



**DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report**

Policy Name	Sexual Orientation and Gender Identities		
Policy Number	ASD-W-ER4	Number of Reports per year	1
Policy	<p>The DEC values diversity, safety, and respect in its school communities. The DEC expects all members of the school community to be welcomed, respected, accepted, and supported in every school, and specifically commit to addressing heterosexism within the school community. The DEC recognizes its obligation to adopt appropriate administrative procedures and strategies to ensure respect for human rights, support diversity, and address discrimination.</p>		
Date of Report	December 13, 2018		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	Catherine Blaney, Acting Superintendent		
Report Supported by:	Karla Deweyert, Director of Education Support Services Susan Young, Data and Accountability Supervisor Emily Derrah, Guidance Coordinator		

Interpretation:

- **The policy calls for the superintendent to establish processes and procedures to support a Positive Learning and Working environment throughout Anglophone West School District.**
- **Established provincial policies will be used to define appropriate expectations, behaviours, language and actions to prevent discrimination, prejudice and harassment.**
- **District policies will reflect respect and consideration of Lesbian, Gay, Bisexual, Transgender, Question, Intersex and Two-Spirit (LGBTQI2S) school community members. Accordingly, the District shall recognize their obligation to follow**

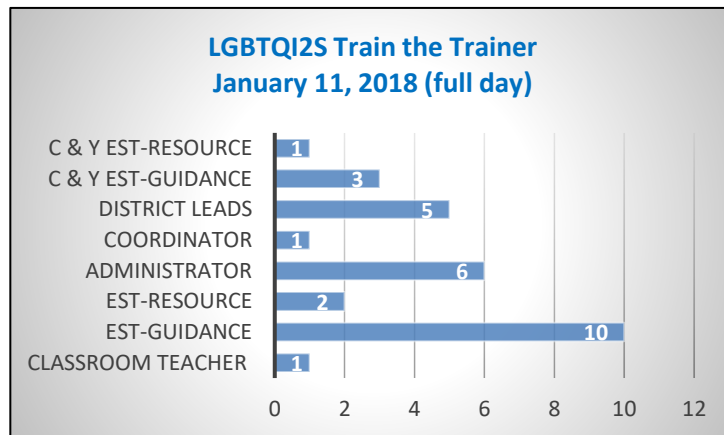
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<p>procedures and strategies that address heterosexism/cisnormativity and ensure respect for human rights, support diversity and address discrimination.</p> <ul style="list-style-type: none"> • Heterosexism is defined as prejudice and discrimination in favour of heterosexuality and includes the presumption that heterosexuality is the superior and more desirable sexual orientation (NB LGBTQ Inclusive Education Resource, Egale Canada Human Rights Trust [2014]). Cisnormativity refers to a cultural/societal bias, often implicit, that assumes all people are cisgender (gender identity corresponds with their birth-assigned sex) and so privileges cisgender identities and ignores or underrepresents gender variance (NB LGBTQ Inclusive Education Resource, Egale Canada Human Rights Trust [2014]). <p>Justification:</p> <ul style="list-style-type: none"> • All members of the school community learn and work together in an atmosphere of respect and safety free from homophobia, racism, and all other forms of discrimination that could lead to bullying and harassment. <i>Policy 703-Sections 5.6, 6.1.1,6.2.4,6.4.1</i> • Every individual is equal before and under the law and has the right to the equal protection and equal benefits of the law without discrimination and in particular without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability. <i>Canadian Charter of Rights and Freedoms (1982). 15. (1)</i> • Human rights laws in every jurisdiction in Canada prohibit discrimination against people based on certain listed grounds such as sex, ethnic origin, religion, disability or sexual orientation. An amendment to the <i>Canadian Human Rights Act and the Criminal Code</i> includes gender identity or expression, <i>Bill C16 (2016)1.1.1, 1.1.2, 2.1</i> • <i>NB Human Rights Act Section 2.1 (2011)</i> which prohibited discrimination and harassment based on race, color; national origin; ancestry; religion; age; marital status, sexual orientation and sex; physical or mental disability; and social condition which includes source of income, level of education and occupation and political belief or activity was amended with the passing of <i>Bill 51 (2017)</i> to include gender identity and expression. • Prohibited grounds of discrimination are the additions of sex, sexual orientation, gender identity or expression. <i>Amendment to NB Human Rights Act. Bill 51</i> • The New Brunswick Teachers' Association declares itself to be an antihomophobia, anti-transphobia and anti-heterosexism, organization. NBTA advocates for educational systems that are safe, welcoming, inclusive, and affirming for all sexual orientations and gender identities/expressions. <i>NBTA Policy 598-3 (2002, Re-affirmed February 2013)</i> • Any transgender student athlete may participate fully and safely in sex-segregated sports activities in accordance with his or her gender identity. Students have the right to use the facilities that best match their gender identity. <i>NBIAA –Section 3-15.12.B</i> • Inclusive public education is respectful of student and staff diversity in regard to their race, color, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and or gender identity sex, social condition or political belief or activity. <i>Policy 322-Sections 5.1, 6.8.2</i> 	

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<p><u>Compliance:</u></p> <ul style="list-style-type: none"> • Schools are familiar with the ASD-W Sexual Orientation and Gender Identity DEC-ER-4 Policy and the requirement to address heterosexism/cisnormativity in Anglophone School District – West school communities. In addition, schools are familiar with other policies on Sexual Orientation & Gender Identity which support the ASD-W DEC policy. • District actively promotes inclusion and respect for the human rights of LGBTQI2S community members through the reduction of heterosexism/cisnormativity within its schools. Egale (2014) states that examples of inclusive practice include having a GSA or other age appropriate supports that actively promote safe spaces; seeing and reading books that represent LGBTQI2S in classrooms/school libraries and support curricular outcomes; exposure to LGBTQI2S inclusive language; access to LGBTQI2S role models; seeing symbols of LGBTQI2S in the environment; and hearing teachers and peers address homophobic, biphobic and transphobic bullying and harassment. • District actively promotes respect for the human rights of LGBTQI2S community members through the reduction of heterosexism/cisnormativity within all its policies. A rubric will be developed for the 2019-2020 policy review cycle, which will be used to address heterosexist/cisnormative language in all ASD-W policies. • District processes and procedures are in place that address discrimination, harassment, and bullying specific to LGBTQI2S school community members and ensure that the learning environment is safe, welcome and affirmative for LGBTQI2S for students, staff and families. • PowerSchool will be used to track the prevalence of Sexual Orientation and Gender Identity incidents related to the specific behaviours of bullying (social, cyber, verbal, physical) and harassment. • Data provided through the additional demographic question added to the OurSchool Survey-Grade 6-12 in 2018-2019 will be used to measure and monitor outcomes specific to feelings of safety and affirmation for ASD-W LGBTQI2S youth annually. • LGBTQI2S school community members will report that they feel safe, welcomed, respected, accepted, and affirmed in their schools by an increase of 3% by December 2022. 	

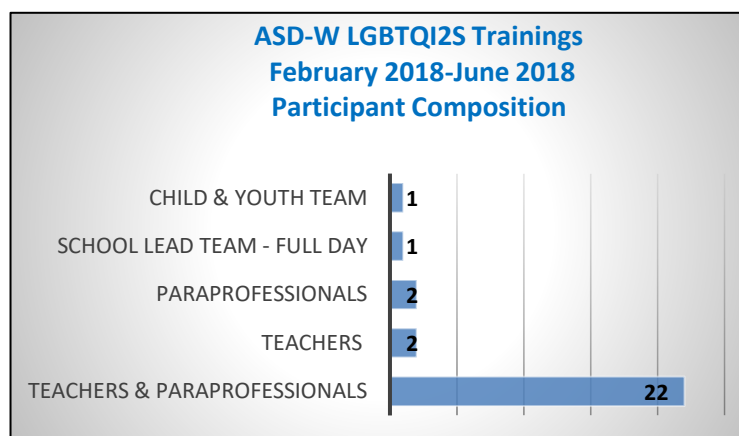
Evidence:

- [Policy 703 – Positive Learning and Working Environment](#)
- [Canadian Charter of Rights and Freedoms](#)
- [Bill C-16 – Act to amend the Canadian Human Rights Act and Criminal Code](#)
- [New Brunswick Human Rights Act](#)
- [Amendment to NB Human Rights Act. Bill 51](#)
- [NBTA Policy 598-3](#)
- [New Brunswick Interscholastic Athletic Association- Section 3-15.12.B](#)
- [Policy 322 – Inclusive Education](#)
- [Provincial GNB Workplace Harassment Policy](#)
- [ASDW Policy 250-16 Professional Conduct](#)

- **January 2018 - 29 ASD-W educators attended EECD LGBTQI2S Train the Trainer**



- **February 2018-June 2018- Trainers completed 28 trainings with approximately 630 participants**

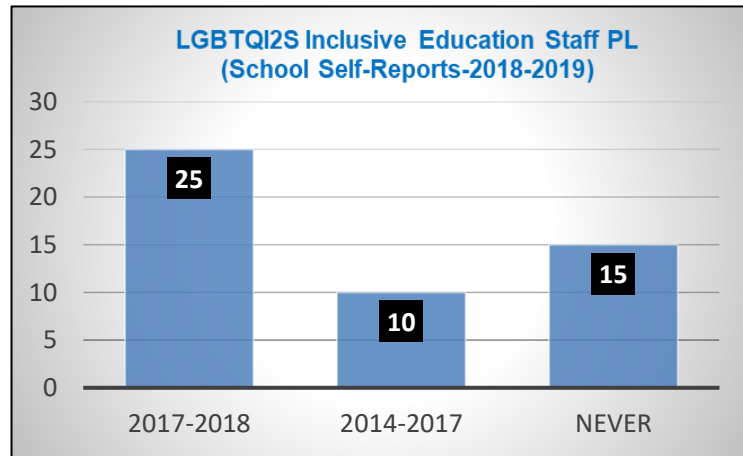


- **25 ASD-W Schools and 1 Child & Youth Team**

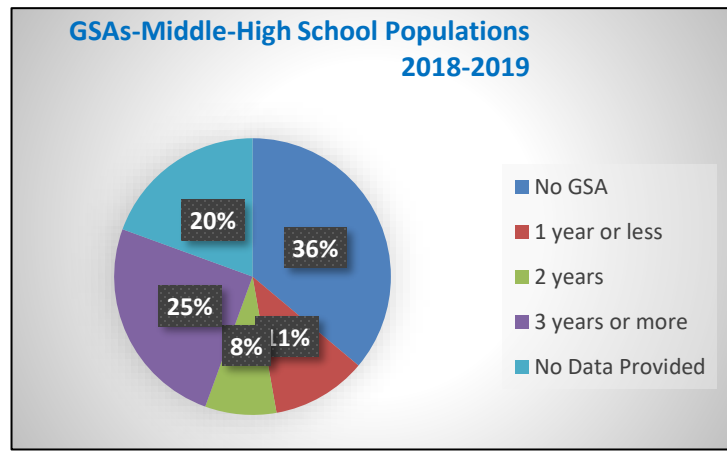
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FREDERICTON EDUCATION CENTRE	OROMOCTO EDUCATION CENTRE	WOODSTOCK EDUCATION CENTRE
Garden Creek Elementary	Cambridge Narrows	Bristol Elementary School
George St. Middle	Harold Peterson	Carleton North High
Harvey High	Minto High	Centerville Community School
Keswick Ridge	Nashwaaksis Middle	Florenceville Middle School
Keswick Valley Memorial	OHS	Hartland Community School
McAdam Avenue	Ridgeview Middle	Meduxnekeag Consolidated
McAdam High	Stanley Consolidated	Saint Mary's Academy
Nashwaak Valley		Southern Victoria High School
Nashwaaksis Memorial		Townsville School
CHILD & YOUTH TEAMS		
Perth C & Y Team		

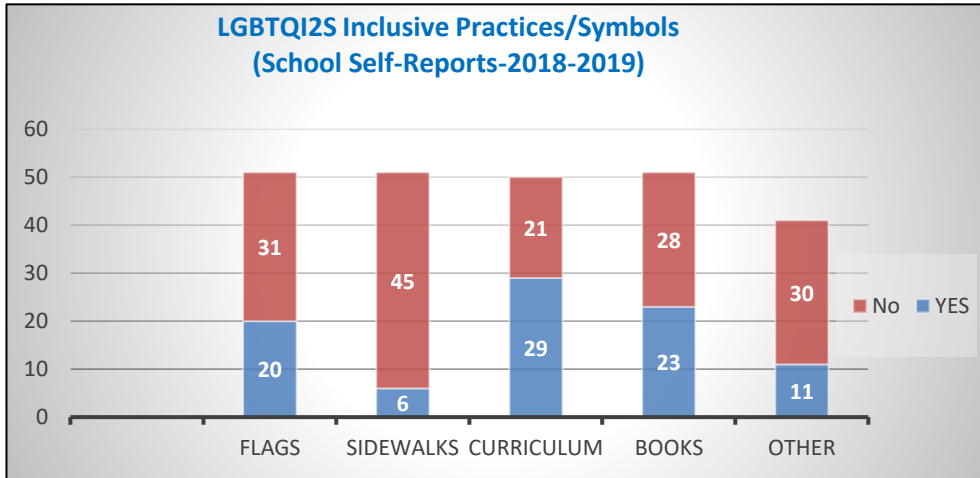
- LGBTQI2S Inclusive Education Survey – September 2018



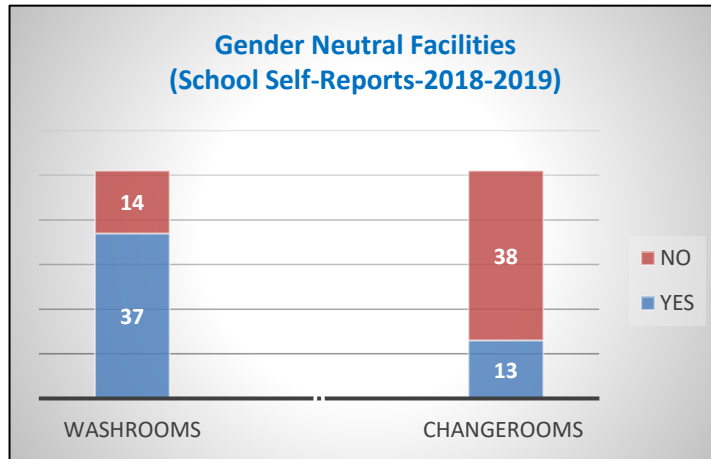
- Number of GSAs in ASD-W schools



- Inclusive Practices and Visual Symbols in ASD-W School Environments

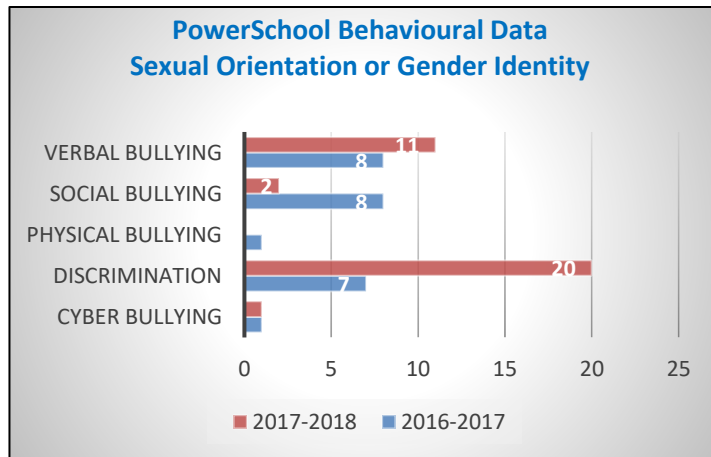


- Facilities Data

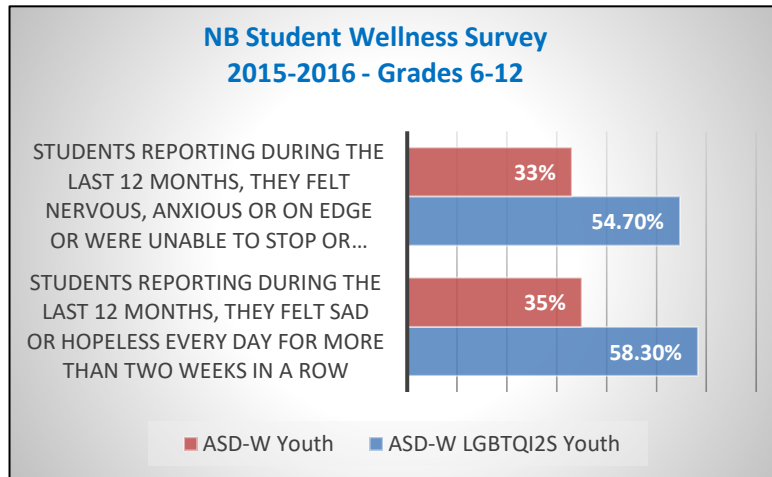
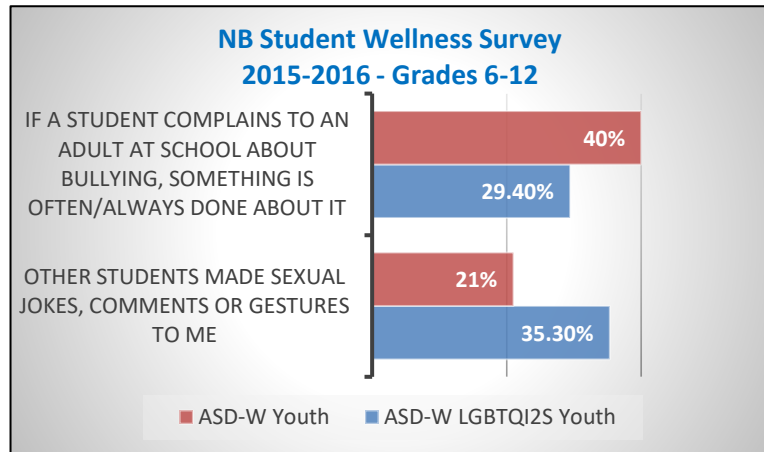
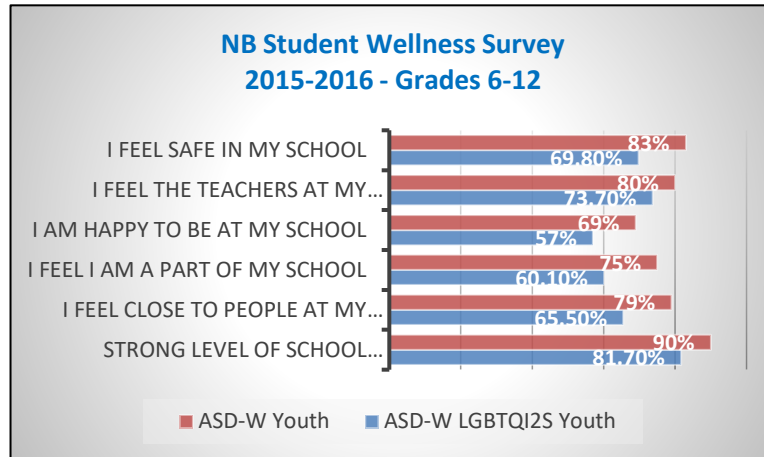


- Process for Revising, Developing and Sharing ASD-W Policies – Appendix A

- PowerSchool Data Linked to Sexual Orientation and Gender Identity

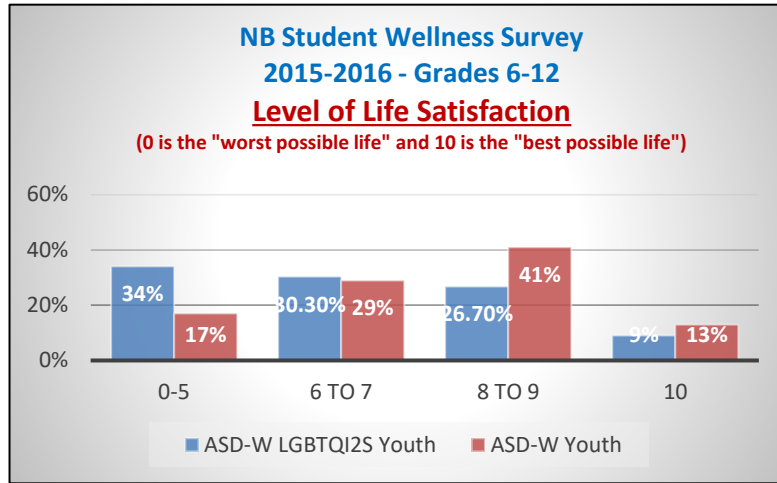


- NB Student Wellness Survey Data



Policy Name

Sexual Orientation and Gender Identities



- **Additional question added to OurSCHOOL Survey, November 2018:**

Do you identify as a member of the LGBTQI2S (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Two-Spirited) community?

Yes (Yes)

No (No)

I prefer not to answer (NA)

Compliance: I report compliance with this policy.

Superintendent's Signature: _____

DEC Chair Signature: _____

Date: _____



Appendix A -Process for Revising, Developing and Sharing ASD-W Policies

When ASD-W was formed in 2012-13, a review took place of all policies from the previous School Districts 14, 17 and 18. ASD-W policies were drafted from the previous school district policies and were shared with the Senior Administration Team for review.

Policy Binders were created to share with School Administrators, effective September 2013.

From that point forward, any new policies or revisions to policies would follow this process for implementation.

	Process	Timeline	Responsibility
Ongoing Policy Renewal Process	<p>Annually the Director responsible for the section in the Policy Handbook will comprise a group to review the policies within that series that they are responsible for.</p> <ul style="list-style-type: none"> • May – due in June – distribute June/August • Nov/Dec – due in December – distribute 3rd week in January 	March	<p>i.e.</p> <p>100-Director F&A</p> <p>200-Director HR</p>

	Process	Timeline	Responsibility
Revision to Policy	Representation from the appropriate department would draft the revision to the exiting policy for review by SAT.		Appropriate Department
	Once approved by SAT, policy is formatted to match existing ASD-W policies. Finalized policies are stored on Z: <i>Policies – ASD-W</i>		Admin Assistant to Director C&I
	Notice of policy update(s) is e-mailed to School Administrators.		Appropriate Director or Manager

	Process	Timeline	Responsibility
New Policy	New policies are draft by representation from the appropriate department (Managers / Directors) for review by SAT.		Appropriate Department
	Once approved by SAT, policy is formatted to match existing ASD-W policies		Admin Assistant to Director C&I
	New policy is e-mailed to School Administrators.		Appropriate Director or Manager

	Process	Timeline	Responsibility
Distribution to Portal, Web Site, Schools	As required, a summary email of revised or new policies (for both ASD-W and EECD) is prepared to share with School Administrators, Senior Administration and Managers.	August and January	Director C&I
	<ul style="list-style-type: none"> • Post to ASD-W Web Site 		Director Communications
	<ul style="list-style-type: none"> • Post to ASD-W Administration, Resources and Materials – Policy Manual Forms and Documents on Portal/Collabe site 		Admin Assistant to Director C&I
	<ul style="list-style-type: none"> • Prepare paper copy of email and attachments and send to School Principals, Senior Administration and Managers 		Admin Assistant to Director C&I