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In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment”   **Ministry of Education, *Accepting Schools Act* -** The people of Ontario and the Legislative Assembly:   Believe that students need to be equipped with the knowledge, skills, attitude and values to engage the world and others critically, which means developing a critical consciousness that allows them to take action on making their schools and communities more equitable and inclusive for all people, including LGBTTIQ (lesbian, gay, bisexual,  transgender, transsexual, two-spirited,  intersex, queer and questioning) people;   Recognize that... everyone — government, educators, school staff, parents, students and the wider community — has a role to play in creating a positive school climate and preventing inappropriate behaviour, such as bullying, sexual assault, gender-based violence and incidents based on homophobia, transphobia or biphobia  **... it's about Social Justice, and it's "in the book"!**  **C:\Users\teschow\AppData\Local\Microsoft\Windows\INetCache\IE\8YRB80LU\book[1].pngPeel District School Board**   * Policy # 51 - *Human Rights* * Policy # 54 - *Equity and Inclusive Education*   **Board Position on Exemption Requests Made Around Human Rights/LGBTQ/Anti- Homophobia/ Transphobia Education:**  In light of the Human Rights Code, Ministry and Board policy/expectations, Peel District School Board will no longer approve or accept exemption requests for students to be removed from human rights/ LGBTQ’ anti-homophobia/transphobia curriculum.  Schools are required to create safe and respectful classrooms and this can only be done when all students know that teasing, bullying, name calling and all other forms of discrimination *because* of sexual orientation, gender and gender expression are not acceptable and are against the law. Further, for students to feel a sense of belonging and inclusion in the school and classroom, they must see themselves reflected positively in the curriculum. So students who identify as lesbian, gay, bisexual, transgender, queer, questioning, two-spirited, intersex and or who come from same sex families, must see themselves and their lived experiences reflected in the curriculum.  Therefore, in Peel Board it is acceptable and expected that educators will use approaches and materials that explore identities of sexual orientation, gender and gender expression and engage students and the school community in activities such as Day of Pink, Day of Silence and other activities that support and promote anti-homophobia and anti- transphobia.  **Statement from Religious Accommodation Request Flowchart:**  “Parental Concerns regarding the Accepting Schools Act must be addressed in the context of Human Rights, rather than religious accommodation. 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