

<b>RESPECT for HUMAN DIVERSITY: SEXUAL ORIENTATION and GENDER IDENTITY</b>	<b>AC-1-2</b>
<b>ADOPTED: May 2011</b>	<b>Legal References:</b> Canadian Charter of Rights and Freedoms; Manitoba Human Rights Code; Public Health Agency of Canada
<b>REVISED: November 2015</b>	

### **Guideline Statement**

The Louis Riel School Division bases its commitment to promoting respect for human sexual diversity on the following values and beliefs:

- Commitment to equity and respect for human diversity are fundamental values of the public education system
- Honouring and achieving the divisional Vision and Mission depends upon safe, inviting and inclusive learning environments and workplaces that respect human diversity
- Sexual orientation and gender identity form significant and integral aspects of the unique development and personality of every child and young person
- All students and employees have the right to learn and work in environments free of negative conduct or actions based on gender bias, sexual stereotyping, sexual orientation or gender identity

The Louis Riel School Division will strive to promote respect for human sexual diversity within its schools, learning environments and workplaces.

The Division's staff has the responsibility to promote respect for human sexual diversity, and to support learning environments and workplaces that are free of negative conduct or actions based on gender bias, sexual stereotyping, sexual orientation and/or gender identity.

To support the above, the Division is committed to providing resources and professional learning experiences that support all employees and students to honour the provisions of this policy.

The Division expects students to support safe and inclusive learning environments by respecting human diversity and refraining from expressing negative conduct or actions based on gender bias, sexual stereotyping, sexual orientation and/or gender identity.

The Division is committed to responding to any students or parents whose need for information about gender identity or sexual orientation leads them to request supports, including but not limited to resource materials, counselling services or other supports available through school or divisional personnel.



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**“Gender Identity” refers to an individual’s sense of self as “male”, “female”, or an identity between or outside those categories (Public Health Agency of Canada).**

**“Sexual Orientation” is the term used to describe an individual’s sexual, psychological and emotional feelings of attraction towards another person (Public Health Agency of Canada).**

## **Directions**

The Division shall provide regular opportunities for professional learning that meets staff needs, roles and responsibilities, including but not limited to foundational training and other professional learning opportunities about sexual orientation and gender identity.

The Superintendent of Schools or designate will direct processes that enhance, as needed, divisionally reviewed resources for all schools’ libraries, with reference to divisional Administrative Guideline IJ – Selection of Instructional Materials.

All schools will implement appropriate provincially approved curricula that supports student learning about human sexual diversity

To respond to actions that contravene this policy, the Division and its school Principals shall reference, as necessary, the Canadian Charter of Rights and Freedoms, the Manitoba Human Rights Code and Divisional Administrative Guidelines, including but not limited to:

ACF/G	Interpersonal Relations and Resolution of Concerns about Harassment/Discrimination
ADD	Safe Schools
JFCE	Responsible Use of Technology in the Learning Environment

## **References**

### **Canadian Charter of Rights and Freedoms**

The *Constitution Act [1982]*, which includes the Canadian Charter of Rights and Freedoms, is the supreme law of Canada. As such, all other laws and applicable workings of governments, including school boards, must be consistent with its provisions. The Charter and Supreme Court of Canada decisions made under the Charter guarantee everyone equality regardless of race, national or ethnic origin, citizenship, colour, religion, marital status, sex, sexual orientation, age or mental or physical disability. The Charter and Supreme Court decisions also promote the development of programs designed to redress the conditions of disadvantaged individuals or groups.



### **Manitoba Human Rights Code**

The Human Rights Code of Manitoba recognizes the individual worth and dignity of every member of the human family, and this principle underlies the *Universal Declaration of Human Rights*, the *Canadian Charter of Rights and Freedoms*, and other solemn undertakings, international and domestic, that Canadians honour.

Implicit in the above principle is the right of all individuals to treatment that is solely based on their personal merits, and to equality of opportunity with all other individuals, in all matters.

### **Public Health Agency of Canada**

Questions & Answers: Gender Identity in Schools. Ottawa, Ontario. Her Majesty the Queen in right of Canada, 2011. Catalogue number: HP5-97/2-2011  
ISBN: 978-1-100-53020-8

Questions & Answers: Sexual Orientation in Schools. Ottawa, Ontario. Her Majesty the Queen in right of Canada, 2011. Catalogue number: HP5-97/1-2011  
ISBN: 978-1-100-53106-9