



The Red River Valley School Division Board of Trustees believes that all members of the school community have the right to work and learn in a safe and inclusive school environment that respects human diversity.

Support

- As a school division where strong cultural, traditional and religious values exist, it is important to acknowledge the broad diversity of responses to gender identity and sexual orientation. All staff will be sensitive to LGBTQ+ (lesbian, gay, bisexual, transgender, two-spirit, and/or questioning) students as well as students from LGBTQ+ families.
- Staff are responsible to provide actual and factual information that is age appropriate or assist students with accessing information. This information must be provided without bias and independent of personal beliefs.
- All staff must respond with sensitivity and respect when a child reveals that they may be any of LGBTQ+.

Disclosure

All disclosures must be kept confidential. Without the student's consent, staff must refrain from sharing information about the disclosure with anyone, including family, friends and other staff members.

Student Groups

- When students come together to share, educate and support each other, it models for all individuals that respecting differences makes people stronger. The Red River Valley School Division will accommodate students who want to establish and lead activities and organizations that include but are not limited to, the promotion of gender equity, anti-racism, awareness and understanding of and respect for people with disabilities.
- Where students request GSA (Gay Straight Alliance) or GLS (Gay Lesbian Straight) clubs, they will be given administrative approval and school support.
- Clubs may be staff initiated if a student requests they do so or if the staff member feels there may be a need in their school.

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This document is intended to respect the letter and spirit of the Canadian Charter of Rights and Freedoms and the Manitoba Human Rights Code and the Red River Valley School Division Mission Statement.

Training

- The division will provide opportunities for teachers and other staff for training and professional development that increases their capacity to teach and support students on bullying prevention and issues regarding human diversity, including areas of gender identity and youth sexuality.
- At a minimum, the School Division expects that principals, guidance counselors and resource teachers are trained in human diversity, including gender diversity and youth sexuality. Staff may also receive human diversity awareness information, provided by trained personnel at their school.

See: Appendix A – Definitions

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Respect for Human Diversity – Definitions

Appendix A

Sexual Orientation – A person’s emotional, physical, intimate and/or sexual attraction to other individuals. A person’s sexual orientation may change over time.

Gender Identity – How a person internally and intrinsically identifies with in regards to their gender.

Lesbian – A female-identified person who has an emotional physical and/or sexual attraction to other female-identified individuals.

Gay – A male-identified person who has an emotional, physical and/or sexual attraction to other male-identified individuals.

Bisexual – A male-identified or female-identified individual who is emotional, physically, and/or sexually attracted to males and females.

Transgender – An umbrella term that represents individuals that cross, challenge and transcend traditional definitions of male and female. A transgender individual’s sexual orientation varies and is not dependent on gender identity.

Two-Spirit – An English term to describe the ancient teachings of First Nations people who embody and/or transcend the spirits of male and female. It encompasses individuals who identify as lesbian, gay, bisexual and transgendered.

Questioning – Refers to people who are uncertain about their sexual orientation and/or gender identity. They are often seeking information and support during this stage of their identity development.

Disclosure – Also referred to as “coming out”, a process of embracing and disclosing one’s sexual orientation and/or gender identity. This process generally occurs at three levels: personal (with oneself), private (family and friends), and public (at work or school).

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