

POLICY TYPE: DISTRICT “END RESULTS”

E-9 ANTI-HOMOPHOBIA AND ANTI-HETEROSEXISM

POLICY:

School District 10 is an inclusive anti-homophobia and anti-heterosexism organization.

In order that all members of the school community learn and work together in an atmosphere of respect and safety, free from homophobia, transphobia, anti-gay harassment and/or heterosexism, District 10 recognizes its obligation to adopt appropriate administrative procedures and strategies, which shall ensure respect for human rights, support diversity, address discrimination, and create a learning environment that is safe, welcoming, inclusive and affirming for individuals regardless of real or perceived sexual orientations and/or gender identities.

District 10 recognizes that LGBTQ students, staff and same-gender-parented families have the right to:

- self-identification and freedom of expression;
- be treated fairly, equitably and with dignity;
- inclusion, representation and affirmation;
- freedom from harassment, discrimination and violence; and,
- avenues of recourse (without fear of reprisal) when they are victims of harassment, discrimination or violence.

The superintendent or designate shall take necessary and timely action in developing a district action plan, and ensure the development of school-based action plans, that promote a consistent, district-wide, systemic response to homophobia, through staff and professional development which strives to identify and change educational practices, policies, and procedures that perpetuate homophobia, transphobia and heterosexism, as well as the homophobic attitudes and behaviours that underlie and reinforce such policies and practices.

Procedure

1. All employees of School District 10:
 - have a responsibility to eliminate homophobia and heterosexism in the working and learning environment;
 - shall address assumptions that being a sexual minority or gender variant individual is unnatural, and reinforce that everyone in the school environment deserves to be respected; and,

Adopted: *DRAFT*

SCHOOL DISTRICT 10

E-9 ANTI-HOMOPHOBIA AND ANTI-HETEROSEXISM

- shall confront the stereotypes and misinformation behind insults and abuse by challenging staff, students, and parents who behave in a prejudicial manner towards LGBTQ individuals.
2. District 10 shall:
- provide and promote opportunities for employees to increase their awareness of the scope and impact of the discrimination of LGBTQ individuals;
 - provide and promote opportunities for employees to increase their knowledge and skills in promoting respect for human rights, supporting diversity and addressing homophobia and heterosexism in our schools;
 - work to increase parental awareness of the needs of LGBTQ staff, students, and their family members;
 - aid school-based administrators and guidance counsellors by providing the necessary support and/or education to ensure that individuals who behave in a prejudicial manner towards LGBTQ individuals receive age-appropriate education-based interventions by peaceful and positive role models;
 - develop an action plan leading to the implementation of this policy and create a list of concrete actions needed to improve the school environment for LGBTQ staff, students, and their families; and,
 - subsequently require all principals to facilitate the development of a school-based action plan that aligns with that of District 10.
3. School-based administrators (principal or designate) shall:
1. create an inclusive and welcoming environment for sexual minority youth, parents and staff
 2. create an action plan to implement this policy;
 3. ensure that the District 10 Anti-Homophobia and Anti-Heterosexism Policy is effectively shared with all students, parents and staff;
 4. include the District 10 Anti-Homophobia and Anti-Heterosexism Policy statement (as well as a link to the full document) in the preface of their school agenda and in their school-based Positive Learning & Working Environment Plan (P.L.E.P);
 5. support the formation of a school-based Gay-Straight Alliance (G.S.A.) when interest is expressed by a student or staff member; and,
 6. aid all staff by providing the necessary support and/or education to ensure that individuals who behave in a prejudicial manner towards LGBTQ individuals receive age-appropriate education-based interventions.

MONITORING:

Method:

Frequency:

Adopted: DRAFT

APPENDIX I – DEFINITIONS

ALLY: A person, regardless of his or her sexual orientation, who supports the human, civil, and sexual rights of sexual minorities.

BISEXUAL: An individual who is physically, romantically and emotionally attracted to both males and females.

GAY: A person who is physically, romantically and emotionally attracted to someone of the same sex. The word gay can refer to both males and females, but is commonly used to identify males only.

GENDER IDENTITY: An individual's sense of being male or female, which may or may not be the same as one's biological sex.

GENDER VARIANT: A term to refer to individuals whose expressions of gender do not conform to the stereotypical gender norms of masculinity and femininity.

HETEROSEXISM: The assumption that everyone is heterosexual, and/or the belief that sexual minorities are abnormal. Heterosexism is a barrier to inclusion and prevents the affirmation of LGBTQ individuals.

HETEROSEXUAL: A person who is physically, romantically and emotionally attracted to someone of the opposite sex.

HOMOPHOBIA: The fear, and/or hatred, and/or repulsion of homosexuality in oneself or in others, often exhibited by self-hatred, prejudice discrimination, bullying or acts of violence.

INCLUSION: (Inclusive Education): "...defined broadly, supports the equality mandates of the *Charter of Rights* and New Brunswick's human rights code" (McKay Report).

"Inclusive education is about educating all students in a way that allows them to reach their full potential as valuable human beings while contributing to and enhancing their communities. It includes but is not just about students with disabilities, but rather all students— boys, girls, Aboriginals, Francophones, Anglophones, new Canadians, high achievers, the disenfranchised, students with mental or physical limits, religious or cultural groups, people of differing sexual orientation and those considered at risk."

"Inclusive schools are safer schools. Students are made to feel as though they belong rather than feeling alienated. Inclusion is the best antidote to violence in schools."

Adopted: DRAFT

SCHOOL DISTRICT 10

“Inclusive education is the model that best achieves the goals of equality for all, as articulated in the Charter of Rights, the human rights code and international commitments” (Inclusion! What is Inclusion Anyway? Questions and Answers About the MacKay Report on Inclusion).

INTERNALIZED HOMOPHOBIA: A diminished sense of personal self-worth or esteem felt by an individual as a result of the experienced or presumed homophobia of others.

LESBIAN: A female who is physically, romantically and emotionally attracted to someone of the same sex.

LGBTQ: Lesbian, Gay, Bisexual, Transgender/Two-Spirited, Questioning/Queer.

SEXUAL MINORITY: Persons expressing some same-sex sexual orientation; sexual attractions to same-sex individuals; histories of sexual activity with someone of the same sex; identification as lesbian, gay, bisexual (Harvard Injury Control Research Center).

SEXUAL ORIENTATION: The emotional/romantic and physical attraction felt by an individual towards members of the same sex, the other sex or either sex.

TRANSGENDER: A person whose gender identity, outward appearance, expression and/or anatomy does not fit into stereotypical expectations of male or female. Some describe it as being born into the wrong body.

TRANSPHOBIA: The fear and/or hatred, and/or repulsion of transgender individuals and is exhibited by prejudice, discrimination, intimidation, or acts of violence.

TRANSSEXUAL: A person who experiences intense personal and emotional discomfort with their assigned birth gender.

Two-Spirited: a term referring to gay, lesbian, bisexual and transgender individuals by those who follow traditional Aboriginal teachings.

TWO-SPIRIT: Some Aboriginal people identify themselves as two-spirit rather than as bisexual, gay, lesbian or transgender. Historically, in many Aboriginal cultures, two-spirit persons were respected leaders and medicine people. Before colonization, two-spirit persons were often accorded special status based upon their unique abilities to understand both male and female perspectives.