



BOARD
MEMORANDUM

Date: June 22, 2022
To: Board of Trustees
From: Shawna Warren, Acting Superintendent
Originator(s): Jonathan Konrad, Acting Deputy Superintendent, Education Services
Subject: Policy 115 – Sexual Orientation, Gender Identity, and Gender Expression

Purpose:

For approval. Motion required.

Motion:

That the Board of Trustees approve Policy 115 – *Sexual Orientation and Gender Identities* as presented at the June 22, 2022, Public Board meeting.

Background:

During the 2018-2019 school year, the Division completed a comprehensive Board Policy Review. The Education Committee (Policy Committee) had oversight of the review process, which saw 129 policies and 14 Board Regulations condensed to 43 policies. A Policy Tracker was created to schedule a regular review of all policies under the responsible administrator.

Administration has updated Policy 115 – *Sexual Orientation, Gender Identity, and Gender Expression* which included renaming the policy to *Sexual Orientation and Gender Identities*, as part of its review of policies during the 2021-2022 school year.

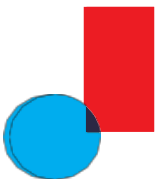
The Policy Committee reviewed Policy 115 – *Sexual Orientation and Gender Identities* at their May 25, 2022, committee meeting and have recommended it to the Public Board meeting for approval.

Administration is prepared to respond to questions at the June 22, 2022, Public Board meeting.

Sincerely,

Shawna Warren, M.Ed
Acting Superintendent

Attachment





Sexual Orientation and Gender Identities

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2023/24

1.0 POLICY

The Board believes in the importance of and is committed to establishing and maintaining a welcoming inclusive, equitable safe and healthy learning and working environments that respect diversity and foster a sense of belonging for members of the school community. This includes students, staff, and families who identify or are perceived as two-spirit, lesbian, gay, bisexual, transgender, transsexual, queer, gender fluid, or those who are questioning their sexual orientation, gender identity, or gender expression (2SLGBTQ+). The Board expects that all members of this diverse community be welcomed, respected, accepted and supported in every school and workplace.

All members of the school community and those employed by the Board have the right to learn and work in an environment free from prejudice, harassment and discrimination. This right is guaranteed under the *Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Alberta Education Act*. As such, these rights are to be supported and enforced so that all members of Sturgeon Public Schools may work together in inclusive, equitable, safe, healthy and respectful environments.

The Board believes that all 2SLGBTQ+ students, staff and families have the right to have:

- their confidentiality protected and respected,
- self-identification and determination; and
- their unique identities, families, cultures and communities included, represented, valued and respected within all aspects of the school environment.

2.0 DEFINITIONS

Definitions: For the purposes of this policy the most current definitions can be accessed at the following link:

GSA's and QSA's in Alberta Schools: A Guide for Teachers

Sexual and Gender Minority Terms and Definitions:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/PD-80-6%20GSA-QSA%20Guide%202018.pdf>

References: Administrative Procedure: AP - Employee Conduct - Sexual Orientation and Gender Identities
Board Policy 120 - Harassment
Education Act: Sections 33 (2), (3), 35.1
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
[GSA's and QSA's in Alberta Schools: ATA](#)
[Guidelines for Best Practices: Alberta Education](#) (2016)
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act

Sexual Orientation and Gender Identities

EFFECTIVE: March 27, 2019

REVISED: June 22, 2022

REVIEW: 2023/24

3.0 GUIDELINES

- 3.1 The Board is committed to establishing environments where all 2SLGBTQ+ students, staff and families have the right to:
 - 3.1.1 be fully included and represented in an inclusive and respectful manner by all school personnel.
 - 3.1.2 have equitable access to the same supports, services and protections provided to all students, staff and families.
 - 3.1.3 have a mechanism by which to address harassment, prejudice, discrimination, intimidation, bullying and/or violence
 - 3.1.4 see their unique identities, families, cultures and communities are represented and valued in all facets of the school environment.

- 3.2 The Board believes that staff members are better prepared to respond to and support matters associated with sexual orientation, gender identity, or gender expression when they have the benefit of related education and professional development opportunities, as well as an awareness of, and access to, research and/or professional readings relative to this topic. The Board is committed to
 - 3.2.1 Supporting administration to develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexual and gender student minorities and their families are welcomed and treated with dignity and respect in all facets of the school community.
 - 3.2.2 Supporting principals and schools in implementing educational initiatives and developing school environments that respect the sexual and gender minority's unique identity, families, cultures and communities.

- 3.3 The Board of Trustees may establish a task group or groups to provide input and recommendations relative to the implementation of Policy 115 Sexual Orientation and Gender Identities.

- 3.4 The membership of any task group(s) may vary based on the identified goals and objectives established by the Board of Trustees relative to Policy 115 Sexual Orientation and Gender identities.

References: Administrative Procedure: AP - Employee Conduct - Sexual Orientation and Gender Identities
Board Policy 120 - Harassment
Education Act: Sections 33 (2), (3), 35.1
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
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Sexual Orientation and Gender Identities

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3.5 Prior to forming any task group(s) the Board of Trustees will identify:

- The specific objectives,
- Membership representation,
- Preferred timeline and
- Reporting process for the task group(s).

4.0 The Board will comply with requirements established by the Minister.

References: Administrative Procedure: AP - Employee Conduct - Sexual Orientation and Gender Identities
Board Policy 120 - Harassment
Education Act: Sections 33 (2), (3), 35.1
Vision, Mission and Values Statement
Canadian Charter of Rights and Freedoms
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Freedom of Information and Protection of Privacy Act
Personal Information Protection Act

Sexual Orientation and, Gender Identities ~~Identity and Gender~~ Expression

EFFECTIVE: March 27, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2021-2022~~

1.0 POLICY

The Board believes in the importance of, and is committed to establishing and maintaining a ~~welcoming, caring, respectful,~~ inclusive, equitable ~~and safe and healthy and respectful~~ learning and working environments that respects diversity and fosters a sense of belonging for members of the school community. This includes students, staff, and families who identify or are perceived as all students and staff including those who self-identify as sexual or gender minorities (LGBTQ+), including but not limited to: two-spirit, lesbian, gay, bisexual, transgender, transsexual, ~~two-spirit~~, queer, gender fluid, or those who are questioning their sexual orientation, gender identity, or gender expression (2SLGBTQ+). The Board expects that all members of this diverse community be welcomed, respected, accepted and supported in every school and workplace.

All members of the school community and those employed by the Board have the right to learn and work in an environment free from prejudice, harassment and discrimination. This right is guaranteed under the *Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Alberta Education Act*. As such, these rights are to be supported and enforced so that all members of Sturgeon Public Schools may work together in inclusive, equitable, safe, healthy and respectful environments.

The Board believes that all 2SLGBTQ+ students, staff and families have the right to have:

- their confidentiality protected and respected,
- self-identification and determination; and
- their unique identities, families, cultures and communities included, represented, valued and respected within all aspects of the school environment.

2.0 DEFINITIONS

Definitions: For the purposes of this policy the most current definitions can be accessed at the following link:

References: ~~Administrative Procedure: AP712 - Employee Conduct - Sexual Orientation and, Gender Identities and Gender Expression~~
 Board Policy 120 - Harassment
 Education Act: Sections 33 (2), (3), 35.1
 Vision, Mission and Values Statement
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Sexual Orientation and, Gender Identities Identity and Gender Expression

EFFECTIVE: March 27, 2019

REVISED: ~~January 29, 2020~~

REVIEW: ~~2021-2022~~

GSA's and QSA's in Alberta Schools: A Guide for Teachers

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3.0 GUIDELINES

~~3.1 The Board is committed to establishing environments where all 2SLGBTQ+ students, staff and families have the right to:~~

- ~~3.1.1 be fully included and represented in an inclusive and respectful manner by all school personnel.~~
- ~~3.1.2 have equitable access to the same supports, services and protections provided to all students, staff and families.~~
- ~~3.1.3 have a mechanism by which to address harassment, prejudice, discrimination, intimidation, bullying and/or violence~~
- ~~3.1.4 see their unique identities, families, cultures and communities are represented and valued in all facets of the school environment.~~

~~3.2 The Board believes that staff members are better prepared to respond to and support matters associated with sexual orientation, gender identity, or gender expression when they have the benefit of related education and professional development opportunities, as well as an awareness of, and access to, research and/or professional readings relative to this topic. The Board is committed to ~~To this end the Board will direct administration to:~~~~

~~3.2.1 Supporting administration to develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexual and gender student minorities and their families are welcomed and treated with dignity and respect in all facets of the school community.~~

References: ~~Administrative Procedure: AP712 - Employee Conduct - Sexual Orientation and, Gender Identities and Gender Expression~~
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Sexual Orientation and Gender Identities Identity and Gender Expression

EFFECTIVE: March 27, 2019

REVISED: January 29, 2020

REVIEW: 2021-2022

3.2.2 Supporting principals and schools in implementing educational initiatives and developing school environments that respect the sexual and gender minority's unique identity, families, cultures and communities.

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3.2.3.3 The Board of Trustees may, ~~from time to time~~, establish a task group or groups to provide input and recommendations relative to the implementation of Policy 115 Sexual Orientation and Gender Identities, ~~ies, and Gender Expression~~.

3.2 3.4 The membership of any task group(s) may vary based on the identified goals and objectives established by the Board of Trustees relative to Policy 115 Sexual Orientation and Gender-identities, ~~Identity, and Gender Expression~~.

3.3 3.5 Prior to forming any task group(s) the Board of Trustees will identify:

3.3.1 * The specific objectives,

3.3.2 * Membership representation,

3.3.3 * Preferred timeline and

3.3.4 * Reporting process for the task group(s).

4.0 The Board will comply with requirements established by the Minister.

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