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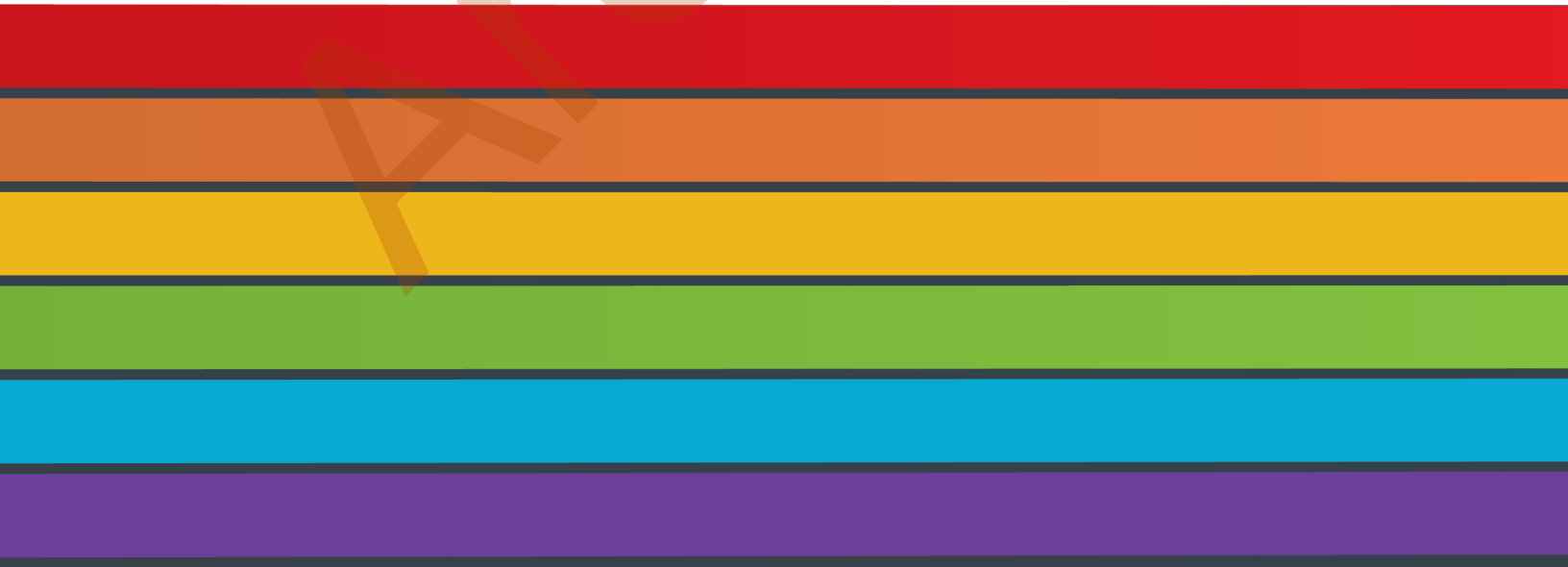
Guidelines for Best Practices:

Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions



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Acknowledgments

Thank you to the Nova Scotia Department of Education and Early Childhood Development for their willingness to share content from their publication *Guidelines for Supporting Transgender and Gender-nonconforming Students, 2014* to inform the development of these guidelines for Alberta. The Nova Scotia Department of Education and Early Childhood Development developed their content with guidance and support from the Toronto District School Board and the Canadian Teachers' Federation.

Thank you as well to those who contributed their experience and knowledge of diverse sexual orientations, gender identities and gender expressions in the development of these guidelines and to everyone who is committed to creating welcoming, caring, respectful and safe learning environments across Alberta.

ISBN 978-1-4601-2624-0 (PDF)

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Contents

Introduction 1

Purpose of these guidelines 1

Legislation and policy requirements 2

Principles essential to best practices 3

Best Practices 3

1. Providing supports that respond to a student's individual needs. 4
2. Respecting an individual's right to self-identification. 5
3. Maintaining school records in a way that respects privacy and confidentiality 6
4. Ensuring dress codes respect an individual's gender identity and gender expression. 7
5. Minimizing gender-segregated activities. 7
6. Enabling students with diverse sexual orientations, gender identities and gender expressions to have full, safe and equitable participation in curricular and extra-curricular activities. 8
7. Providing safe access to washroom and change-room facilities. 9
8. Providing professional learning opportunities that build the capacity of staff to understand and support diverse sexual orientations, gender identities and gender expressions. 10
9. Using a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour. 11
10. Ensuring students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and positive sense of self. 12
11. Ensuring all families are welcomed and supported as valued members of the school community. 13
12. Ensuring that school staff have work environments where they are protected from discrimination based on their sexual orientations, gender identities and gender expressions. 14

Resources to Support the Inclusion of Students and Staff with Diverse Sexual Orientations, Gender Identities and Gender Expressions 16

Archived

Introduction

Alberta has one of the best education systems in the world. It is designed to help children and youth achieve their full potential and create a positive future for themselves, their families and their communities.

To have high quality education for all, it is critical that our education system is equitable and inclusive. This means that each and every student, including those with diverse sexual orientations, gender identities and gender expressions, has the educational opportunities and supports needed to be successful in school, and in life.

Creating an education system that is truly inclusive requires all schools to identify and implement evidence-based strategies that ensure the safety, belonging and full participation of all members of the school community.

Purpose of these guidelines

These guidelines support the creation of welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self. Their purpose is to enable school authorities to use best practices in creating and supporting learning environments that respect diverse sexual orientations, gender identities and gender expressions by:

- reviewing and revising existing policies, regulations and procedures;
- creating new policies, regulations, procedures and resources;
- informing professional development planning and professional conversations; and
- communicating more effectively with students, staff[1], families and community members.

All school authorities[2] are advised to use these best practices to develop and/or revise policies, regulations, and procedures related to creating welcoming, caring, respectful and safe learning environments that respect diverse sexual orientations, gender identities and gender expressions.

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[1] The term staff refers to teachers, support staff, administrators and other members of the school/authority.

[2] In these guidelines, the term “authorities” is used to denote public, separate, and Francophone school boards as well as charter schools and private schools. The term “boards” is used to denote public, separate and Francophone school boards as well as charter schools.

Legislation and policy requirements

In Alberta, provincial legislation, ministerial directives and policies are in place to recognize, support and protect the rights of students, family members and school staff. School authorities are expected to develop policies, regulations and procedures that are consistent with provincial legislation and policies. It is important that these policies, regulations and procedures explicitly address the authority's responsibility as it relates to students and staff who identify as lesbian, gay, bisexual, trans[3], two-spirit, queer, questioning, and/or gender-diverse and reflect the best practices as outlined in these guidelines.

Alberta law protects Albertans from discrimination based on their actual or perceived sexual orientation, gender identity and gender expression.

Under the *School Act*, boards have a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging. The act also requires boards to establish, implement and maintain a policy that includes the establishment of a code of conduct for students that addresses bullying behaviour. The code of conduct must be publicly available, reviewed annually, provided to all students and their parents as well as staff, and contain specific elements as outlined in the Act.

The *School Act* requires school authorities to support students to establish a voluntary student organization, or to lead an activity intended to promote positive learning environments. The Act also gives students the right to select a respectful and inclusive name for their organization, including the name Gay-Straight Alliance or Queer-Straight Alliance.

Further, the Act also requires students and their parents to ensure their conduct contributes to learning environments that are welcoming, caring, respectful and safe.

The Inclusive Education Policy, included in the 2015-2016 *Guide to Education: ECS to Grade 12*, also states that school authorities must ensure all children and students have access to meaningful learning experiences that include appropriate instructional supports, regardless of gender, gender identity, gender expression, sexual orientation or any other factor.

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[3] Some individuals identify with terms such as transgender, transsexual, gender fluid, gender diverse, and agender. We have chosen to use the word trans in these guidelines as an inclusive, continually evolving, umbrella term commonly used to describe individuals whose gender identity and gender expression differ in some way from the sex they were assigned at birth. While we recognize this umbrella term may not fit for everyone, our intention is to be as inclusive as possible.

Principles essential to best practices

The best practices in these guidelines are built on the following principles:

- The rights and needs of students with diverse sexual orientations, gender identities and gender expressions are respected and inform decision-making.
- Self-identification is the sole measure of an individual's sexual orientation, gender identity or gender expression.
- All students and staff with diverse sexual orientations, gender identities and gender expressions:
  - are treated with dignity and respect;
  - have the right to be open about who they are, including expressing their sexual orientation, gender identity or gender expression without fear of unwanted consequences;
  - have the right to privacy and confidentiality; and
  - are actively included in the collaborative decision-making process that supports the implementation of these best practice guidelines.

Best Practices

These guidelines for supporting students and staff with diverse sexual orientations, gender identities and gender expressions are based on practices most consistently identified in current research and educational literature as effective and appropriate in the creation of learning environments that are welcoming, caring, respectful and safe for students, staff, families and all other members of the school community.

Best practices include:

1. Providing supports that respond to a student's individual needs.
2. Respecting an individual's right to self-identification.
3. Maintaining school records in a way that respects privacy and confidentiality.
4. Ensuring dress codes respect an individual's gender identity and gender expression.
5. Minimizing gender-segregated activities.
6. Enabling students with diverse sexual orientations, gender identities and gender expressions to have full, safe and equitable participation in curricular and extra-curricular activities.
7. Providing safe access to washroom and change-room facilities.

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8. Providing professional learning opportunities that build the capacity of staff to understand and support diverse sexual orientations, gender identities and gender expressions.
9. Using a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour.
10. Ensuring students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.
11. Ensuring all families are welcomed and supported as valued members of the school community.
12. Ensuring that school staff have work environments where they are protected from discrimination based on their sexual orientations, gender identities and gender expressions.

These 12 best practices are mutually supportive and interdependent. Each best practice is a call-to-action and includes a short descriptor and indicators of what it would look like in successful implementation.

As understandings of diverse sexual orientations, gender identities and gender expressions evolve, and learning environments and school communities evolve, best practices will also change and evolve.

1. Providing supports that respond to a student's individual needs.

All students, including those with diverse sexual orientations, gender identities and gender expressions, are unique individuals and have differing needs. Supports that work for one student may not work for another. Some students will benefit from universal or targeted supports that may already be in place in the school. Other students may need more specific and individualized supports to enable their full and equitable participation in learning activities and within the school community.

Indicators of this best practice in action

- Students with diverse sexual orientations, gender identities and gender expressions feel comfortable to seek out a staff person to discuss their particular needs, interests and concerns.
- All staff are willing and able to actively listen to a student's concerns, respect the student's privacy and confidentiality, and work collaboratively with others to identify and implement evidence-based supports that will make a positive difference for this student.

Archived

- Requests for supports are addressed on a case-by-case basis and solutions are evidence-informed and individualized to best meet the needs of the student making the request.
- If an issue arises about a student's full and equitable participation in school life, the issue is resolved in a collaborative manner that involves the student in the decision-making process. Respecting the rights, interests and needs of the student is inherent in this collaborative process.
- Staff have access to information about available community resources and expertise. When needed, they can help a student (or the student's family) identify and access relevant and appropriate resources and supports beyond the school. No student or family should be referred to programs which purport to 'fix,' 'change' or 'repair' a student's sexual orientation, gender identity or gender expression.
- If a student wants to transfer to another school because of factors relating to their sexual orientation, gender identity and/or gender expression, their transfer is supported through collaborative decision-making and is not punitive.
- Staff support the establishment and naming of Gay-Straight Alliances or Queer-Straight Alliances, or similar student leadership and support groups, when students express an interest.

For more information on Gay-Straight Alliances or Queer-Straight Alliances see: https://education.alberta.ca/safe-and-caring-schools/overview/everyone/tools-and-resources/.

2. Respecting an individual's right to self-identification.

For the purpose of accommodating the diverse needs of students and staff in a school, an individual's self-identification is the sole measure of their sexual orientation, gender identity or gender expression.

All individuals have the right to be addressed by their chosen name and to choose pronouns that align with their gender identity and/or gender expression. This is true whether or not the individual has obtained legal documentation of a change of name or gender designation[4] (e.g., Birth Certificate). Further verification of identity, such as medical records, is not required.

Some individuals may not feel included in the use of the pronouns "he" or "she" and may prefer alternate pronouns, such as "ze," "zir," "hir," "they" or "them," or might wish to express themselves or self-identify in other ways (e.g., Mx. instead or Mr., Mrs., Ms., or Miss, or no prefix at all).

[4] For the purpose of this document, the phrase "gender designation" is used even if the source document refers to "sex" rather than "gender."

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Some students have not disclosed their sexual orientation, gender identity and gender expression beyond the school community for a variety of reasons, including safety. In keeping with the principles of self-identification, it is important to:

- inform students of limitations regarding their chosen name and gender identity or gender expression in relation to official school records that require legal name designation; and
- protect a student's personal information and privacy, including, where possible, having a student's explicit permission before disclosing information related to the student's sexual orientation, gender identity or gender expression to peers, parents, guardians or other adults in their lives.

Wherever possible, before contacting the parents or other adults involved in the care (such as social workers or caregivers) of a student who is trans or gender-diverse, consult with the student to determine an appropriate way to reference the student's gender identity, gender expression, name and related pronouns.

Indicator of this best practice in action

- Staff and peers consistently use a student's chosen name and pronouns in ways the student has requested.

3. Maintaining school records in a way that respects privacy and confidentiality.

The student's legal name, as registered under the *Vital Statistics Act* (or, if the student was born in a jurisdiction outside Alberta, the student's name as registered in that jurisdiction), is, by default, displayed in the local Student Information System (SIS) and Provincial Approach to Student Information (PASI) system, as well as on transcripts, credentials and provincial assessments[5]. Students should be advised that a legal name change is required if they desire their official Alberta Education documents to reflect their new name.[6]

School staff may use a student's chosen (i.e., preferred) name and pronouns on report cards or individualized program plans or other school issued documents, provided the student has requested this.

While Alberta Education requires documentation to confirm a student's legal name and birthdate, it does not require documented proof for a change of sex or gender. Schools and school authorities have the ability to change student gender information on a student record in the PASI system using PASIprep, or through their PASI-enabled SIS.

[5] A student's legal name, in addition to date of birth and Alberta Student Number, are required to verify and protect the identity of individual students.
[6] Alberta Education is currently looking into policies respecting legal name.

Archived

Indicators of this best practice in action

- When required to use or report a student's legal name, staff ensure that confidentiality is maintained and that information about the student's sexual orientation, gender identity, or gender expression is not inadvertently disclosed.
- When requested by the student, school staff ensure the consistent use of the students chosen (i.e., preferred) name on school-issued documents such as report cards and other school correspondence.
- When creating student/staff lists, school staff ensure gender designations are not included either beside individual names or as a composite number for the group.

4. Ensuring dress codes respect an individual's gender identity and gender expression.

A flexible and gender-inclusive dress code recognizes that all students and staff have the right to dress in a manner consistent with their gender identity or gender expression. Accommodating choices in clothing and general appearance is part of respecting the identity of individual gender identities and gender expressions.

Indicator of this best practice in action

- Schools and school authorities proactively review existing dress codes to ensure they are respectful and inclusive of the gender identities and gender expressions of all members of the school community (e.g., rules apply equally and fairly to all students and are not gender-exclusive, such as implying that a certain type of clothing, such as skirts, will be worn by one gender only).

5. Minimizing gender-segregated activities.

Reduce gender-segregated activities to the greatest extent possible. This increases opportunities to respect students' full expression of who they are and allows them to play, learn, dress, present and express themselves in flexible and diverse ways that are congruent with their gender identity or gender expression.

When there are segregated educational, recreational or competitive activities, students who are trans and gender-diverse have the right to participate in these activities in ways that are safe, comfortable and congruent with their gender identity or gender expression.

Indicators of this best practice in action

- Schools work to reduce or eliminate the practice of segregating students by gender as much as possible. For example, they avoid structuring courses or activities based on gender-specific roles such as "boys" versus "girls" in academic, athletic or talent competitions.

Archived

- In circumstances where activities are organized by gender, students who are trans and gender-diverse have the support they need to participate safely in accordance with their gender identity and/or gender expression.
- Activities that involve the need for overnight or housing accommodations are addressed on a case-by-case basis. School staff make every reasonable effort to provide solutions that are inclusive, respectful and acceptable to the student and that do not impose any additional expense or burden for the student.

6. Enabling students with diverse sexual orientations, gender identities and gender expressions to have full, safe and equitable participation in curricular and extra-curricular activities.

All students, regardless of their sexual orientation, gender identity or gender expression, have the right to participate in all curricular and extra-curricular activities. These learning and recreational activities need to occur within inclusive and respectful environments, and in ways that are safe, comfortable and supportive of students' sexual orientations, gender identities and gender expressions.

Indicators of this best practice in action

- All students participate in all curricula in ways that are comfortable and supportive of their diverse sexual orientations, gender identities and gender expressions (e.g., students are not separated by gender during the instruction of human sexuality outcomes[7]).
- All students participate in extra-curricular activities in ways that are comfortable and supportive of their diverse sexual orientations, gender identities and gender expressions (e.g., if sports teams are divided by gender, students are given the opportunity to participate on the team that reflects their gender identity and expression).
- Students who choose to participate in extracurricular activities, including competitive and recreational athletic teams, can do so in ways that are comfortable for them and supportive of their diverse sexual orientations, gender identities and gender expressions.
- No student is limited to independent study to earn physical education credits, but this may be a choice for an individual student if it provides an appropriate solution that does not make the student feel excluded.

[7] If a human sexuality class is organized by gender, students are able to choose which class they participate in.

Archived

- Schools and school authorities proactively review policies and procedures related to school curricular and extra-curricular activities to ensure that they are inclusive of all students, including students with diverse sexual orientations, gender identities and gender expressions.
- Schools and school authorities identify strategies for building the capacity of coaches, teacher advisors and community volunteers in ensuring extra-curricular activities that are inclusive, respectful and safe for all students, including students with diverse sexual orientations, gender identities and gender expressions.

7. Providing safe access to washroom and change-room facilities.

Students with diverse sexual orientations, gender identities and gender expressions have a right to accommodation when it comes to the use of washroom and change-room facilities that are congruent with their gender identity. This applies during school time and school-related activities on and off school property (such as field trips and athletic events).

Although creating separate spaces may sometimes be necessary, emphasis should be on creating safe and inclusive spaces. As part of a comprehensive whole-school approach, strategies should be in place to ensure all areas of the school are safe for all students, all of the time. This may include implementing proactive strategies such as communicating clear behaviour expectations to all students, increasing adult presence and supervision, and monitoring key areas of the building and grounds.

Indicators of this best practice in action

- Students are able to access washrooms that are congruent with their gender identity.
- Strategies are in place to ensure that clear behaviour expectations are communicated to and understood by students, staff and volunteers and that washrooms and change-rooms are adequately supervised.
- Schools provide a non-gendered, single-stall washroom for use by any student who desires increased privacy, regardless of the reason (e.g., medical, religious, cultural, gender identity, gender expression, etc.). This washroom is in an easily accessible location within the school.
- The use of a non-gendered, single-stall washroom is a matter of choice for students, staff, volunteers or visiting family, and not a compulsory requirement.
- When possible, schools have more than one non-gendered washroom for use by all members of the school community.

Archived

- All students have access to change-room facilities that meet their individual needs and privacy concerns. This may include a choice of options such as:
  - a private area within the common change-room area (such as a stall with a door, or an area separated by a curtain); or
  - a nearby private area (such as a nearby washroom).
- A student who objects to sharing a washroom or change-room with a student who is trans or gender-diverse is offered an alternative facility (this scenario also applies when a parent or other caregiver objects to shared washroom or change-room facilities on behalf of their child).
- When travelling for competitions or events at another school, staff ensure accommodation for changing, showering, or washroom facilities. When staff make these arrangements, they take care to maintain the student's confidentiality by not disclosing information related to sexual orientation, gender identity or gender expression without the student's direct permission.

8. Providing professional learning opportunities that build the capacity of staff to understand and support diverse sexual orientations, gender identities and gender expressions.

Staff participate in targeted professional learning that is evidence-based and builds their knowledge about diverse sexual orientations, gender identities and gender expressions and its implications for teaching and learning, social and emotional well-being, and personal safety.

This increased knowledge and understanding will also give staff information and strategies to help create positive environments that welcome and respect all members of the school community.

Indicators of this best practice in action

- Schools and school authorities work collaboratively to provide targeted professional learning that uses valid research, shares best practices, reflects actual knowledge and lived experience of trans people, and creates mutual respect and understanding.
- Teachers work to identify and use learning resources and instructional approaches that are inclusive and respectful of diverse sexual orientations, gender identities and gender expressions.

Archived

- To build school capacity, staff work collaboratively to identify and address discriminatory attitudes and behaviours that create barriers to participation and learning for students with diverse sexual orientations, gender identities and gender expressions.
- School authorities develop and maintain mutually supportive relationships with a variety of sexual and gender minority groups who can share resources and expertise and contribute to the ongoing evolution of welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self.
- School community members (such as parents, guardians, volunteers) have access to learning to build their knowledge about diverse sexual orientations, gender identities and gender expressions.

9. Using a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour.

Findings from recent Canadian research indicate that for many students with diverse sexual orientations, gender identities and gender expressions, school is not a safe place. This is also true for students who may be perceived as lesbian, gay, bisexual or trans, two-spirit, queer or questioning, as well as students who are harassed about the actual or perceived sexual orientation, gender identity or gender expression of their parents or other family members.

Implementing an effective code of conduct is most successful when addressed through a comprehensive whole-school approach that:

- happens over a sustained period of time;
- is embedded into curricular and extra-curricular activities, school policies and practices;
- builds the capacity of the school community;
- is supported by ongoing professional development for adults; and
- involves family and community partnerships.

For more information on developing an effective student code of conduct see: https://education.alberta.ca/media/158720/developinganeffectivestudentcodeofconduct.pdf

Archived

Indicators of this best practice in action

- Staff use comprehensive whole-school approaches to foster social-emotional learning and healthy relationships in order to reduce the likelihood of bullying behaviour, including homophobic and transphobic bullying.
- The student code of conduct is developed in collaboration with staff, students, families and other members of the school community.
- The code of conduct meets the legal requirements as identified in Section 45.1 of the *School Act*.
- The primary focus of the code of conduct is on helping students learn how to resolve issues peacefully, develop empathy, and contribute to welcoming, caring, respectful and safe learning environments that foster diversity and nurture a sense of belonging and a positive sense of self.
- All adult members of the school community, including parents and families, understand and support the student code of conduct.
- Schools have clear reporting procedures for bullying behaviours and students feel safe reporting.
- All complaints of discriminatory and bullying language and behaviours are taken seriously, documented and dealt with in a timely and effective manner.
- Support is provided to both students impacted by bullying behaviours and those who engage in bullying behaviours.

For more information on bullying prevention see: https://education.alberta.ca/bullying-prevention/what-is-bullying/

10. Ensuring students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and positive sense of self.

Section 12(g) of the *School Act* specifies that students have a responsibility to ensure their conduct contributes to welcoming, caring, respectful and safe learning environments. Staff and parents play important roles in shaping school culture, but for meaningful and lasting change to occur, students must be an integral part of the process.

Students need to be part of preventing as well as solving problems. They need authentic opportunities to share their ideas regarding safety, inclusivity, leadership and responsibility to and within the school community. This involvement helps create a

Archived

sense of ownership for the well-being of the school community and encourages students to advocate for themselves and others, personally and collectively.

Indicators of this best practice in action

- Students have a clear understanding of the behavioural expectations in their school and demonstrate accountability for their own behaviour.
- Students treat all members of the school community with respect, compassion and kindness.
- Students understand what bullying behaviour is.
- Students refrain from discriminatory and bullying language and behaviours.
- Students refrain from watching, participating in, encouraging, or acting as bystanders to the bullying behaviour of others.
- Students report any bullying behaviour they see or experience (including online bullying) to an adult in the school.
- Students refrain from bullying behaviour and the use of derogatory or discriminatory language, both at school and online.
- Students understand what it means to contribute to their school community in a positive way and identify both formal and informal ways to do this.
- The school community provides multiple and meaningful ways for students to contribute through community-building activities, such as peer mentoring, peer networks, service learning, student advisors and volunteering.
- Students understand they have the right to establish a voluntary student organization or lead an activity to promote a welcoming, caring, respectful and safe learning environment that promotes diversity, including gay-straight or queer-straight alliances.

For student information on Gay-Straight Alliances or Queer-Straight Alliances see: https://education.alberta.ca/media/142741/starting-a-gay-straight-alliance-in-your-school.pdf

11. Ensuring all families are welcomed and supported as valued members of the school community.

Research shows that student achievement improves when parents and other caregivers play an active role in their child's education and that good schools become even better schools when parents and families are involved. When parents, teachers, students, school leaders and others see one another as partners in education, a caring and responsive community is formed.

Archived

Parents and other family members with diverse sexual orientations, gender identities and gender expressions may have experienced discrimination in the community and may not feel welcome or included in their children's school community.

An intentional and inclusive approach to school, family and community partnerships—with strategies and activities that support student learning and well-being—strengthens families, invigorates community supports and increases student success.

Indicators of this best practice in action

- School forms, websites, letters, and other communications use non-gendered and inclusive language (e.g., parents/guardians, caregivers, families, partners, "student" or "their" instead of Mr., Ms., Mrs., mother, father, him, her, etc.).
- Staff use appropriate language to acknowledge and communicate with families. If unsure of the appropriate language, they ask the family for guidance (e.g., how children refer to their parents and/or their parents' partners).
- When organizing school-supported student, family or community events, staff ensure activities are designed in ways that are inclusive and respectful of diverse sexual orientations, gender identities and gender expressions.
- Staff respect the privacy and confidentiality of parents and families as it relates to sexual orientation, gender identity and gender expression.
- The school's student code of conduct addresses bullying behaviour that targets a student because of the actual or perceived sexual orientation, gender identity or gender expression of parents or other family members.
- Family members are able to access washrooms that are congruent with their gender identity.
- Schools also have a non-gendered washroom available for public use.

12. Ensuring that school staff have work environments where they are protected from discrimination based on their sexual orientations, gender identities and gender expressions.

Section 45.1 (1) of the *School Act* states that boards are responsible for ensuring that staff members have access to welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

The *Alberta Human Rights Act* prohibits employers from discriminating against any person because of their gender identity, gender expression or sexual orientation.

Archived

Research confirms individuals with diverse sexual orientations, gender identities or gender expressions are more likely to experience discrimination and harassment in the workplace.

By communicating clear expectations about respectful behaviour and interactions, developing inclusive and supportive practices, and facilitating discussion and professional learning, school and school authority leaders ensure a safe and welcoming work environment is available to all staff, which in turn has a positive impact on students.

Indicators of this best practice in action

- Staff are supported to serve as a liaison for a Gay-Straight Alliance, Queer-Straight Alliance or other voluntary student organization intended to promote a welcoming, caring, respect and safe learning environment that respects diversity and fosters a sense of belonging.
- School and school authority leaders anticipate, support and value staff diversity, including diverse sexual orientations, gender identities and gender expressions.
- Staff with diverse sexual orientations, gender identities and gender expressions feel comfortable to seek out school and school authority leaders and other colleagues to discuss their particular needs and concerns at the school.
- All staff are willing and able to work collaboratively to identify and implement evidence-based supports that will make a positive difference for colleagues with diverse sexual orientations, gender identities and gender expressions.
- School and school authority leaders and other staff respect the privacy of individual staff members and ensure confidentiality as it relates to the sexual orientation, gender identity or gender expression of any staff member.
- Requests for support are addressed on a case-by-case basis and solutions are individualized to best meet the needs of the staff member making the request.
- School and school authority leaders communicate and model expectations that all staff interact in respectful ways and that discriminatory language or harassing behaviour is not acceptable.
- Incidents of harassment, bullying or discrimination related to actual or perceived diverse sexual orientations, gender identities and gender expressions of school staff by any member of the school community are taken seriously, documented and responded to in a timely and effective manner.
- Staff consistently use inclusive and non-gendered language (e.g., partner, spouse) and plan inclusive school events that involve staff's family members.

Archived

- School and school authority leaders, as well as staff, have professional conversations about issues related to diverse sexual orientations, gender identities and gender expressions, alongside other diversity, equity and human rights issues that are discussed in the workplace.

Resources to Support the Inclusion of Students and Staff with Diverse Sexual Orientations, Gender Identities and Gender Expressions

Welcoming, caring, respectful and safe learning environments

The following Alberta resources offer practical information and strategies for creating welcoming, caring, respectful and safe learning environments. Schools and school authorities can use these resources to inform the development and implementation of policies, regulations, procedures and inclusive practices to support students and staff with diverse sexual orientations, gender identities and gender expressions.

The Walk Around: A School Leader's Observation Guide	https://education.alberta.ca/media/142736/the-walk-around_school-leader.pdf
The Walk Around: Teacher Companion Tool	https://education.alberta.ca/media/142742/the-walk-around_teacher.pdf
Gay-Straight or Queer-Straight Alliances in Schools	https://education.alberta.ca/media/142740/gay-straight_alliances_in_schools.pdf
Starting a Gay-Straight or Queer-Straight Alliance in Your School: A Tip Sheet for Students	https://education.alberta.ca/media/142741/starting-a-gay-straight-alliance-in-your-school.pdf
Role of School and School Authority Leaders in Supporting Gay-Straight/Queer-Straight Alliances	https://education.alberta.ca/media/142739/gs-qsa_role_of_leaders.pdf
The Role of Gay-Straight/Queer-Straight Alliances in Supporting Student Learning and Well-Being	https://education.alberta.ca/media/142738/role_of_gs-qs_alliances.pdf
Gay-Straight/Queer-Straight Alliances in Faith-Based Schools	https://education.alberta.ca/media/142737/gs-qsa_in-faith-based_schools.pdf
Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying	http://humanservices.alberta.ca/documents/promoting-healthy-relationships-and-preventing-bullying.pdf
Transphobic Bullying	http://humanservices.alberta.ca/documents/transphobic-bullying.pdf

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Homophobic Bullying: Tips for Youth	http://humanservices.alberta.ca/documents/homophobic-bullying-prevention-tips-for-youth.pdf
Homophobic Bullying: Tips for Parents	http://humanservices.alberta.ca/documents/homophobic-bullying-prevention-tips-for-parents.pdf
LGBTQ Supports Infographic	http://humanservices.alberta.ca/documents/LGBTQ-supports-infographic.pdf
Sexual Orientation and Gender Identity Policy Brochure	http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%20Rights/PD-80-10%202010%20SOGI.pdf
GSAs and QSAs in Alberta Schools: A Guide for Teachers	http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6_GSA-QSAGuide2015_Web.pdf
Here Comes Everyone	http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/MON-3 Here comes everyone.pdf
PRISM Toolkit (Elementary Edition)	http://www.teachers.ab.ca/For%20Members/Professional%20Development/Diversity%20and%20Human%20Rights/Resources/Pages/PRISM-Toolkit.aspx
Sexual Orientation and Gender Identity: Recommended Fiction and Nonfiction Resources for K-12 Schools	http://www2.epl.ca/public-files/booklets/epsb-recommended-resources-sexual-orientation_2014.pdf
Safe and Caring Schools LGBTQ Students: A Guide for Counsellors	http://resources.safeandcaring.ca/wp-content/uploads/2014/05/LGBTQ-Students-for-Counsellors.pdf
Safe and Caring Schools for Two-Spirit Youth	http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf
Safe and Caring Schools for Transgender Students	http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf
Safe and Caring Schools for Lesbian and Gay Youth	http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Lesbian-and-Gay-Youth.pdf
Alberta Civil Liberties Research Centre (2007). Freedom to be: A teachers' guide to sexual orientation, gender identity and human rights. Calgary, Alberta: Faculty of Law, University of Calgary.	http://www.aclrc.com/lgbt/
Trans Equality Society of Alberta: School Inclusion in Alberta	http://www.tesaonline.org/school-inclusion-in-alberta.html

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Key Alberta Legislation

To ensure school policies, regulations, procedures and inclusive practices are aligned with provincial requirements, it is essential to understand the intent and scope of key legislation related to inclusion, human rights and school board responsibilities.

Alberta Bill of Rights	http://www.qp.alberta.ca/documents/Acts/A14.pdf
Alberta Human Rights Act	http://www.qp.alberta.ca/documents/Acts/A25P5.pdf
School Act (Alberta)	http://www.qp.alberta.ca/documents/Acts/s03.pdf
Alberta School Boards Association policy advisory	http://www.asba.ab.ca/services/resources/policy-advice/welcoming-caring-respectful-and-safe-learning-and-working-environments
Alberta's Amended School Act: Information for Students	https://education.alberta.ca/media/158718/informationforstudents.pdf
Alberta's Amended School Act: Information for Parents and Guardians	https://education.alberta.ca/media/158717/informationforparentsandguardians.pdf
Alberta's Amended School Act: Information for School Staff	https://education.alberta.ca/media/158719/informationforschoolstaff.pdf
Alberta's Amended School Act: Developing an Effective Code of Conduct for Students	https://education.alberta.ca/media/158720/developinganeffectivestudentcodeofconduct.pdf

Canadian Research

There is ongoing Canadian research that can help inform the development of policies, regulations, procedures and inclusive practices related to supporting students and staff with diverse sexual orientations, gender identities and gender expressions.

Being Safe, Being Me: Results of the Canadian Trans Youth Health Survey	https://saravyc.sites.olt.ubc.ca/files/2015/05/SARAVYC_Trans-Youth-Health-Report_EN_Final_Web2.pdf
Canadian Professional Association for Transgender Health (CPATH)	www.cpath.ca
Egale Canada Human Rights Trust	http://egale.ca
Generation Queer: Sexual Minority Youth and Canadian Schools	http://www.ismss.ualberta.ca/sites/www.ismss.ualberta.ca/files/GenerationQueerWinter07to08Wells.pdf
Institute for Sexual Minority Studies and Services	http://www.ismss.ualberta.ca/

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