more desirable for all people than any other sexual orientation.

Heterosexual refers to a man or a woman who is romantically, emotionally or sexually involved solely with the opposite sex.

Homophobia is the irrational fear or hatred of, aversion to, or discrimination against people based on an actual or assumed sexual orientation.

Lesbian can refer to a woman who is romantically, emotionally and/or sexually involved with women.

LGBT2Q+ is an acronym for Lesbian, Gay, Bisexual, Transgender, 2 spirited and Questioning. The plus sign recognizes that not all people identify with these terms and may prefer other terms. It is meant to be an inclusive term for a very diverse group of people.

Queer refers to people who identify themselves based on sexual orientation or gender identity but don't want to identify with a specific label or who resist these categories as too simplistic, it is used as

an umbrella term. Some LGBTQ+ people choose not to use this term due to its past negative connotations, and many find it offensive.

Sexual Orientation is used to refer to the wide range of human sexualities including, but not limited to Bisexual, Gay, Heterosexual, Lesbian, Pansexual, Transgender, Two-Spirited orientations.

Transgender refers to people who do not identify with the gender assigned to them at birth, based on their biological sex.

Transphobia is the irrational fear or hatred of, aversion to, and discrimination against people who are transgender or who otherwise transgress traditional gender norms.

Transsexual previously used in place of Transgender may choose not to use it due to its history as a derogatory term. This term is considered offensive by many.

Two-Spirit refers to Aboriginal or Indigenous people who identify themselves as having both masculine and feminine spirit and often fulfill a traditional third-gender ceremonial role within their cultures.

511: SEXUAL ORIENTATION/GENDER IDENTITY (P)

Approved: 14 01 28

POLICY

To ensure that all members of the school community work together in an atmosphere of respect and safety regardless of sexual orientation or gender identity, the Board of Education will adopt appropriate administrative policy and procedures that promote respect for Human Rights, support diversity, and address discrimination.

OBJECTIVES

The Board of Education has developed this sexual orientation and gender identity policy for students and employees including those who identify as, or are perceived to be, Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit or Queer or those who are questioning their sexual orientation or gender identity (LGBTQ+).

The purpose of this policy is to:

- i) Support inclusion of all students and employees in all aspects of school life, irrespective of their real or perceived sexual orientation or gender identity.
- ii) Improve understanding of the lives of LGBTQ+ individuals and their positive contributions to society.
- iii) Define appropriate terms, behaviours and actions to promote greater awareness of, and responsiveness to, the deleterious effects of homophobia, transphobia, anti-gay harassment and exclusion.
- iv) Provide effective procedures to respond to complaints of homophobic, transphobic and heterosexist behaviours including discrimination, harassment and exclusion.
- v) Promote a systemic response through staff and professional development which strives to identify and address educational practices, policies, and procedures that perpetuate homophobia, transphobia and heterosexism.
- vi) Make resources and support services available and visible for LGBTQ+ students and staff throughout schools.
- vii) Act collectively to reduce homophobia, transphobia and other systemic barriers that are faced by LGBTQ+ students and staff who are 'in the closet' and feel they must hide their true identities.
- viii) Commit to ongoing, constructive and open dialogue with communities who identify themselves on the basis of sexual orientation or gender identity to increase co-operation and collaboration among home, school and the community.