

Administrative Procedures 167 Respect for Human Diversity



Adopted: October 18, 2016

Amended: December 5, 2023

External References

- Canadian Human Rights Act
- Canadian Criminal Code
- Canadian Charter of Rights and Freedoms
- Saskatchewan Human Rights Code
- Education Act
- STF Code of Ethics
- Saskatchewan Ministry of Education – Deepening the Discussion: Gender and Sexual Diversity
- Guidelines for Transgender Students Name Change Process, Ministry of Education
- Transgender Students – Q & A, Ministry of Education

Internal References

- BP 1 Fundamental Statements
- AP 432 Prevention of Harassment and Violence
- AP 350 Student Conduct
- AP 204 Controversial Issues
- Sun West School Division Guidelines for Gender Diversity in Schools

Background

Sun West School Division affirms the right of all students and staff to be contributing members of a school community that is safe, caring and respectful of all people. The Division recognizes human diversity in school communities. Diversity may include, but is not limited to ethnic origin, ancestry, culture, socio-economic status, religion, age, gender identity, family status, sexual orientation, and mental and physical ability.

The Division subscribes to the fundamental principle that all persons are equal in dignity and rights and acts of discrimination based on these or other differences protected by law shall not be tolerated. The development and implementation of policies, administrative procedures, practices and program shall reflect and promote everyone's right to equal concern and respect, and provide an environment which encourages and fosters growth, harmony and equality of opportunities.

Procedures

1. Guiding Principles

The Division is committed to guiding principles that ensure safe, respectful and inclusive schools:

1.1 Communication

- 1.1.1 Board policy and administrative procedure expectations related to human diversity, individual rights, social justice, bullying, harassment and discrimination are clearly and regularly communicated to staff, students, parents and community.

1.2 Shared Responsibility

- 1.2.1 All stakeholders (staff, students, parents/guardians, community members, etc.) are knowledgeable about the issues surrounding human diversity and are prepared to respond appropriately to questions and circumstances that arise.

1.3 Positive Relationships

- 1.3.1 Positive relationships will be maintained by respecting the right of all individuals to have their own beliefs, provided their actions do not harm or negatively impact the

rights of individuals who may not share those beliefs.

1.4 Ongoing Monitoring and Improvement

- 1.4.1 Board policies, administrative procedures, practices and programs related to human diversity are monitored and improved to ensure best practice and compliance with ministry policy as well as legislation and regulations.

2. Roles and Responsibilities

All Division staff, students and the Board of Education are responsible for:

- 2.1 Modeling respect for human diversity.
- 2.2 Understanding that equity and inclusive principles apply to everyone.
- 2.3 Using inclusive and respectful language and approaches in all interactions. Assuming responsibility for examining and taking steps to modify behaviours that are consistent with equity and inclusive practices.
- 2.4 Compliance with ministry policy as well as legislation and regulations.
- 2.5 Reporting matters of harassment and discrimination in compliance with Board policies and administrative procedures.

3. Education, Training and Professional Development

- 3.1 The Division will strive to ensure that education, training and professional development is provided for employees to develop awareness, knowledge, skills and attitudes necessary to support staff and students on issues regarding human diversity.
- 3.2 The Division will assist in providing developmentally appropriate materials, resources and activities that represent the diversity, values, backgrounds and experiences of all.
- 3.3 The Division will support staff and students on issues of human diversity and empower them to treat each other with dignity, respect and acceptance.

4. Dealing with Discrimination and Harassment

- 4.1 Discrimination and harassment, or any expression thereof will not be tolerated, and any such incident will be dealt with according to processes outlined in applicable Board policies and administrative procedures.

5. Parent/Guardian Consent for the Use of Preferred First Names and Pronouns by Students

- 5.1 When a student requests that their preferred first name, gender identity, and/or gender expression be used:
 - 5.1.1 If the student is under the age of 16, school personnel will request parental/guardian consent using Form 167-1 Authority for Use of Preferred First Name or Pronoun(s) or,
 - 5.1.2 If a student requests assistance in gaining parental consent supports will be provided to assist the student in developing a plan to speak with their parents/guardians.
 - 5.1.3 The plan to gain parents/guardians consent will be created with a primary commitment to the student's needs and interests.
 - 5.1.4 The student should be made aware that until authorization is in place, their preferred first name and pronouns will not be changed.
 - 5.1.5 If the student is 16 or older, parent/guardian consent is not required. The principal will ensure that the student signs Form 167-1 Authority for use of Preferred First Name or Pronoun(s).

- 5.1.6 Consent will be authorized on Form 167-1 Authority for use of Preferred First Name or Pronoun(s), which will be stored securely in keeping with the division's records management procedures and *The Local Authority Freedom of Information and Protection of Privacy Act*.
- 5.1.7 Once appropriate consent is received, school administration shall inform school staff of the student's preferred first name or pronouns.