

District Education Council

Superintendent Monitoring Report

**Policy Name and Number:** ASD-W-ER 4 - Sexual Orientation and Gender Identities

**Reports per Year:** One

**Date of Report:** May 22, 2025

**Policy Statement:** 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.

The DEC will actively pursue modifications to school infrastructure to ensure facilities such as washrooms and change rooms are modern and safe as well as support the diverse student population.

**Report Filed by:** David McTimoney, Superintendent

**Report Supported by:** Kendra Broad, Director of Education Support Services

Susan Young, Director of Data and Improvement

Sandra Braun, School Counselling Coordinator OEC

Donita Hillyard, School Counselling Coordinator WEC

Kristi Nielsen, School Counselling Coordinator FEC

**Superintendent 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 provide consideration of Lesbian, Gay, Bisexual, Transgender, Questioning, Queer, Intersex and Two-Spirited (2SLGBTQIA+) school community members. Accordingly, the District shall recognize their obligation to follow procedures and strategies that address heterosexism/cisnormativity and ensure respect for human rights, support diversity and address discrimination.
* 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]).

**Justification:**

* Provincial Policy 703 – “Positive Learning and Working Environment” expects all members of the school community to 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.
* Provincial Policy 713 – “Sexual Orientation and Gender Identity” expects school districts and public schools to create a safe, welcoming, inclusive, and affirming school environment for all students, families, and allies who identify or are perceived as 2SLGBTQIA+
* The Canadian Charter of Rights and Freedoms states that 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.
* 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 Canadian Human Rights Act and the Criminal Code, known as Bill C16, includes gender identity or expression.
* The New Brunswick Human Rights Act (Section 2.1) which prohibited discrimination and harassment based on race, colour, 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 Bill 51 to include gender identity and expression.
* Prohibited grounds of discrimination are the additions of sex, sexual orientation, gender identity or expression as per amendment to NB Human Rights Act and Bill 51.
* Provincial Policy 322 “Inclusive Education” expects that inclusive public education is respectful of student and staff diversity in regard to their race, colour, 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.

**Compliance:**

* Schools are familiar with the ASD-W DEC Policy ER-4 Sexual Orientation and Gender Identity and the requirement to address heterosexism/cisnormativity in Anglophone West School District school communities. In addition, schools are familiar with other policies on Sexual Orientation & Gender Identity, including Provincial Policy 713.
* The district actively promotes inclusion and respect for the human rights of 2SLGBTQIA+ community members through the reduction of heterosexism/cisnormativity within its schools. The district acknowledges and aligns with the work of Egale that provides examples of inclusive practices as: having a Gender Sexuality Alliance (GSA) or other age appropriate supports that actively promote safe spaces, books and materials that represent 2SLGBTQIA+ in classrooms, school libraries, and curricular outcomes, exposure to 2SLGBTQIA+ inclusive language, access to 2SLGBTQIA+ role models, seeing symbols of 2SLGBTQIA+ in the environment, and hearing teachers and peers address homophobic, biphobic and transphobic bullying and harassment.
* The district actively promotes respect for the human rights of 2SLGBTQIA+ community members through the reduction of heterosexism/cisnormativity within all its policies. In order to ensure inclusive language is used in all ASD-W policies, directors have been provided with “A Guide to Using Gender Inclusive Language in ASD-W Policy” (Appendix B) as a companion to the “Process for Revising, Developing and Sharing ASD-W Policies” (Appendix A).
* The district processes and procedures are in place that address discrimination, harassment, and bullying specific to 2SLGBTQIA+ school community members and ensure that the learning environment is safe, welcoming, and affirmative for 2SLGBTQIA+ students, staff, and families.
* PowerSchool is being used to track the prevalence of Sexual Orientation and Gender Identity incidents related to the specific behaviours of bullying (social, cyber, verbal, physical, discrimination) and harassment. (Appendix C)
* Student feedback on the NB Student Wellness survey (Grade 6 – 12) suggest we still have work to do when it comes to 2SLGBTQIA+ youth feeling safe at their school, being happy at their school, feeling a part of their school, and feeling close to people at their school. Four of five 2SLGBTQIA+ students feel their teachers treat them fairly. (Appendix C)
* There is an EECD process in place to assist schools in supporting those who identify as gender creative or transgender and are requesting to have their legal name (and/or gender marker) changed in PowerSchool.
* Washroom renovations to comply with this policy have been completed at Oromocto High School and Garden Creek School and are prominent in new schools such as Cuffman Street Elementary and Sunset Acres Elementary School.
* Directors of Schools and District Education Support Services (Director, School Counselling Coordinators and School Counselling Leads) coach and consult with school-based Education Support Team members regarding Policy 713 and 2SLGBTQIA+ supports (ex. pronouns, transitioning students).
* Books and Young Adult novels with 2SLGBTQIA+ characters continue to be purchased and distributed to all schools.
* ASD-W continues to maintain 2SLGBTQIA+ trained facilitators to support schools.

**Appendices:**

* Appendix A - Process for Revising, Developing and Sharing ASD-W Policies
* Appendix B - A Guide to Using Gender Inclusive Language in ASD-W Policy
* Appendix C – PowerSchool/ NB Student Wellness/NB Health Demographics
* Appendix D – ASD-W Annual Survey – EECD Policy 713 – Data Compilation
* [Policy 703 – Positive Learning and Working Environment](https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/703A.pdf)
* [Canadian Charter of Rights and Freedoms](https://www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/index.html)
* [Bill C-16 – Act to amend the Canadian Human Rights Act and Criminal Code](https://www.parl.ca/DocumentViewer/en/42-1/bill/C-16/first-reading)
* [New Brunswick Human Rights Act](http://laws.gnb.ca/en/ShowPdf/cs/2011-c.171.pdf)
* [Amendment to NB Human Rights Act. Bill 51](https://legnb.ca/content/house_business/58/3/bills/Bill-51-e.htm)
* [Policy 322 – Inclusive Education](https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf)
* [EECD Policy 713 - Sexual Orientation and Gender Identity](https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/713-2023-07-01.pdf) – August 2025

***I report compliance with ASD-W-ER 4 Sexual Orientation Gender Identity***