

Sexual Orientation and Gender Identity 4 - 5

Table of Contents

Statement of Intent	Page 1 – 2
General Guidelines	Page 2
Safety	Page 2
Belief Statements	Page 2 – 3
Leadership	Page 3
Privacy and Confidentiality	Page 3 -4
Self-Identification	Page 4 – 5
Official Records	Page 5
Washrooms, Locker and Change Rooms	Page 5
Physical Education Classes, Curricular and Extra Curricular	Page 6
Other Gender-Based Activities, Rules and Practices	Page 6
Billeting and Overnight Field Trips	Page 6
Media and Community Communication	Page 6
Student Counselling and Support	Page 7
Staff Development and Education	Page 7 - 9
Employment Equity	Page 9
School Community Involvement	Page 9
Responding to Incidents/Appropriate Intervention	Page 9 - 10
Complaints Process	Page 10
Appeal Process	Page 10
Resources	Page 11 – 12
Definitions	Page 13 - 15

Sexual Orientation and Gender Identity

The Board of Education recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the district's culture. The board recognizes that each member of the school and district community must share the responsibility for supporting all students in addressing and facing challenges and that the district is responsible for providing an educational system that is safe, welcoming, inclusive and affirming for all students.

All members of the school district have the right to expect that its policies, procedures and communications are inclusive and respectful taking into consideration of visible and invisible diversities including but not limited to sexual orientation, gender identity, race, religion, ability, culture and socioeconomic status.

The Board of Education will strive to promote safe environments, free from fear, harassment and discrimination by adhering to a code of conduct that is educative, preventative and restorative in practice and response; will foster school cultures that are responsive to the diverse needs of individuals and groups; will recognize the injustices of marginalization, advocate for social justice and promote human rights and will participate in the ongoing development of practices that promote fair and equitable treatment for all, cultivating mutual respect, civility and sense of belonging.

The board will not permit, encourage, nor tolerate any behaviours contrary to these beliefs whether by commission or by failing to act to bring such behaviours to an end and by providing support and assistance to those who may be intended or unintended targets of such behaviours.

Statement of Intent

The Board of Education will promote a safe environment, free from harassment and discrimination, and pro-active strategies and guidelines to ensure that lesbian, gay, transgender, transsexual, two spirit, bisexual, queer and questioning students (LGBTQ+ students, employees and families are welcome, included, and affirmed in all aspects of education and school life and treated with respect and dignity. This policy will ensure that all programs, activities and interactions are free from discrimination based on sexual orientation and or gender identity.

The purpose of this policy is to:

- definite appropriate language, behaviours and actions in order to prevent discrimination and harassment through greater awareness of and responsiveness to, their deleterious effects;
- develop, promote and implement respectful, proactive strategies and guidelines to ensure that LGBTQ+ members of the education community and their families are welcome in, and included in all aspects of education and school life and are treated with respect and dignity; and to
- ensure that complaints about homophobia are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedures.

General Guidelines

When considering aspects of this document, it is important to keep in mind that gender is fluid and not binary. It is helpful to see male and female at opposite ends of the continuum of gender identity. By seeing only two genders in decisions about procedure, there is a possibility of pressuring students to conform to gender stereotypes and the social roles assigned to females and males. Environments could be created that compel students who are questioning to make decisions before they are ready. The school district has an obligation to ensure that members of the school community who are LGBTQ+, and members of diverse family structures are respected, included and safe in the school communities and related activities.

Safety

1. Homophobic and gender-based comments, discrimination, and bullying are demeaning to all students, students' parents or guardians, and employees regardless of their actual and perceived sexual orientation. These forms of harassment and discrimination are prohibited under the BC Human Rights Code.
2. Any language or behaviour that deliberately degrades, denigrates, incites hatred, prejudice, discrimination, or harassment towards students or employees on the basis of their real or perceived sexual orientation or perceived gender identification will not be tolerated. Schools shall include the prohibition of such language and behaviour in their student codes of conduct.
3. All employees have an obligation to intervene in any interaction involving the use of homophobic epithets and slurs, and behaviours regardless of the speaker's intentions, and to convey that such comments are against Board policy and will not be tolerated in the educational community.

Belief Statements

School District No. 71 (Comox Valley) accepts the responsibility to create safe and caring environments and believes that:

1. the district is responsible for ensuring that school cultures are safe, welcoming, inclusive, and affirming for LGBTQ people;
2. the role of educators in the district is critical in creating positive societal change to address the difficulties that LGBTQ people often face in schools;
3. LGBTQ* students and same-gender parented families have a right to be recognized and affirmed by school personnel, and have equal access to services as do opposite-gender parented families;
4. LGBTQ* students, staff and same gender-parented families have the right to:
 - be free from harassment, discrimination and violence;
 - be treated fairly, equitably and with dignity;
 - self-identification and freedom of expression;
 - be included and to be represented and affirmed in a positive and respectful manner;
 - have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, discrimination and violence; and
 - have their families and communities valued and affirmed.
5. a role of education is to prepare young people to work and live in open, pluralistic and democratic societies, free of discrimination or violence based on sexual orientation and gender identity;
6. equity through education will foster principles of inclusion and affirm the identities of LGBTQ individuals and families and eliminate homophobia and heterosexism as they operate in the school system and school culture; and that
7. the initiation of comprehensive anti-homophobia initiatives support equity for LGBTQ students and educate our staff and community about homophobic language and bullying.

Leadership

As leaders of School District No. 71 (Comox Valley), the Board of Education and senior management shall jointly ensure that all staff know it is their individual and collective responsibility to identify individual discriminatory attitudes and behaviours, as well as work to eliminate the systemic inequities and barriers to learning for students who identify themselves on the basis of sexual orientation or gender identity and demonstrate accountability for the removal of these inequities and barriers so that all students are treated with fairness and respect.

All administrators, teachers, counsellors, and staff and student leaders will model respect for LGBTQ students and families.

Privacy and Confidentiality

All persons have the right to privacy. This includes the right to have one's gender identity and sex assigned at birth private at school. Disclosing this information to other students, parents, or other

third parties may violate privacy laws, such as the *Freedom of Information and the Protection of Privacy Act* (FOIPPA). The district will ensure that all medical information relating to transgender and gender nonconformist students will be kept confidential in accordance with applicable district, municipal, provincial and federal policies and privacy laws. School staff will not disclose information that may reveal students' sexual orientation or gender identity unless legally required to do so, or the student/parent or guardian has authorized such disclosure through the use of the district's release of information form.

Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide when and how much private information to share and with who. Those decisions need to be respected by school personnel. When contacting the parent or guardian of a transgender student, school personnel should use the student's legal name and the pronoun corresponding to the student's sex assigned at birth unless the student, parent or guardian has specified otherwise.

Schools must balance the parent or guardian's need to be informed about their child's school experiences with the student's right to live freely in their affirmed gender. This can be complicated when there is a responsibility to communicate with the parent or guardian about any situation at school directly related to the student's gender identity. In general, the older the student, the more involved they should be with this decision. In making a decision, school personnel should err on the side of using the student's preferred name and pronoun to avoid inadvertently "outing" the student.

Situations arising at school may make it difficult or impossible for the school to keep a student's status from the parent or guardian. Schools can, in consultation with the student, work with trained support providers to formally reveal the student's gender status to the parent or guardian in the relatively safe confines of the school. It is important to address all the potential consequences of this approach by consulting with and/or working with trained individuals familiar with such situations. Ensure that support services can be accessed if it becomes evident that the student is no longer safe to return home after the meeting. Privacy concerns are not a reason to prevent a student from living as their affirmed gender. Issues of confidentiality vs. open, respectful discussion must be handled on an individual basis. Students who are open about their transgender or otherwise gender nonconforming status must be acknowledged by their gender identity. Denying this is a violation of their rights to free expression and equal protection under the law.

Self-Identification

Every student has the right to be addressed by a name and pronoun that corresponds to their gender identity. A court-ordered name or gender change is not required, and the student does not need to change their official records. A student who is transitioning while at school will likely indicate name and pronoun preferences. Students must be addressed by the pronoun that reflects their preferred gender identity regardless of their presentation – it is their decision. If a student's gender identity is blended or is fluid or is neither, the student may request to not be referred to with a pronoun. When school personnel become aware of this, privately ask the student how they want to be addressed in class, in correspondence to the home, or at conferences with the student's parent or guardian. Once declared, these preferences must be respected to ensure the student's sense of well-being and security. Schools must proactively anticipate such situations and be informed of appropriate, expected responses to students.

Schools are required, by law, to maintain a mandatory permanent record card which includes each students' legal name and legal sex, yet have a great deal of latitude in how they handle student records in the day-to-day operations of the school. MyEd BC includes the ability for the identification of "preferred name" and "preferred gender", and in turn using the preferred name to populate any internally generated records such as:

- class;
- Parent Advisory Committee (PAC) or photographer's lists;
- attendance sheets;
- report cards;
- diplomas;
- sibling records;
- student identification; and
- parent notifications.

For situations where a student's legal name must be used, such as provincial assessments, schools have utilized "hand coding" to help preserve a student's desired identification.

Official Records

Schools will maintain a mandatory permanent student record that includes a student's legal name and legal sex. The school will change a student's official record to reflect a change in legal name or sex upon receipt of documentation to which such change has been made by court order, or through amendment of provincial or federally issued identification. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or legal sex, such as for the purposes of standardized testing, school staff and administrators will adopt practices to avoid the inadvertent disclosure of such confidential information.

Washrooms, Locker and Change Rooms

All students have the right to safe and private washroom and changing facilities. They have the right to access washrooms, locker rooms and changing facilities that correspond to their gender identity regardless of their legal sex. The student's self-identification is the sole measure of the student's gender. Schools may maintain separate washrooms, locker rooms or changing facilities for male and female students, provided that students can access them based on their gender identity. Where available, schools will designate facilities designed for use by one person at a time as accessible to all students, and to incorporate such single-use facilities into new construction or renovation. Any student who is uncomfortable using a shared facility while attending an off-site school-sponsored co-ed activity will be provided with a safe and private alternative. Students will not be required to use facilities that are inconsistent with their gender identity.

Physical Education Classes, Curricular and Extra Curricular Activities

All students have the right to participate in physical education classes, curricular and extra-curricular sports/activities in a manner that respects and embraces their gender identity. Students who present as gender neutral or gender non-conforming will be given the option to decide which activities they feel more comfortable doing. A request may come directly from the student or from a parent or guardian. It is the school administrator's responsibility to make the requested arrangements for these students to participate in school and extra-curricular activities and physical education. All requests/meetings/decisions must be documented and maintained in a confidential file.

Other Gender-Based Activities, Rules and Practices

School personnel are required to evaluate all gender-based procedures, routines, activities, rules, and ceremonies to ensure inclusive language and purpose. Language used should be as gender neutral as possible in all cases. Newly written guidelines must be communicated to all staff, parents and students. Students have the right to expect that all policies, procedures, programs and communications are appropriate, competent and respectful, taking into consideration all parts of their identities. Students will be permitted to participate in any such activities or conform to any such rule, policy or practice consistent with their gender identity.

Billeting and Overnight Field Trips

Plans for billeting for sports teams and/or overnight school based activities must provide accommodation for each student in a room where they will feel safe and accepted. The student can decide where they would feel most comfortable if they are staying in shared accommodations with other students and/or families. The school administrator or teacher in charge of the event will make every effort to make adjustments to support the student. When staying with a billet family discuss with the student or their parent or guardian whether the student requires the billet family to be informed of their sexual orientation or gender identity. Wherever possible, in a billet situation, a member of staff should be billeted along with the student to further ensure their feelings of safety.

Media and Community Communication

When the school district is communicating to the media or community about issues related to sexual orientation or gender identity, the school or district will designate a single spokesperson as the key contact person. All other district and school staff will direct community members and the media to the designated spokesperson. Protecting the privacy of transgender and gender nonconforming students is the top priority. All medical information is kept strictly confidential. Any violation of confidentiality of this information contravenes this administrative procedure and the privacy law *Freedom of Information and the Protection of Privacy Act* (FOIPPA).

Student Counselling and Support

School District No. 71 (Comox Valley) is committed to maintaining a safe learning and working environment which actively provides counselling and support to students who identify themselves on the basis of sexual orientation or gender identity. School Counsellors and Youth and Family Support Workers are often the first point of contact for students seeking emotional support and will be specifically trained in culturally safe responses to LGBTQ* issues. School administrators have the primary responsibility for ensuring that all school staff, Parent Advisory Committees and students are familiar with and understand the content of the Inclusion policy and these procedures. The Board of Education is responsible for ensuring that employees who represent the district in other areas are equally as informed. Students can report incidents of harassment, bullying, intimidation and discrimination through the ERASE Bullying Website. Information regarding the website is available through the school administration. The district encourages and will facilitate within reason, efforts in the formation of Gay/Straight clubs (GSAs where students or staff have come forward requesting this opportunity. Schools are encouraged to appoint a minimum of two members of staff to be safe contacts for students who identify themselves on the basis of sexual orientation or gender identity. School administrators will inform students and other staff about the location and availability of this contact person.

Staff Development and Education

Education is the primary purpose of the district. Educational programs will include curricular topics and learning resources that reaffirm the inclusion of all members of our community regardless of sexual orientation or gender identity. In addition, staff will have resources and training available to help teach and promote the safe, caring and inclusive values of the district. Schools will conduct annual staff training for all staff members on their responsibilities under applicable laws, policies and administrative procedures. This will include teachers, educational assistants, administrators, counsellors and youth and family workers, and other staff as deemed necessary. Information regarding this administrative procedure shall be incorporated into information sessions for new school employees. All staff share the collective responsibility of creating safe, supportive and inclusive learning environments for individual LGBTQ* families.

Educators and school support staff will be expected to:

- be familiar with and know where to access the SOGI policy and prevention procedures;
- have a general understanding of definitions regarding sexual orientation and gender identity;
- develop appropriate communication strategies to interact with LGBTQ* students and their families;
- fully understand the concepts of protection of privacy for students and families;
- be aware of strategies and procedures for intervening with issues, such as bullying, harassment and intimidation and/or discrimination;
- model and teach inclusive practices that honour and promote human rights.

Educators have an important role to play in teaching and modelling respect for gender diversity. It is expected that teachers will create classrooms where students can see a commitment to creating a safe, caring and discrimination free environment. Students need to see that teachers are striving to change the notions of only two genders by:

- addressing the class in non-gender ways (using inclusive language);
- seating and lining up students in non-gender groupings;
- creating mixed gender groups/teams;
- displaying signs, posters, safe place stickers, and books that depict a range of gender presentations;
- celebrating national and international days and events that raise awareness about gender identity;
- teaching students how to be allies for each other;
- avoiding making assumptions during health and career education instruction regarding romantic attraction.

The board will establish a committee which includes both adult and student representatives from the LGBTQ* community to act in an advisory capacity in the implementation of staff development, in-service, and professional development.

The advisory committee will consider the following recommendations/beliefs.

The goals of ongoing staff development will be to support LGBTQ* people and families in the school district and to promote anti-homophobia and anti-heterosexism initiatives. The board believes that:

- trustees, management and staff must model respect and affirmation of LGBTQ* students and families in part through participating in in-service workshops on LGBTQ* issues;
- trustees, management and staff have the responsibility for the addressing of homophobia and heterosexism in the working and learning environment.
- teachers must be supported when they include positive images and accurate information about history and culture which reflects the accomplishments and contributions of LGBTQ* people;
- trustees, management and staff must facilitate safer school environments for LGBTQ* staff, students and parents, and those who are perceived to be so, by:
 - acknowledging that an acceptance of diversity is the starting point of respect;
 - treating everyone with respect;

- using language that affirms all sexuality identities and not using disparaging remarks or language that demeans LGBTQ* identities and families
- challenging staff, students and parents who behave in prejudicial ways towards LGBTQ* people;
- encouraging teachers to sponsor and support LGBTQ* positive initiatives such as Gay Straight Alliances or Diversity Clubs;
- supporting the right of LGBTQ* students to counselling that is supportive, affirming and free from efforts on the part of counsellors to try to change their sexual orientation and/or identity through the use of or the referral to aversion, reparative, or conversion therapies.

Employment Equity

1. The board believes in equitable treatment for all individuals regardless of race, colour, ancestry, ethnic origin, religion, socio-economic status, gender, sexual orientation, gender identity, physical or mental ability, or political beliefs. The letter and spirit of the *Canadian Charter of Rights and Freedoms*, the *B.C. Human Rights Acts* and the *Board's Collective Agreements* shall be carefully observed, enforced, and supported, so that all members of the educational school community may work together in an atmosphere of respect and acceptance of individual differences.
2. The board will ensure the confidentiality of employees who are lesbian, gay, bisexual, transgender, or transitioning to another gender and will give them the support they require to do their work in a safe and respectful environment.

School Community Involvement

The board is committed to ongoing, constructive and open dialogue with LGBTQ+ people and others who identify themselves on the basis of sexual orientation or gender identity.

The board will support community partnerships that would enhance the board's commitment to LGBTQ+ students, staff, teachers and parents.

The board will encourage parent advisory councils to acknowledge and support the diversity of our school community. The Board will acknowledge through the communication to students, staff and the community that some children live in LGBTQ+-headed families and need to be positively recognized and included as such. Parent Advisory Councils and students will be encouraged to engage in dialogue with openly identified LGBTQ+ youth and their organizations.

Appropriate Intervention / Responding to Incident

All members of the SD #71 community have the right to expect a respectful and culturally safe environment free of discrimination, harassment and bullying. In 2007, the Ministry of Education

mandated that school districts establish procedures that align with the *Ministerial Order M2276/07*. Each school must, in consultation with staff, parents and students establish their own Code of Conduct based on the ministerial order and guidelines. Appropriate interventions are included in the Code of Conduct administrative procedures. School district personnel may also refer to the SD #71 Bullying and Harassment Prevention Policy #3065R1 as a guide in making intervention decisions.

Complaint Process

In the event that an incident occurs at a school site, refer the complaint, in writing, to the school administrator.

If a complaint is against the administrator, refer in writing to the Director of Instruction, Health and Safety.

A thorough investigation will be conducted.

The complaint process shall be communicated to all schools, partner groups, and contracted services and district administration is responsible to ensure that employees and contract providers are aware of the process.

Appeal Process

The Board of Education recognizes and respects the fact that students and/or parents or guardians may disagree with decisions made by employers. The *School Act* of British Columbia gives parents or guardians and students (with parental consent) the right to express concerns or appeal certain decisions. The right of appeal applies to decisions that significantly affect the health, education or welfare of students. Information regarding the board's appeal procedure and the formal appeal bylaw can be accessed on the District's website. (Management Relationship 2/5 Parent/Guardian/Student Request for Review of Employee Decision). Prior to an appeal, it is expected that school administration, students and parents or guardians will try to resolve concerns at the school level.

Resources

SOGI 1 2 3

SOGI 1 2 3 shares proven SOGI-inclusive tools and resources in the areas of policy and procedures, inclusive environments and curriculum resources: www.sogieducation.org

BC Teachers Federation

The BCTF offers a variety of free workshops to teachers that aim to develop skills to interrupt, address, and challenge homophobia and transphobia within our classrooms and school communities.

<https://bctf.ca/SocialJustice.aspx?id=17988>

Education Resource Acquisition Consortium (ERAC)

ERAC provides a range of services including evaluation, licensing and acquisition of print, software, and digital learning resources. ERAC offers a curated catalogue of SOGI resources (see LGBTQ collection).

<http://www.bcerac.ca/index.aspx>

Out in Schools

Out in Schools presentations and Learning Hub provide youth with opportunities not only to learn, but to do. The presentations offer a chance to build participation in and creation of Queer Straight Alliances across the province. The Rise Against Homophobia Video Contest offers youth the chance to make media as a vehicle not only for personal expression, but to shape more inclusive school communities.

<http://outinschools.com/about/>

QMUNITY – BC’s Queer Resource Centre

QMUNITY is a non-profit organization based in Vancouver, B.C. that works to improve queer and trans lives. They provide a safer space for LGBTQ/2S people and their allies to fully self-express while feeling welcome and included.

<http://qmunity.ca/>

Egale Canada Human Rights Trust

Founded in 1995, Egale Canada Human Rights Trust is Canada’s only national charity promoting lesbian, gay, bisexual, and trans (LGBT) human rights through research, education and community engagement.

<https://egale.ca/>

MyGSA

MyGSA.ca is Canada's website for safer and inclusive schools for the lesbian, gay, bisexual, trans, queer and questioning (LGBTQ) community.

<http://mygsa.ca>

Trans Care BC

The Trans Care BC program aims to enhance to coordination of trans health services and supports across the province, bringing gender-affirming care closer to home wherever possible.

<http://www.phsa.ca/our-services/programs-service/trans-care-bc>

Gay, Lesbian and Straight Education Network (GLSEN)

The leading national US-based education organization focused on ensuring safe and affirming schools for LGBTQ students: <http://www.glsen.org/>

Parents, Families and Friends of Lesbians and Gays (PFLAG)

PFLAG Canada is a national charitable organization, founded by parents who wished to help themselves and their family members understand and accept their non-heterosexual children.

<http://pflagcanada.ca/>

Pride Education Network

The Pride Education Network of teachers, administrators, support staff, youth and parents strives to make the B.C. school system more welcoming and equitable for LGBTQ students and staff, and queer families: <http://pridenet.ca/>

Definitions

Bisexual:

People who have a bisexual orientation can experience sexual, emotional, and affectional attraction to both their own sex and the opposite sex. It also refers to an individual's sense of personal and social identity based on those attractions and the behaviours expressing them. It is one of the three main classifications of sexual orientation, along with a heterosexual and a homosexual orientation.

Discrimination:

The subordination of groups or individuals resulting from a distinction, preference or exclusion based on the grounds of race, religion, colour, ethnicity, place of origin, language, age, disability, socio-economic status, gender identity, gender expression, sexual orientation, sex, or any other difference. It includes harassment, any negative or adverse conduct, comment, gesture or contact, and systemic barriers based on the above grounds. This conduct is harmful and can create a working or learning environment that is known, or reasonably should be known, to be offensive.

Educational Community:

Includes all those who work, learn, or attend any School District No. 71 (Comox Valley) schools, alternative educational settings and facilities, worksites, or any district facility, and includes ancillary sites such as school buses, district meeting settings, etc.

Gay:

A person who is emotionally/romantically and physically attracted to persons of the same sex. Gay usually refers to males, but it is also used to include females. Gay can be used interchangeably with homosexual. Gay is most often the term preferred by the LGBTQ communities when referring to homosexual males.

Gender Identity:

Characteristics linked to an individual's intrinsic sense of self as a man or as a woman, which may not be the same identity as one's biological sex.

Homophobia:

The fear, and/or hatred, and/or repulsion of homosexuality and gender variance in oneself or in others, often exhibited by self-hatred, prejudice, discrimination, bullying or acts of violence. Homophobia is typically directed towards those who are openly LGBTQ or are perceived as such through gender cues that are not in accordance with societal norms about masculinity and femininity.

Gender Expansive:

Refers to a person who does not confirm to society's expectations of their gender role or gender expression. It is a broad term that includes boys who behave, dress and interact in feminine ways; girls who behave, dress and interact in masculine ways, in addition to trans students.

Gender Expression:

Refers to a way a person expresses one's gender, through dress, grooming habits, choice of name and pronoun, mannerism, activities, etc.

Heterosexism:

The assumption that everyone is or should be heterosexual and that heterosexuality is superior. Heterosexism can exist on a personal, interpersonal, institutional or cultural level.

Intersex:

Individuals who are born as “hermaphrodites”, now an outdated term. Intersex is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of female or male. Though intersex is referred to as an inborn condition, intersex anatomy doesn’t always show up at birth. Sometimes a person isn’t found to have intersex anatomy until she or he reaches the age of puberty, or finds himself an infertile adult, or dies of old age and is autopsied. Some people live and die with intersex anatomy without anyone (including themselves) every knowing. A significant issue is the practice of some parents and physicians decided which sex is desired and then making a decision in favour of “normalizing” surgery at or near birth.

Lesbian:

A female who is emotionally/romantically and physically attracted to other females. Lesbian is usually the term preferred by the LGBTQ communities when referring to homosexual females.

LGBTTTIQ or LGBT, LGBTQ, LBTTQ, LBTTQ – and other variations:

Acronym used to refer inclusively to a wide group of individuals and incorporates lesbian, gay, bisexual, transgender, transsexual, two-spirit, intersex, queer, or questioning persons. For ease of reference in this policy the acronym LGBTQ has been adopted, but it is intended to be widely inclusive.

Queer:

A term used derisively to humiliate and demean LGBTQ individuals and groups. It is generally not viewed as an appropriate term for use outside, or in a manner directed towards the LGBTQ community because of the potential of its use in a contemptuous manner or with such intent, despite the fact that some students may identify themselves as “queer” in a positive way.

Questioning:

Adults and youth who are not personally certain about their own sexual identity or orientation and may be exploring, publicly or privately, their feelings in this area.

Sexual Orientation:

The emotional/romantic and physical attraction felt by an individual towards members of the same sex, the other sex or either sex. Actual sexuality is a private affair; however, expressions of sexuality (such as holding hands with one’s romantic partner and putting a picture of her or him on one’s desk) are public displays of sexual orientation. The public realm overwhelmingly privileges straight couples but lesbian or gay ones are often the target of stares, verbal violence, and sometimes physical violence.

Sexual Orientation Identities:

Lesbian, Gay, Straight, Bisexual and Questioning are ways that people identify themselves insofar as their romantic partnerships and family diversities are concerned.

Transgender:

A person whose gender identity (feeling of being either boy or man, girl or woman) does not match their physical/anatomical sex (male or female) and the gender roles assigned by mainstream society. Some

describe it as being born into the wrong body. Increasingly, many transgender people refer to themselves as “trans.”

Transsexual:

An individual who presents himself/herself and lives in the gender “opposite” to his/her genetic/physical gender at birth. A transsexual is someone who feels psychologically like the other sex and has somehow been trapped in the wrong body. Transsexuals may be heterosexual, bisexual or homosexual in their sexual orientation. Some transsexuals may undergo operations and hormone therapy in order to make their body fit what they feel is their true gender. These individuals are sometimes known as female-to-male, FTM, transmen or male-to-female, MTF, transwomen.

Two-Spirit:

This is a term that is used by some indigenous people to describe themselves in a way that reflects their cultural construct of sex/gender/sexuality. Many of the languages of indigenous nations of North America include specific terms for gender and sexual diversity; some indigenous people may use both the general term Two-Spirit and the culturally specific term from their own language to describe themselves.