

Administrative Procedure 322 – SAFE AND CARING LEARNING ENVIRONMENTS FOR STUDENTS

Background

Consistent with its mission and vision, the Board of Trustees of the East Central Alberta Catholic Separate Schools Division (“Board”) is committed to a safe, caring, respectful, inclusive, and welcoming learning and teaching environment for all staff and students in accordance with Board Policy 1 – Foundation Statements.

To ensure that all members of the District’s school communities work together in an atmosphere of respect for the dignity of all persons, this Administrative Procedure is adopted to ensure that each student and staff member is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.

The Board will not tolerate harassment, bullying, intimidation, or discrimination of students or staff as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms* which includes discrimination on the basis of an individual’s actual or perceived differences, including sexual orientation, gender identity and gender expression.

To achieve this goal, the Board requires that its schools and staff and students promote a welcoming, caring, respectful, safe learning environment that respects diversity and fosters a sense of belonging in accordance with the rights of staff and students under the following legislation and as reflected in District procedures:

- Canadian Charter of Rights and Freedoms.
- Alberta Human Rights Act.
- Alberta Bill of Rights.
- Education Act.
- An Act to Support Gay-Straight Alliances
- Administrative Procedure 415 – Harassment
- Administrative Procedure 305 – Student Conduct and Discipline
- Administrative Procedure 103 – Channels of Communication
- Administrative Procedure 318 – Appeals Regarding Student Matters

Rationale

1. This Administrative Procedure has been developed to:
 - (a) support and affirm the dignity of all students in every aspect of school life;
 - (b) embrace with compassion the lives of all students and find ways to increase respect for the dignity of each other in ways appropriate to the Catholic school setting;

- (c) provide resources consistent with Catholic teaching on social relationships and support students who require assistance as a result of their gender identity or gender expression. As St. Paul reminds us, “For in Christ Jesus, you are all children of God, through faith. There is neither Jew nor Greek, neither slave nor free, there is neither male nor female; for you are all one in Christ.” (Galatians 3:27-28); and
 - (d) outline the Board’s responsibilities under Section 35.1 of the *Education Act*.
- 2. Given that all students are created in the divine image and likeness of God, and are therefore endowed with an inalienable worth that cannot be violated, circumstances involving gender identity or gender expression, as they affect a student, are to be addressed with a high degree of sensitivity, respect, and inclusion, and where required, expertise and support (in the context of the school’s resources).
- 3. The goal of any reasonable accommodation made by a school in this area is to afford dignity and success in learning for a student who has advised the school of their gender identity or gender expression needs.
- 4. With this context and based on available school resources, staff are committed to creating a student learning environment that is inclusive, and responsive to the student’s needs. To this end, staff may:
 - (a) take into consideration a continuum of supports and services in the context of a reasonable accommodation; and
 - (b) collaborate with families and, if permissible, provide community support services for accommodation purposes.

Principles

- 1. Students at all grade levels may need support and guidance with respect to their gender identity or gender expression.
- 2. A teacher or administrator who is approached with a request for assistance, support or an accommodation must respond in a timely manner with sensitivity, respect, and understanding mercy and compassion.
- 3. Since all students have been created in the divine image and likeness of God, and are therefore endowed with an inalienable worth that cannot be violated, circumstances involving issues with gender identity or gender expression as it affects a student shall:
 - (a) be addressed with fairness, sensitivity, respect and inclusion;
 - (b) be addressed in a supportive manner by all school personnel;

- (c) be addressed in a manner where students have reasonable resources available to them without fear of reprisal, when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence;
 - (d) protect student confidentiality (subject to circumstances which require disclosure of personal information in accordance with the *Freedom of Information and Protection of Privacy Act*).
4. The goal of a reasonable accommodation in this area is to afford dignity and success in learning for a student who has gender identity or gender expression needs. To this end, based on available resources, staff may corroborate with students on accommodation needs, and with the student's permission – family collaboration and community supports.

Procedures

1. Individual student accommodation guidelines explain the District's best practices related to support and accommodation based on gender identity and gender expression.
2. Schools will provide opportunities for staff to increase their knowledge, awareness, skills and attitudes in promoting respect for human rights, respecting diversity and understanding issues related to gender identity and gender expression in relation to the Catholic faith as well as the greater society.
3. For student groups, the District shall provide support for student organizations in accordance with Section 35.1 of the *Education Act*. Specifically:
 - (a) If one or more students attending a school operated by a board request a staff member employed by the board for 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 of the school shall:
 - i. immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and
 - ii. subject to subsection (d), within a reasonable time from the date the principal receives the request, 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.
 - (b) For the purposes of this procedure, an organization or activity includes an organization or activity that promotes 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.

- (c) The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance,” after consulting with the principal.
 - i. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance.”
 - (d) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in 3(a), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.
- 4. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section 3 is limited to the fact of the establishment of the organization or the holding of the activity. As with all extra-curricular offerings, parents are invited to converse with the school regarding the intention of the student organization or activity.
- 5. Student privacy and confidentiality of personal information will be protected and only disclosed when required in accordance with the *Alberta Freedom of Information and Protection of Privacy Act*.
- 6. Athletic eligibility for all students participating in school sports is determined by the Alberta Schools’ Athletic Association (ASAA) and local division athletic associations. Eligibility at secondary level reflects criteria of these associations to ensure consistency and alignment. For intramurals, the Principal will determine best practice and rationale for all individuals involved. Based on specific student circumstances, educators address additional needs in consultation with the Principal and district leadership.
- 7. Schools may choose to offer gender-specific courses (i.e., physical education). The Principal will determine the best practice and rationale for all individuals involved.
- 8. Schools maintain dress codes that provide students with positive guidelines for appropriate dress in an educational setting and the context of a Catholic school environment. These dress codes should be flexible enough and worded such that all people feel comfortable in school environments.
- 9. The District shall allow for Student Records to reflect the preferred name of the student, including on report cards, class lists, and IPPs, without the need for documented proof of change in sex or gender or a medical diagnosis. However, a legal name change, as registered under the *Vital Statistics Act* is required if the student desires their official Alberta Education documents to reflect their preferred name.
- 10. Overnight field trips are planned to accommodate individual needs, protecting the privacy and confidentiality of students and allowing students to participate without the requirement to disclose personal information. The Principal, in consultation with the student and family, determines the best practice and rationale for all individuals involved.

11. Each school is encouraged to designate gender-neutral single stall washrooms available for all students as a washroom and change rooms. This supports students with their gender identity and expression, body image concerns, or requests for additional privacy for any reason.
12. The District will establish a code of conduct for students that addresses bullying behavior.

Nothing in this Administrative Procedure is to be interpreted so as to limit or be a waiver of the East Central Catholic School's rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools. If any of the provisions in this Administrative Procedure conflict with the East Central Catholic School's rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools, the East Central Catholic School Board's rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools will govern.

Reviewed/Revised: March 2016, April 2018 September 2019 April 2020 June 2023

Reference: Canadian Charter of Rights and Freedoms
 Alberta Human Rights Act
 Alberta Bill of Rights Education Act
 Administrative Procedure 415 – Harassment
 Administrative Procedure 305 – Student Code of Conduct
 Administrative Procedure 103 – Channels of Communication
 Administrative Procedure 318 – Appeals Regarding Student Matters
 Greater St. Albert R.C.S.S.D. No. 734 – Administrative Procedure 360 LIFE Framework (CCSSA)
 Inclusive Communities (CCSSA)
 Lakeland RCSSD No. 16 – Administrative Procedure 324 Inclusive Communities: Accommodating
 and Respecting Gender Identity and Expression.

CCSSA's LIFE Framework

"Lived Inclusion for Everyone"

Background

Catholic Schools share a foundational belief that all children are loved by God, are individually unique, and that the school has a mission to help each student to fulfill their God-given potential in all aspects of their person: physically, academically, socially, morally and spiritually.

Specific background resources for LIFE Framework: Alberta Catholic School Trustees' Association (ACSTA) *Safe and Caring Learning Environments for Students*, the Council of Catholic School Superintendents of Alberta (CCSSA) *Commitment to Inclusive Communities*, and Calgary Catholic School District's (CSSD) *Supporting Inclusive Communities*.

Commitment to the LIFE Framework

Catholic Schools are committed to using the LIFE Framework as a guideline for the creation and operation of student groups that are comprehensive in their approach to inclusion and open to the exploration in a Catholic context of a variety of issues including bullying, sexual harassment, sexual orientation, gender identity, discrimination, justice, and respectful relationships and language.

The naming of LIFE Framework student groups

Names for student groups seeking to respect further the human person will be approved by the principal, in consultation with the chief superintendent, will incorporate language in keeping with the teachings of the Catholic Church and will respect the intent of this document.

Who might be served by LIFE Framework student groups?

- All students

Guidelines for the Formation of student groups

Because some students, especially those with same-sex attractions, and those who identify with different genders, as well as those who experience discrimination or isolation based on body image, race, culture, language, performance in school, social anxiety/lack of social connection, or other individual attributes, may be at risk, it is advised that every school be well prepared to establish student groups to address these needs. Such groups should be formed when there is a student request.

When students wish to form a group, it is important to determine the nature of the request and how best to meet the expressed needs. 'What are you looking for?' Through conversations with students, the purpose of the group needs to be identified, so it can be properly structured within

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the guidelines. Flexibility and responsiveness, based on needs, is critical. Student groups may be formed for the following purposes:

- Advocacy
- Peer support
- Counselling

In each type of group, issues that result in discrimination and bullying may be addressed, including, but not limited to:

- Sexual orientation
- Gender identity
- Gender
- Body image
- Race, culture, or language
- Performance in school
- Social rejection, peer acceptance

General norms also govern all types of student groups. Groups shall:

- Support the mission, vision, and core values of the school and the school jurisdiction while upholding the sanctity of human life through discussions, acts of justice, and social action within the context of Catholic teaching on social relationships.
- Reflect through name and action the philosophy and theology of communion and emphasize inclusion, hospitality, respect, and justice.

Since each type of group addresses different needs (advocacy, peer support, counselling), specific guidelines and additional norms follow:

Advocacy Groups

Purpose

- To advocate against discrimination and/or behaviours that cause students to feel isolated and not included.

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- To assemble students who experience discrimination, isolation, and a lack of feeling included in their school community or society with students who want to offer these students their support via initiatives designed to advocate against all forms of discrimination.
- To enable students to feel empowered to activate their unique God-given gifts to further a more just community for everyone.
- To discuss issues that cause pervasive harm to young people in society.

Norms

- Ensure the student groups are led by trained Catholic facilitators and assisted, when possible, by counselors, chaplains or social workers.
- Be open from a Catholic perspective to exploring various issues, including sexual orientation, gender identity, bullying, discrimination, justice, and respectful relationships and language.
- Ensure advocacy efforts are directed against all forms of bullying and discrimination.

Activities

- Exploring how inclusive practices enhance the life of the school (e.g. celebrating a school's success annually through various means).
- Sponsoring activities throughout the school year to address these areas (i.e. bullying awareness week activities, peer advocacy, guest speakers, and frequent liaison with the school principal).
- Promoting whole school social justice activities to address needs locally, nationally or internationally.

Activity Exemplars

- Schools and school boards participating in the LIFE Framework are invited to submit one-page descriptions of successful activities to the Executive Director of the CCSSA for inclusion in this document's appendix.

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Peer Support Groups

Purpose

- To assemble students who experience discrimination, isolation, and a lack of feeling included in their school community or society with students who want to offer these students their support via facilitated discussions.

Norms

- Ensure the student groups are led by trained Catholic facilitators and assisted, when possible, by counselors, chaplains or social workers.
- Ensure boundaries before discussing any topic, so members do not feel pressured to make personal disclosures.
- Invite, but not pressure, other students to join them.
- Be sensitive to the safety of all students who are at risk.
- Refrain from labeling or discussing students who are not members.
- Consider inviting students to develop additional norms and procedures with the facilitator carefully guiding this process.

Activities

- Exploring those areas with staff facilitators where inclusion could be improved (e.g. student group discussions as per “norms” outlined through the leadership of the facilitator).

Activity Exemplars

- Schools and school boards participating in the LIFE Framework are invited to submit one-page descriptions of successful activities to the Executive Director of the CCSSA for inclusion in this document’s appendix.

Counselling Groups

Purpose

- To assemble students who experience discrimination, isolation, and a lack of feeling included in their school community or society with students who want to offer these students their support via facilitated discussions.

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- To support students experiencing various challenges related to feelings of belonging, self-worth, identity, friendship, etc.
- To support students who may be marginalized as a result of bullying or social exclusion based on gender, sexual orientation, culture, size, physical or academic ability, etc.
- To support students in understanding their sexual identities who may be experiencing a variety of challenges related to their sexuality (e.g. how to talk to parents, friends, etc.).

Norms

- Ensure the student groups are led by trained Catholic facilitators and counsellors, and assisted as needed by psychologists, chaplains or social workers.
- If a student discloses information to a staff member regarding their sexual orientation or gender identity, it is important to remember that they have a right to confidentiality unless students well-being is at risk.
- Ensure all normal processes for group counselling are followed.
- Be sensitive to the safety of all students who are at risk.
- Refrain from labeling or discussing students who are not members.

Activities

- Utilize counselling strategies to address group needs.

Activity Exemplars

- Schools and school boards participating in the LIFE Framework are invited to submit one page descriptions of successful activities to the Executive Director of the CCSSA for inclusion in this document's appendix.

Facilitation of Student Groups:

- As faith guides, strengthening every aspect of Catholic education, facilitators integrate prayer, scripture, and Catholic teaching (e.g. the dignity of the human person and a preferential option for the poor and vulnerable) into their discussions as appropriate. The groups will be permeated in a manner consistent with all Catholic school programming.
- Student groups shall be facilitated by a Catholic teacher and approved by the principal.

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- The principal shall ensure the facilitator(s) receives in-service or information on both relevant Catholic teachings and the facilitation of group discussion.
- At the principal's discretion, if the school has a counsellor, social worker, Family School Liaison Worker (FSLW), chaplain or a staff member with a similar designation, that staff member should co-facilitate.
- The facilitator(s) shall attend every meeting.

Informing parents about LIFE Framework student groups:

The Alberta Bill of Rights, s.1 (g) recognizes that parents have both the right to make informed decisions respecting the education of their children. The second paragraph of the preamble to the School Act and paragraph eight of the preamble of the Education Act (upon proclamation), recognizes parent's rights and responsibility to make informed decisions respecting their children's education.

The following two-step process is recommended to advise parents regarding the formation of LIFE Framework/Diversity clubs:

Step 1 – A general notice is provided to the school community (recommended inclusion in annual student handbook) that students may be organizing LIFE Framework/Diversity clubs at the school in the future.

Step 2 – If a LIFE Framework/Diversity club is formed in a school, notification of the formation of the club is sent to all parents (not naming of any students involved in the formation of the clubs). This notification includes the responsibility of parents to discuss with their child the purpose and nature of the club, whether their child wishes to become a member and their child's obligation to both refrain from bullying behavior and contribute to a safe learning school environment that respects diversity. At all times parents are invited to converse with the school regarding the intention of the LIFE Framework/Diversity Club.

Section 35.1 of the Education Act:

Support for student organizations

35.1(1) If one or more students attending a school operated by a board request a staff member employed by the board for 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 of the school shall

(a) permit the establishment of the student organization or the holding of the activity at the school, and

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(b) 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.

(2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes 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.

(3) The students may select a respectful and inclusive name for the organization, including the name “gay-straight alliance” or “queerstraight alliance”, after consulting with the principal.

(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

(5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1),

(a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and

(b) that staff member shall be deemed to be available to serve as the staff liaison.

2015 c1 s3

March 3, 2016

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A Resource for a Pastoral Approach to Supporting and Guiding Students in Inclusive Communities – Gender Identity and Expression

Purpose:

Our Catholic schools are committed to supporting inclusive communities that teach care and compassion for every person, regardless of age, race, sex, gender or sexual orientation, and require that every person be treated with dignity and respect. ¹This document provides background information about Catholic teachings, and considerations for schools, when supporting and guiding students with respect to gender identity and expression.

Background:

Catholic schools are places of both learning and believing. Our schools share a foundational belief that all children are loved by God, created in God's image, and individually unique. The school has a mission to help students grow as children of God in all aspects of their person: physically, academically, socially, morally and spiritually.

The Catholic Church teaches that the body and soul are so united that one's gender identity is rooted in one's biological identity as male and female. In Catholic teaching, one's sexual identity is considered "a reality deeply inscribed in man and woman". ²It is the conviction of the Catholic Church that genetically, anatomically and chromosomally, the body reveals the divine plan, and that humans are "obliged to regard [their bodies] as good and to hold [them] in honour since God has created [them]". ³Therefore, to attempt 'gender transitioning' is contrary to the teachings of the Catholic Church.

In our schools, students at all grade levels may need support and guidance with respect to gender identity and expression. Instances of attempted gender transitioning may be presented at all levels in elementary and secondary schools. Any educator approached with a request for accommodation must respond with sensitivity, respect, mercy, and compassion.

Gender identity issues are complex, delicate and highly personal. There are a range of emotional and behavioural manifestations around gender expression. Individuals may experience gender-questioning; that is, persons "may be questioning or exploring their gender identity, and their gender identity may not align with their sex assigned at birth".⁴ Some may also exhibit gender non-conforming behaviours, which is "an umbrella term to describe people whose gender expression or gender identity differs from gender norms associated with their assigned birth sex".⁵

¹The Joy of the Gospel, nos.110-114

²Congregation for the Doctrine of the Faith: Letter to the Bishops of the Catholic Church on the Collaboration of Men and Women in the Church and in the World (2004), n.8.

³Catechism of the Catholic Church: specifically, no. 364, 365, 2332, 2333, 2393;

⁴Guidelines for Psychological Practice with Transgender and Gender Nonconforming People, American Psychological Association, 2015

⁵ *Ibid*, p. 54

Importantly, while there is individual variation, this is an "at-risk" group in need of special care and attention. In some cases, persons who experience significant amounts of distress related to their gender identity or challenges

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with social, school or other important areas of functioning, may need more intensive support.⁶ In addition, students who identify as transgender often experience higher levels of: bullying ... physical violence, sexual abuse, drugs/alcohol abuse, sexually transmitted infections, depression, anxiety and suicidal attempts than their peers.⁷ Therefore these students may engage in various coping mechanisms and defensive strategies, including acting out or withdrawal behaviours.

Students' understanding of their own gender identity and expression evolves over time, and may not remain consistent throughout the years. The majority of children that gender-question or exhibit gender non-conforming behaviours will not attempt to gender transition in their adolescence or adulthood.⁸ Therefore, the level of ongoing support and guidance required will vary, depending on individual need.

Considerations for Superintendents and Districts—Operational Procedures:

Welcoming, Caring, Respectful and Safe Learning Environments:

In a Catholic context, and in keeping with the teachings of the Church, school administration and staff have the responsibility to ensure a welcoming, caring, respectful and safe learning environment that fosters a sense of belonging in all aspects of school life. All students benefit from knowing there are safe and caring adult advocates in their school and parish. The learning environment supports what is best for individuals, and at the same time, the needs of the community as a whole.

In addition, for the benefit of the individual and family, schools protect the privacy and confidentiality of students, including information about gender identity and expression. Ideally, school environments are designed to support inclusivity, allowing for full participation of all members without disclosure of personal information.

A Collaborative Approach:

Aligned with best practice, schools develop plans for individual students based on their needs. It is important to determine needs through a collaborative team approach, engaging the student, family, staff, and other professionals in the discussion and planning as appropriate.

⁶ Diagnostic & Statistical Manual-5 (DSM-5), American Psychiatric Association

⁸ Ibid

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The following considerations reflect these understandings:

- **Athletics**

Athletic eligibility for all students participating in school sports is determined by the Alberta Schools' Athletic Association (ASAA) and/or local division athletic associations. Eligibility at secondary level reflects criteria of these associations to ensure consistency and alignment. For intramurals, the principal will determine best practice and rationale for all individuals involved. Based on specific student circumstances, educators address additional needs in consultation with the principal and district leadership.

- **Course Selection**

Schools may choose to offer gender specific courses (e.g. physical education). The principal will determine the best practice and rationale for all individuals involved.

- **Dress Code/Uniforms**

Most schools and divisions maintain dress codes that provide students with positive guidelines for appropriate dress in an educational setting and the context of a Catholic school environment. These dress codes should be flexible enough, and worded such, that all people feel comfortable in school environments. For those schools that incorporate school uniforms consideration of all students must be kept in mind in the design and choice of the uniforms.

- **Names**

While schools are required to use legal names on all legal documents, common names may be used at the request of parents on a day-to-day basis. If parents provide legal documentation to support a name or gender change, school legal documents are amended. Families initiate this process and present such information, if they choose to do so.

- **Overnight Field Trips**

Overnight field trips are planned to accommodate individual needs, protecting the privacy and confidentiality of students, and allowing students to participate without the requirement to disclose personal information. The principal, in consultation with the student and family, determines the best practice and rationale for all individuals involved.

- **Washroom/Change Room Accessibility**

Each school is encouraged to designate gender neutral single stall washrooms available for all students as a washroom and change room. This supports students with their gender identity and expression, body image concerns, or request for additional privacy for any reason.

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Resources:

[Catechism of the Catholic Church](#): specifically, no. 364, 365, 2332, 2333, 2393;

[Congregation for the Doctrine of the Faith: Letter to the Bishops of the Catholic Church on the Collaboration of Men and Women in the Church and in the World \(2004\)](#), n.8.

[FAQ on Gender Identity Disorder and “Sex Change” Operations](#)-- National Catholic Bioethics Centre

[Lived Inclusion for Everyone \(LIFE\) Framework](#) -- Council of Catholic School Superintendents of Alberta

[Joy of the Gospel](#), nos. 110-114

[Alberta Human Rights Act](#) (Section 1)

[Alberta School Act June 1, 2015](#) (Sections 16.1, 43.1, 45.1)

[Diagnostic & Statistical Manual-5 \(DSM-5\)](#), American Psychiatric Association

[Guidelines for Psychological Practice with Transgender and Gender Nonconforming People](#), American Psychological Association, 2015

[Public Health Agency of Canada](#)—Questions and Answers: Gender Identity in Schools

[Safe and Caring Schools for Transgender Students](#)--Alberta Teachers Association

[Supporting Every Student: Welcoming, Caring, Respectful and Safe Learning Environments](#)

[Welcoming, Caring, Respectful and Safe Learning Environments: Information for School Staff \(Alberta’s Amended School Act\)](#)

November 9, 2015

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