



AP 9.11

Category: Safety and Wellness

Sexual Orientation, Gender Identities and Gender Expressions

BACKGROUND & RATIONALE

The CAPE Charter Board is committed to the maintenance of a safe and caring school environment for all students, parents, employees, volunteers, and contract operators. The CAPE Charter Board believes in an equitable and inclusive educational environment that supports every child and youth's achievement of their full potential and the creation of a positive future for themselves, their families and their communities. The CAPE Charter Board requires that all programs, activities, and employment practices be free from discrimination, including discrimination based on sex, sexual orientation, or gender identity.

PURPOSE

To support the establishment and maintenance of a safe and caring learning and teaching environment for all students as well as parents, employees, volunteers, and contract operators i.e all members of the school community:

- that fosters diversity and nurtures a sense of belonging and a positive sense of self;
- in which every student has equitable access to all school programs and activities;
- that support the creation and maintenance of a comprehensive whole-school approach to promoting healthy relationships;
 - within which each member of the school community:
 - has the right to be open about who they are, including expressing their sexual orientation, gender identity or gender expression without fear of unwanted consequences;
 - has the right to privacy and confidentiality;
 - is actively included in the collaborative decision-making process;
 - that is committed to respecting the rights and needs of students with diverse sexual orientation, gender identities and/or gender expressions and that these rights and needs inform decision-making.
- To support self-identification as the sole measure of an individual's sexual orientation, gender identity and gender expression.
- To support= the establishment of groups and/or student activities intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, if requested.

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DEFINITIONS

1. **Inclusive educational environment** - a school or classroom where students of every ability level, nationality, religious belief, gender, colour, etc. receive teaching in the same place are accepted, valued, and respected.
2. **Equitable educational environment** - every student has access to the educational resources and rigor they need at the right moment in their education.
3. **Diversity** - having a range of people with various racial, ethnic, socioeconomic, and cultural backgrounds and various lifestyles, experience, and interests; having a variety of individuals and points of view represented in the department; a group of people who are different in the same place.
4. **Collaborative decision-making** - combining the input from all stakeholders and therefore at making the best choice from the standpoint of the objectivity. It is typical that decisions made by groups differ from those made by individuals.
5. **Self-identification** - the identification of oneself with another person or thing.
6. **Sexual orientation** - a person's affection and sexual attraction to other persons.
7. **Gender identity** - a person's internal sense or feeling of being male or female, which may or may not be the same as one's biological sex.
8. **Gender expression** - Gender expression is the manner in which individuals express their gender identity to others. A person's gender expression is often based on the binary model of gender, which is either stereotypically male or female. However, some individuals choose to express themselves in terms of a multiple model of gender, mixing both male and female expressions since they do not see themselves as being either stereo typically male or female, but possibly some combination of both or neither genders.

PROCEDURE

9. The Superintendent shall monitor the implementation of these procedures in accordance with board policy.
10. The Superintendent will ensure that these procedures are shared with the community at large via the CAPE website.
11. The Principal or designate is charged with the implementation of these procedures.
12. The Principal will ensure that all members of the school community such as parents, staff and students are aware of and understand these procedures, have the opportunity to ask questions and voice concerns about these procedures.

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13. The Principal will ensure that the physical environment is respectful of each student and school community member, including those with non-traditional sexual orientation, gender identities and gender expressions, by providing:
 - 13.1 privacy for such activities as changing clothes for classes and/or activities,
 - 13.2 privacy for meetings,
 - 13.3 adequate space for student supports,
 - 13.4 alternate physical accommodations in response to student needs,
 - 13.5 private bathrooms,
 - 13.6 and any other as needed.
14. The Principal shall ensure that the social environment is respectful of each student and school community member by structuring and supporting a respectful environment that recognizes and respects diversity in all its forms such as religious, political, sexual, cultural, including those with non-traditional sexual orientation, gender identification, and/or gender expressions.
15. The Principal will ensure that the emotional environment is respectful of each student and school community member by structuring and supporting a respectful environment that recognizes and respects the emotional needs of students, staff and all community members, in consideration of diversity: religious, political, sexual, cultural, including those with non-traditional sexual orientation, gender identification, and/or gender expressions.
16. The Principal will ensure that the academic environment is respectful of each student and school community member by providing supports appropriate to the needs of each student and community member, in consideration of diversity: religious, political, sexual, cultural, including those with non-traditional sexual orientation, gender identification, and/or gender expressions.
17. The Principal shall ensure that each student has full, safe and equitable participation to all school curricular, co-curricular and extra-curricular activities.
18. The Principal shall ensure that the school's official student record and other school records are maintained and shared in compliance with the *School Act, Section 23* in a way that respects the wishes, privacy and confidentiality of the student, as applicable.
19. In the event that a staff member employed by the board or a student within the school requests support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the Principal shall permit the establishment of the student organization or the holding of the activity at the school.

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20. The Principal shall facilitate such an organization, designate a staff member to serve as the staff liaison to facilitate the establishment and the ongoing operation of the student organization or to assist in organizing the activity, provide a space within the facility, and offer guidance as required for such things as selecting an appropriate name or an appropriate activity. An organization or activity includes those that promote equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
21. The Principal shall facilitate initiatives that promote staff, students and family understanding, skills and opportunities to contribute to decision-making and that promote healthy relationships and prevent unwanted and inappropriate behaviours.
22. Staff shall ensure that 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.
23. The CAPE school community shall be ambassadors of good will, demonstrate and promote respectful and caring attitudes towards all members of society, and support global citizenry.

References:

CAPE Policy Manual, Section 9

Education Act

Canadian Human Rights Act

Alberta Human Rights Act

Canadian Charter of Rights and Freedoms

Teachers' Code of Professional Conduct

CAPE Code of Conduct for Certificated Staff

CAPE Code of Conduct for Non-Certificated Staff

CAPE Student Code of Conduct

Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying

Safe and Caring Schools LGBTQ Students: A Guide for Counsellors

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