



# BRANDON SCHOOL DIVISION

December 7, 2016

NOTICE IS HEREBY GIVEN OF THE REGULAR MEETING  
OF THE BOARD OF TRUSTEES

TO BE HELD MONDAY, DECEMBER 12, 2016  
7:00 P.M.

J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE

1031 - 6TH STREET, BRANDON, MANITOBA

D. Labossiere  
Secretary-Treasurer

---

## AGENDA

### 1.00 AGENDA/MINUTES:

#### 1.01 Reference to Statement of Board Operations

#### 1.02 Approval of Agenda

#### 1.03 Adoption of Minutes of Previous Meetings

- a) Board Meeting, November 28, 2016.  
Adopt

### 2.00 GOVERNANCE MATTERS:

#### 2.01 Presentations For Information

- a) Brooklyn Maguathi, grade 5 student, Riverview School, being recognized for receiving a Governor General's Caring Canadian Award in November 2016.

#### 2.02 Reports of Committees

- a) Policy Review Committee Meeting S. Bambridge
- b) Divisional Futures & Community Relations Committee Meeting P. Bowslaugh

- |  |           |
|--|-----------|
| c) Facilities and Transportation Committee Meeting | G. Kruck  |
| d) Finance Committee Meeting                       | M. Sefton |

**2.03 Delegations and Petitions**

**2.04 Communications for Action**

**2.05 Business Arising**

**- From Previous Delegation**

**- From Board Agenda**

**- MSBA Matters**

- 1) The Facts on PISA (Programme for International Student Assessment) (Appendix 'A')
- 2) Memo – Manitoba Education and Training Smudging Protocol (Appendix 'B')
- 3) Smudging Protocol and Guidelines (Appendix 'C')
- 4) Nominations for Student Panelists at Convention 2017 (Appendix 'D')
- 5) The National Inventory of School District Interventions in Support of LGBTQ Student Wellbeing (Appendix 'E')

**- From Report of Senior Administration**

- a) Learning Support Services Report:
  - Strategic Continuous Improvement Plan - Update – Presentation by Marnie Wilson, Research, Assessment and Evaluation Specialist.
- b) Items from Senior Administration Report:
  - Vincent Massey High School – Off-Site Activity Request (Minneapolis) – Refer Motions.

**2.06 Public Inquiries (max. 15 minutes)**

**2.07 Motions**

- 136/2016 That the trip involving thirty-six (36) female Vincent Massey High School basketball students in grades 9 to 12 to make a trip to Minneapolis, MN from February 3, 2017 to February 5, 2017 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

- 137/2016 That it be formally acknowledged that Board meetings and consultations are held on Treaty Two and non-Treaty land, the traditional territories of the Anishinabe and Dakota Peoples, and the homeland of the Metis nation.
- 138/2016 That the Proposal from BDO Canada LLP for auditing services for the period of five (5) years commencing with the 2016-2017 audit in the amount of \$109,975 (plus applicable taxes) be accepted.
- 139/2016 That the Proposal from SRB Education Solutions in the amount of \$645,450.00 (plus applicable taxes) for an Enterprise Resource Planning (ERP) Software System funded through the ERP System Capital Reserve Fund be accepted.
- 140/2016 That the Proposal from Gatekeeper (including installation) in the amount of \$149,553.20 (excluding taxes) for the supply and installation of 41 School Bus Surveillance Camera Systems funded through the Bus Video Surveillance Hardware Capital Reserve Fund be accepted.
- 141/2016 That the tender from Ben Wiebe Construction (1985) Ltd. in the amount of \$249,691.86 (plus GST) for the New Era School – Grooming Room and Exterior Ramp project be approved, subject to Public Schools Finance Branch (PSFB) approval.
- 142/2016 That the Proposal from the City of Brandon for provision of leased space for Off-Campus and ARYP for a term of ten (10) years in the amount of \$1,283,150 (plus property taxes and other applicable taxes) be accepted.
- 143/2016 That the appointment of MCM Architects Inc. to design, tender and administer the Earl Oxford School Grooming Room project, be approved, subject to approval by the Public Schools Finance Board.
- 144/2016 That the appointment of Agassiz Consulting for construction quality control reviews for the George Fitton School Roof Replacement, be approved, subject to approval by the Public Schools Finance Board
- 145/2016 That the appointment of Agassiz Consulting for construction quality control reviews for the King George School Roof Replacement, be approved, subject to approval by the Public Schools Finance Board.
- 146/2016 That the appointment of Garland Canada for the project design, tender, contract administration and construction quality reviews for the Waverly Park School Roof Replacement, be approved, subject to approval by the Public Schools Finance Board.

## **2.08 Bylaws**

## **2.09 Giving of Notice**

## **2.10 Inquiries**

- Trustee Inquiries

## **3.00 ADMINISTRATIVE INFORMATION:**

## **3.01 Report of Senior Administration**

### **3.02 Communications for Information**

- a) Mr. Bramwell Strain, Deputy Minister, Manitoba Education and Training, November 30, 2016, sent to Board Chair Kevan Sumner, responding to a letter Trustee Sumner had sent to the Honourable Ian Wishart. Mr. Bramwell notes that at this time, the date of the funding announcement for the 2017-2018 school year is not known, and that the government will endeavor to make the announcement as soon as is practically possible.  
Receive and file.

### **3.03 Announcements**

- a) Education Committee Meeting – 12:00 p.m., Tuesday, December 13, 2016, Boardroom.
- b) Divisional Futures & Community Relations Committee – Lunch Visit to École New Era School – 11:40 a.m., Friday, December 16, 2016, École New Era School.
- c) Policy Review Committee Meeting – 11:30 a.m., Thursday, January 5, 2017, Boardroom.
- d) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, January 9, 2017, Boardroom.
- e) Upcoming Budget Dates:
  - Special Board Meeting – Presentation of Preliminary Budget – 7:00 p.m., Wednesday, February 8, 2017, Boardroom.
  - Public Budget Consultation Forum – 7:00 p.m., Wednesday, February 15, 2017, Kirkcaldy Heights School Gymnasium.
  - All Day Budget Meeting – 9:00 a.m., Tuesday, February 21, 2017, Boardroom.
  - Special Board Meeting – Public Presentations re: Proposed 2017-2018 Budget – 7:00 p.m., Monday, February 27, 2017, Boardroom.
  - Regular Board Meeting – Final Budget Approval – 7:00 p.m., Monday, March 6, 2017, Boardroom.

## **4.00 IN CAMERA DISCUSSION**

### **4.01 Student Issues**

- Reports
- Trustee Inquiries

### **4.02 Personnel Matters**

- Reports
  - a) Confidential #1 – Personnel Report.
  - b) Confidential #2 – Personnel Report.
- Trustee Inquiries

**4.03 Property Matters/Tenders**

- Reports
- Trustee Inquiries

**4.04 Board Operations**

- Reports
- Trustee Inquiries

**5.00 ADJOURNMENT**



# BRANDON SCHOOL DIVISION

MINUTES OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES, THE BRANDON SCHOOL DIVISION, HELD IN THE J. L. MILNE BOARDROOM, ADMINISTRATION OFFICE, 1031 - 6TH STREET, BRANDON, MANITOBA, AT 7:00 P.M., MONDAY, NOVEMBER 28, 2016.

## **PRESENT:**

Mr. K. Sumner, Chairperson, Dr. L. Ross, Vice-Chairperson, Ms. S. Bambridge, Mr. P. Bartlette, Mrs. P. Bowslaugh, Mr. G. Kruck, Mr. M. Sefton.

Mr. D. Labossiere, Secretary-Treasurer, Ms. B. Sangster, Recording Secretary, Ms. T. Curtis, Live Streaming Video Operator.

Senior Administration: Dr. M. Casavant, Superintendent/CEO, Mr. M. Gustafson, Assistant Superintendent, Mr. G. Malazdrewicz, Assistant Superintendent, Ms. E. Jamora, Assistant Secretary-Treasurer.

## **REGRETS:**

Mr. G. Buri, Mr. J. Murray, Ms. B. Switzer, Director of Human Resources.

The Chairperson called the meeting to order at 7:00 p.m. and welcomed everyone in attendance.

## **AGENDA**

### **1.00 AGENDA/MINUTES:**

#### **1.01 Reference to Statement of Board Operations**

#### **1.02 Approval of Agenda**

Mr. Labossiere, Secretary-Treasurer, noted he had two items under Property Matters for In-Camera.

Trustee Sumner noted he one notice of motion.

Mr. Sefton – Mr. Bartlette

That the agenda be approved as amended.

Carried.

#### **1.03 Adoption of Minutes of Previous Meetings**

- a) The Minutes of the Board Meeting held November 14, 2016 were circulated.

Trustee Bartlette asked that it be added to the minutes that he and Dr. Casavant had also attended the No Stone Left Alone ceremony. This information will be added to the November 14, 2016 minutes.

Mr. Sefton - Mr. Bartlette  
That the Minutes be approved.  
Carried.

## **2.00 GOVERNANCE MATTERS:**

### **2.01 Presentations For Information**

- a) Alice Rooke, Grade 10 student at Vincent Massey High School, was recognized for being selected to attend the "World Food Prize Global Youth Institute" in Des Moines, Iowa in October 2016. Trustee Sumner asked Alice to say a few words about her experience at the conference. Alice noted she had met students from the U.S. and all over the world, along with some of the top minds and leaders in agriculture from around the world. She was also able to attend several symposium sessions. When asked about the application process, Alice responded that after she completed the application, she interviewed with the Board of Trustees of Youth Institute and Agriculture in the Classroom and wrote a scientific research essay on an area of agriculture in a developing country. Alice added that she would recommend this program as it was a life-changing opportunity and so many others could benefit from this experience.

Trustee Sumner noted this is a remarkable achievement and thanked Alice for attending the meeting.

- b) The Board of Trustees recognized the following students for receiving a Manitoba Aboriginal Youth Achievement Award:
- Montana Young – Health
  - Harley Tacan – Employment in a Traditional Field
  - Kennedy Wilkinson – Artistic-Visual

Trustee Sumner indicated he is proud to see Brandon School Division students recognized Provincially for their achievements and thanked the students and their families for attending.

Trustee Sumner added that there was one more student who received an award: Linden McCorrister – Junior Athletic. Linden plays on the Brandon Wheat Kings and is currently away with the team.

### **2.02 Reports of Committees**

- a) Personnel Committee Meeting  
The written report of the Personnel Committee meeting held on November 10, 2016 was circulated.

Dr. Ross – Mr. Bartlette  
That the Minutes be received and filed.

Trustee Kruck asked questions for clarification regarding the Trustee request for an Education Assistant (EA) on the Alexander Bus. He noted that the Committee meeting minutes state that there is already an EA on the Alexander bus. Trustee Bambridge noted that the EA money comes from EA funds, which pulls an EA out of the classroom to ride the

bus. She noted bus EA's should have specific training, and that funds should not be taken away from educational funding. Carried.

b) Finance Committee Meeting

The written report of the Finance Committee meeting held on November 24, 2016 was circulated.

Trustee Bartlette asked questions for clarification regarding the 21<sup>st</sup> Century Skills/Strategic Plan Alignment - Phase II. He asked if the Division is looking for the effectiveness of the technology, or the level of effective use? Trustee Sefton responded that the Division is looking for effective use as it supports instruction in the classroom and also from an administrative perspective. Trustee Bartlette asked if this proposal from IBM in any way poses a conflict of interest for IBM should they discover hardware needs based on their assessment. Trustee Sefton noted that IBM is no longer in the market for small laptops computers and desktop computers, and he was previously reassured by Senior Administration that this is not a way for IBM to sell the Division hardware. Trustee Bartlette asked if the IBM proposal includes all three Phases. Trustee Sefton responded that it did. Trustee Bartlette asked, regarding the Phase III statement, what expertise IBM brings to the educational scene to make that kind of judgement for the Division. Dr. Casavant responded that there is currently a gap in the system between what the needs are of the people that would use the equipment to help instruct students. Students are looking for relevance in their learning; technology should not be the focus of their learning but be there to support it. Dr. Casavant noted the review is similar to the Division's Ameresco Report for Facilities. This would give the Division the Strategic Plan for a longer period of time to allow Senior Administration to come to the Board strategically looking for funding on an annual basis to support technology and learning.

Mr. Sefton – Mrs. Bowslaugh  
That the Minutes be received and filed.

Carried.

## **2.03 Delegations and Petitions**

## **2.04 Communications for Action**

## **2.05 Business Arising**

### **- From Previous Delegation**

### **- From Board Agenda**

### **- MSBA Matters (last meeting of the month)**

- 1) Safe Schools Manitoba Conference 2017
- 2) Call for workshop Proposals
- 3) Convention 2017 Raffle Donations Memo
- 4) Ebulletin



**- From Report of Senior Administration**

- a) Items from Senior Administration Report:  
- NIL

**2.06 Public Inquiries (max. 15 minutes)****2.07 Motions**

134/2016 Mr. Sefton – Mr. Bartlette

That Policy 5046 – “Maintenance Department – Summer Work Hours” is hereby rescinded and replaced with updated Policy 5046 – “Maintenance Department – Summer Work Hours”.

Carried.

135/2016 Mr. Bartlette – Mr. Sefton

That the Proposal from IBM Canada Ltd in the amount of \$103,000 (plus applicable taxes) to conduct a 21st Century Skills - Strategic Plan Alignment Review funded through the 2016-2017 Operating Budget be accepted.

Carried.

**2.08 Bylaws****2.09 Giving of Notice**

Trustee Sumner:

I or someone in my stead will be presenting a motion calling on the Board to formally acknowledge that Board meetings and consultations are held on Treat Two and non-Treaty land, the traditional territories of the Anishinabe and Dakota Peoples, and the homeland of the Metis nation.

**2.10 Trustee Inquiries**

Trustee Bowslaugh noted she had one inquiry item she would like to discuss with the Board In-Camera. The Board agreed to this request.

**3.00 ADMINISTRATIVE INFORMATION:****3.01 Report of Senior Administration**

Dr. Marc Casavant, Superintendent/CEO, spoke on public transit and his experience riding a city bus so that he could experience what Division students experience when they ride the bus. He is hoping to go again in the spring and is compiling a report around student transportation which he will deliver to the Board at a future meeting.

Dr. Marc Casavant, Superintendent/CEO, provided highlights on the following items from the November 28, 2016 Report of Senior Administration:

- Celebrations
  - We Day – November 18, 2016
  - Strategic Continuous Improvement Plan Meeting

Dr. Ross – Mr. Bartlette

That the November 28, 2016 Report of Senior Administration be received and filed.

Carried.

### **3.02 Communications for Information**

### **3.03 Announcements**

- a) Policy Review Committee Meeting – 11:30 a.m., Thursday, December 1, 2016, Boardroom.
- b) Facilities and Transportation Committee Meeting – 8:30 a.m., Thursday, December 8, 2016, Boardroom.
- c) Finance Committee Meeting – 12:30 p.m., Thursday, December 8, 2016, Boardroom.
- d) NEXT REGULAR BOARD MEETING – 7:00 p.m., Monday, December 12, 2016, Boardroom.
- e) Upcoming Budget Dates:
  - Special Board Meeting – Presentation of Preliminary Budget – 7:00 p.m., Wednesday, February 8, 2017, Boardroom.
  - Public Budget Consultation Forum – 7:00 p.m., Wednesday, February 15, 2017, Kirkcaldy Heights School Gymnasium.
  - All Day Budget Meeting – 9:00 a.m., Tuesday, February 21, 2017, Boardroom.
  - Special Board Meeting – Public Presentations re: Proposed 2017-2018 Budget – 7:00 p.m., Monday, February 27, 2017, Boardroom.
  - Regular Board Meeting - Final Budget Approval – 7:00 p.m., Monday, March 6, 2017, Boardroom.

Mr. Sefton – Ms. Bambridge

That the Board do now resolve into Committee of the Whole In-Camera. (7:43 p.m.)

Carried.

### **IN COMMITTEE OF THE WHOLE IN CAMERA**

### **4.00 IN CAMERA DISCUSSION:**

#### **4.01 Student Issues**

- Reports
- Trustee Inquiries

#### **4.02 Personnel Matters**

- Reports
  - a) Confidential #1 – Personnel Report was presented.
- Trustee Inquiries

#### **4.03 Property Matters/Tenders**

**- Reports**

- a) The Secretary-Treasurer provided information on two Property Matters.

**- Trustee Inquiries**

#### **4.04 Board Operations**

**- Reports**

**- Trustee Inquiries**

Ms. Bambridge – Mrs. Bowslaugh

That the Committee of the Whole In-Camera do now resolve into Board.

Carried.

#### **5.00 ADJOURNMENT**

Dr. Ross – Mrs. Bowslaugh

That the meeting does now adjourn (8:58 p.m.)

Carried.

---

Chairperson

---

Secretary-Treasurer



# BRANDON SCHOOL DIVISION

## Policy Review Committee Minutes

Thursday, December 2, 2016 – 11:30 a.m.  
Boardroom, Administration Office

Present: S. Bambridge, P. Bartlette, K. Sumner  
M. Casavant

---

### 1. CALL TO ORDER

The Policy Review Committee Meeting was called to order at 11:32 a.m.

### 2. APPROVAL OF AGENDA

The agenda was approved as circulated.

### 3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of November 7, 2016 were received as information.

### 4. COMMITTEE GOVERNANCE GOAL ITEMS

### 5. OTHER COMMITTEE GOVERNANCE MATTERS

#### A) Clarification of the January 12, 2017 Board Governance Meeting Agenda

The Committee discussed agenda items for the January 12, 2017 Board Governance meeting and decisions were made regarding what topics will be included.

### 6. OPERATIONS INFORMATION

### 7. NEXT REGULAR MEETING: Thursday, January 5, 2017, 11:30 a.m., Boardroom

The meeting adjourned at 1:19 p.m.

Respectfully submitted,

\_\_\_\_\_  
S. Bambridge, Chair

\_\_\_\_\_  
P. Bartlette

\_\_\_\_\_  
K. Sumner

\_\_\_\_\_  
G. Kruck (Alternate)



# BRANDON SCHOOL DIVISION

## Divisional Futures & Community Relations Committee Minutes

Monday, December 5, 2016 – 11:45 a.m.  
Boardroom, Administration Office

Present: P. Bowslaugh, G. Buri, K. Sumner  
M. Casavant

---

### 1. ELECTION OF CHAIR.

The Divisional Futures & Community Relations Committee Meeting was called to order at 11:57 a.m.

### 2. APPROVAL OF AGENDA

Trustee Sumner and Trustee Bowslaugh added items to the agenda.

The agenda was approved as amended.

### 3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of September 12, 2016 were received as information.

The École Harrison Lunch visit student feedback was received as information.

### 4. COMMITTEE GOVERNANCE GOAL ITEMS

#### A) **Effects of Future Committee Structure Changes**

The Committee discussed the possibility that the Divisional Futures Committee may be combined with another Board Committee. It was noted that this matter will be discussed in depth at the Board Governance meeting in January 2017.

#### B) **Debriefing on the informal visit with Mr. Len Islietson**

Trustee Sumner provided a summary of the visit with Mr. Len Islietson, MLA, and indicated that the key messages provided to Mr. Islietson were enrolment growth and the need for a new school. Trustee Sumner also mentioned that receiving the Minister's funding announcement earlier than February 15, 2017 would be appreciated. Mr. Islietson requested as much input as possible as the MLA's have been asked by the government to provide feedback.

The Committee discussed scheduling a meeting with Mr. Ian Wishart, Minister of Education and Training and the 2 MLA's, either in Brandon or at the Legislature.

#### C) **Consideration of the Committee's Role for the Truth and Reconciliation**

Trustees discussed a formal communication or updated package to provide when community members ask questions regarding the Division's role in response to the TRC report. It was noted that at this point there is no formal role, and further noted that the Division is already implementing of a number of initiatives.

**D) BUAPC**

Trustee Bowslaugh provided an update on the recent BUAPC meeting, and noted that Divisional information shared with the members was favourably received by the group.

**E) Remembrance Day Wreath**

The Committee discussed the fact that the Division did not lay a wreath at the November No Stone Left Alone Ceremony. It was noted that this is not a Divisional event and no invitation was extended by the organizer for the Division to lay a wreath.

**F) Sub-Committee Reports**

**a. School Division/Parent/Guardian Advisory – October 19, 2016**

Trustee Sumner provided a review of the School Division/parent/Guardian Advisory Committee meeting minutes. Natural playgrounds were discussed and it was suggested that Mr. Ralph Clark, Physical Education/Health Education Specialist, be invited to speak to the Board and the School Division/Parent/Guardian Advisory Committee about natural playgrounds.

Trustee Bowslaugh provided information she received on school playgrounds and the Montessori School that recently opened in Brandon.

**5. OTHER COMMITTEE GOVERNANCE MATTERS**

**6. OPERATIONS INFORMATION**

**7. NEXT REGULAR MEETING: Monday, January 30, 2017, 12:00 p.m., Boardroom**

The meeting adjourned at 12:56 p.m.

Respectfully submitted,

\_\_\_\_\_  
P. Bowslaugh, Chair

\_\_\_\_\_  
G. Buri

\_\_\_\_\_  
K. Sumner

\_\_\_\_\_  
S. Bambridge (Alternate)



# BRANDON SCHOOL DIVISION

## Facilities/Transportation Committee Minutes

Thursday, December 8, 2016 – 8:30 a.m.  
Boardroom, Administration Office

Present: G. Kruck (Chair), G. Buri, M. Sefton, P. Bowslaugh (Alternate)  
D. Labossiere, M. Clark, R. Harkness

---

### **1. CALL TO ORDER**

The Facilities and Transportation Committee Meeting was called to order at 8:37 a.m.

### **2. APPROVAL OF AGENDA**

The agenda was approved as circulated.

### **3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY**

The Minutes of October 17, 2016 were received as information.

### **4. COMMITTEE GOVERNANCE GOAL ITEMS**

### **5. OTHER COMMITTEE GOVERNANCE MATTERS**

#### **A) New Era School - Grooming Room & Exterior Ramp – Post Tender Review**

The Secretary-Treasurer reviewed the letter from MCM Architects inc. regarding the New Era School Grooming Room & Exterior Ramp project – Post Tender Review and answered Trustee questions.

The Committee approved the recommendation as submitted.

#### **RECOMMENDATION**

That the tender from Ben Wiebe Construction (1985) Ltd. in the amount of \$249,691.86 (plus GST) for the New Era School – Grooming Room and Exterior Ramp project be approved, subject to Public Schools Finance Branch (PSFB) approval.

#### **B) Earl Oxford School Grooming Room**

The Secretary-Treasurer reviewed the letter from PSFB (Public Schools Finance Board) regarding the Earl Oxford Grooming Room project and answered Trustee questions.

The Committee approved the recommendation as submitted.

#### **RECOMMENDATION**

That the appointment of MCM Architects Inc. to design, tender and administer the Earl Oxford School Grooming Room project, be approved, subject to approval by the Public Schools Finance Board.

### **C) George Fitton School – Roof Replacement**

The Secretary-Treasurer reviewed the letter from PSFB regarding the George Fitton School Roof Replacement Project and noted that PSFB will design, tender and administer the contract for this project. In consultation with PSFB, the Division needs to hire a roofing consultant for construction quality control reviews. Trustee asked questions for clarification.

The Committee approved the recommendation as submitted.

#### **RECOMMENDATION**

That the appointment of Agassiz Consulting for construction quality control reviews for the George Fitton School Roof Replacement, be approved, subject to approval by the Public Schools Finance Board

### **D) King George School – Roof Replacement**

The Secretary-Treasurer reviewed the letter from PSFB regarding the King George School Roof Replacement project and noted that PSFB will design, tender and administer the contract for this project. In consultation with PSFB, the Division needs to hire a roofing consultant for construction quality control reviews. Trustee asked questions for clarification.

The Committee approved the recommendation as submitted.

#### **RECOMMENDATION**

That the appointment of Agassiz Consulting for construction quality control reviews for the King George School Roof Replacement, be approved, subject to approval by the Public Schools Finance Board.

### **E) Waverly Park School – Roof Replacement**

The Secretary-Treasurer reviewed the letter from PSFB regarding the Waverly Park School Roof Replacement project. Mr. Mel Clark, Director of Facilities and Transportation, provided information on Garland Canada and indicated that Garland's focus is on preventative maintenance. Mr. Clark added that Garland Canada did an infrared scan on the roof that showed areas that require repair. He noted that this is a pilot project being undertaken by PSFB and the Brandon School Division with Garland Canada.

The Committee approved the recommendation as submitted.

#### **RECOMMENDATION**

That the appointment of Garland Canada for the project design, tender, contract administration and construction quality reviews for the Waverly Park School Roof Replacement, be approved, subject to approval by the Public Schools Finance Board.

### **F) RFI – Off-Campus – Provision of Leased Space**

The Secretary-Treasurer reviewed his memo to the Committee, the summary, and provided information on this RFI. He reviewed the proposed classroom space layout, and the proposed timelines regarding project construction/completion. Mr. Labossiere noted that the building leases for Off-Campus and At-Risk Youth Program (ARYP) expire June 2017 and July 2017 respectively. The Committee discussed the location and the opportunity for further expansion.

Mr. Labossiere reviewed the costs and noted that the proposed 10-year lease will result in an increase of approximately \$50,000 to the annual operating budget. Mr. Labossiere answered Trustee questions.

The Committee approved the recommendation as submitted.



### **RECOMMENDATION**

That the Proposal from the City of Brandon for provision of leased space for Off-Campus and ARYP for a term of ten (10) years in the amount of \$1,283,150 (plus property taxes and other applicable taxes) be accepted.

### **G) RFP – Supply and Installation of 41 School Bus Surveillance Camera Systems**

The Secretary-Treasurer reviewed his memo to the Committee and answered Trustee questions. Mr. Labossiere noted that the life expectancy of the cameras is 7 years, and the life expectancy for the DVR units is 5 years. Mr. Labossiere indicated that there will be an approximate future cost of \$2,000 per bus as these items will require replacing once over the 12-year life of the bus, and that this cost will need to be built into future budgets.

Mr. Ron Harkness, Supervisor of Transportation, provided information to the Committee in regards to the RFP criteria, selection process and reference checks.

Mr. Labossiere added that there will be both video and audio recording on the school buses, and indicated that notification will be visible to the users of the buses advising of same.

Trustees asked questions for clarification.

The Committee approved the recommendation as submitted.

### **RECOMMENDATION**

That the Proposal from Gatekeeper (including installation) in the amount of \$149,553.20 (excluding taxes) for the supply and installation of 41 School Bus Surveillance Camera Systems funded through the Bus Video Surveillance Hardware Capital Reserve Fund be accepted.

### **H) Sub-Committee Reports**

- Workplace Safety and Health Committee (WPS&H)
  - The Committee reviewed the October 17, 2016 WPS&H Committee meeting minutes.

## **6. OPERATIONS INFORMATION**

- **Mr. Ron Harkness, Supervisor of Transportation, provided updates on the following:**
  - The impacts of the Bus Bay Addition and the additional mechanic on Bus Operations in regards to the efficiencies, increased productivity, school bus safeties, reduction in the use of 3<sup>rd</sup> parties to repair buses, dry environment for mechanics, and the benefits of the bus lift.
  - The impacts of purchasing propane buses in regards to lower fuel costs, lower maintenance costs and time in the shop versus diesel buses.
- **In-Camera Discussion:**
  - The Secretary-Treasurer provided information on a Property Matter and answered Trustee questions.

## **7. NEXT REGULAR MEETING: Monday, January 16, 2016, 11:30 a.m., Boardroom**

The meeting adjourned at 10:04 a.m.

**Facilities and Transportation Committee Meeting Minutes, December 8, 2016**

Respectfully submitted,

\_\_\_\_\_  
G. Kruck, Chair

\_\_\_\_\_  
G. Buri

\_\_\_\_\_  
M. Sefton

\_\_\_\_\_  
P. Bowslaugh (Alternate)

**Committee Minute Form**

Room 328, 340-9<sup>th</sup> Street  
 Brandon MB R7B 2K8  
 Phone (204) 726-6361  
 FAX (204) 726-6749  
 Email: [cominutes@gov.mb.ca](mailto:cominutes@gov.mb.ca)

<b>BRANDON SCHOOL DIVISION</b> 1031 – 6 <sup>th</sup> Street Brandon, MB R7A 4K5 <b>Phone:</b> (204) 729-3100 <b>Fax:</b> (204) 727-2217 <b>Central Committee</b>  <b>Meeting date:</b> October 17, 2016 <b>Date of next meeting:</b> January 10, 2017 <b>Number of employees at Workplaces:</b> 700+ <b>Recording Secretary:</b> <u>Melanie Smoke-Budach</u>	<b>Employer Members</b> Pat Bowslaugh Craig Laluk Greg Malazdrewicz Mel Clark	<b>Occupation</b> Trustee School Administrator Assistant Superintendent Director Facilities / Transportation	<b>Present</b> x x x x	<b>Absent</b>
	<b>Worker Members</b> Peter Buehler Erik Been Jamie Rose Heather Kryshewsky	BTA President Teacher Utility/CUPE President School Admin Assistant	x x x	x
	<b>Guests</b> Doug Armstrong, WPS&H Officer	Ex-officio	x	

Date of Origin	Concern or Problem	Recommendation or Action To Be Taken	Action By (who & when)
	<b>Agenda Approval:</b> M. Clark, Chair, called the meeting to order at 1:05 p.m.	➤ The agenda for October 17, 2016 was accepted without additions/deletions.	
	<b>A. <u>Minutes of May 10, 2016</u></b>	➤ M. Clark referred to the minutes and asked for any errors or omissions. The meeting minutes of May 10, 2016 were adopted as circulated. ➤ Moved by C. Laluk – J. Rose, Accepted and Filed.	
2016/03/08	<b>B. <u>Outstanding Issues:</u></b> 1. Review of Selected Site Inspections Reports and Findings – Update – M. Clark <b>(Attachment #1)</b>	➤ M. Clark advised a memo had been sent to all school custodians instructing them to review classrooms for proper electrical requirements. ➤ D. Armstrong informed the Committee, the Brandon Fire Department is currently inspecting schools. One issue flagged was the use of plastic recycle bins. D. Armstrong was asked to check with other urban divisions, how are they handling the item of plastic recycle bins in school. D. Armstrong was scheduled to meet with Kevin Groff, Fire Prevention Officer Inspector, on Tuesday, October 18, 2016.	The use of plastic recycle bins in schools – Update – D. Armstrong
2015/05/12	2. Asbestos Removal Update – D. Armstrong <b>(Attachment #2)</b>	➤ D. Armstrong spoke to the form advising of asbestos removal in BSD facilities. The form is generic in nature and can be applied to all forms of abatement. ➤ M. Clark advised there are no upcoming large abatements in the Division. There are some Type I abatements, that will not require notification: removal of floor tiles and ceiling tiles. Areas during removal are corded off and are removed in small quantities.	

**Co-Chairpersons' Signatures** Please indicate by (X) in the brackets below who chaired this meeting.

BOTH management and worker co-chairs must sign each page of the minutes when they agree that the minutes are complete and accurate.

If one, or both co-chairs do not agree with the minute record, please attach concerns on a separate page.

**In my opinion, the above is an accurate record of this meeting.**

( x ) Print name of Employer Co-Chair Mel Clark ( x ) Print Name of Worker Co-Chair Jamie Rose

Signature \_\_\_\_\_ Signature \_\_\_\_\_

**Committee Minute Form**

Room 328, 340-9<sup>th</sup> Street  
 Brandon MB R7B 2K8  
 Phone (204) 726-6361  
 FAX (204) 726-6749  
 Email: [cominutes@gov.mb.ca](mailto:cominutes@gov.mb.ca)



Workplace Safety &amp; Health Division

Date of Origin	Concern or Problem	Recommendation or Action To Be Taken	Action By (who & when)
	<b>C. <u>Review of Selected Site Inspection Reports:</u></b> (Attachment #3)	<ul style="list-style-type: none"> <li>➤ <b>K-8 Schools:</b> George Fitton, King George, O'Kelly &amp; Valleyview</li> <li>➤ <b>High Schools:</b> Maintenance and the Administration Office</li> <li>➤ D. Armstrong reviewed the site inspection reports.</li> <li>➤ <b>Previous, K-8 Schools:</b> Earl Oxford (May 15/16), JR Reid (April 13/16), Meadows (April 11/16), St. Augustine (April 21/16) &amp; Waverly Park (April 26/16).</li> <li>➤ <b>Previous, High Schools:</b> Neelin Off-Campus (May 4/16).</li> <li>➤ The Committee was directed to the BSD Portal to review previous inspections. The Committee requested D. Armstrong to add a signature line to the inspection reports, to accommodate a formal signature. The Committee also requested that D. Armstrong place not only the reports reviewed per the rotation schedule but also all inspections done each year, complete with sign off.</li> </ul>	All inspection reports to be uploaded to the BSD portal and when completed with a designated line for signatures – Update – D.Armstrong
	<b>D. <u>Correspondence:</u></b>  1. None.		
	<b>E. <u>New Business:</u></b>  1. Incident Report, May 03 to September 30, 2016 – D. Armstrong	<ul style="list-style-type: none"> <li>➤ D. Armstrong guided the Committee to the BSD Portal where the Incident Report spreadsheet was posted. He reviewed the Incident Report with the Committee and discussed the reporting numbers/descriptions. A discussion regarding staff and First Aid training was had, it was suggested that perhaps not only first responders should be trained. It was also suggested by the Committee that perhaps schools could be equipped with a wheel chair to assist in moving injured students, only when deemed safe, from the school yard to the school versus physically carrying students.</li> </ul>	
	2. Inspection Dates 2016/17 – D. Armstrong (Attachment #4)	<ul style="list-style-type: none"> <li>➤ D. Armstrong referred to the schedule which outlined planned inspections for the remainder of the 2016 school year.</li> </ul>	
	3. WPS&H Representatives – D. Armstrong (Attachment #5)	<ul style="list-style-type: none"> <li>➤ D. Armstrong informed the Committee that all locations except for the Administration Office had a BTA/CUPE representation.</li> </ul>	
	4. Memo – Hearing Assessments 2016/17 – D. Armstrong (Attachment #6)	<ul style="list-style-type: none"> <li>➤ D. Armstrong shared with the Committee, Hearing Innovators Inc. were on the premises conducting assessments (4 days). The first two days of testing took place at the Administration Office and the remaining two days were at Crocus Plains Regional Secondary School. A follow up session will be planned for January 2017 to accommodate those employees unable to attend the first sessions.</li> <li>➤ The Committee requested to have hearing assessment notification sent via personal emails. D. Armstrong to follow up with the Human Resources (Personal Development Coordinator) to investigate if personal emails are possible.</li> </ul>	Hearing Assessment, email notification – Update – D. Armstrong
	5. Training – Update – D. Armstrong	<ul style="list-style-type: none"> <li>➤ D. Armstrong informed the Committee of training sessions, upcoming and past. Some highlights were the Safe Work MB session "Investigating Workplace Incidents" held on September 22, 2016, the MSBA/MTS session held on October 4, 2016, and the MSBA session "Rehab the Lab Workshop" planned for November 14, 2016</li> </ul>	

**Co-Chairpersons' Signatures** Please indicate by (X) in the brackets below who chaired this meeting.

BOTH management and worker co-chairs must sign each page of the minutes when they agree that the minutes are complete and accurate.

If one, or both co-chairs do not agree with the minute record, please attach concerns on a separate page.

**In my opinion, the above is an accurate record of this meeting.**

( x ) Print name of Employer Co-Chair Mel Clark ( x ) Print Name of Worker Co-Chair Jamie Rose

Signature \_\_\_\_\_ Signature \_\_\_\_\_

**Committee Minute Form**

Page 3 of 3

Room 328, 340-9<sup>th</sup> Street  
Brandon MB R7B 2K8  
Phone (204) 726-6361  
FAX (204) 726-6749  
Email: [cominutes@gov.mb.ca](mailto:cominutes@gov.mb.ca)



Workplace Safety &amp; Health Division

Date of Origin	Concern or Problem	Recommendation or Action To Be Taken	Action By (who & when)

**Other Business:** Confirmation of Next Meeting: January 10, 2017

Adjournment: C. Laluk – J. Rose – The meeting was adjourned at 2:00 p.m. Carried.

**Co-Chairpersons' Signatures** Please indicate by (X) in the brackets below who chaired this meeting.

**BOTH** management and worker co-chairs must sign each page of the minutes when they agree that the minutes are complete and accurate.

If one, or both co-chairs do not agree with the minute record, please attach concerns on a separate page.

**In my opinion, the above is an accurate record of this meeting.**

( x ) Print name of Employer Co-Chair Mel Clark ( x ) Print Name of Worker Co-Chair Jamie Rose

Signature \_\_\_\_\_ Signature \_\_\_\_\_

Within 7 days, copy to: ❶ Committee members; ❷ Committee files; ❸ Workplace Safety and Health; ❹ Post on S&H Bulletin Board



# BRANDON SCHOOL DIVISION

## Finance Committee Minutes

Thursday, December 8, 2016 – 12:30 p.m.  
Boardroom, Administration Office

Present: M. Sefton (Chair), L. Ross, K. Sumner  
D. Labossiere, E. Jamora, M. Casavant

---

### 1. CALL TO ORDER

The Finance Committee Meeting was called to order at 12:35 p.m. by Committee Chair Mark Sefton.

### 2. APPROVAL OF AGENDA

The agenda was approved as circulated.

### 3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of November 24, 2016 were received as information.

### 4. COMMITTEE GOVERNANCE GOAL ITEMS

### 5. OTHER COMMITTEE GOVERNANCE MATTERS

#### A. Request for Proposal – Auditing Services

Mr. Denis Labossiere, Secretary-Treasurer, reviewed his memo to the Committee and the results of the audit tender and answered Trustee questions.

The Committee approved the recommendation as submitted.

#### Recommendation

That the Proposal from BDO Canada LLP for auditing services for the period of five (5) years commencing with the 2016-2017 audit in the amount of \$109,975 (plus applicable taxes) be accepted.

#### B. Request for Information - Enterprise Resource Planning (ERP)

The Secretary-Treasurer reviewed his memo to the Committee, the summary of proposals document and the costs involved with the different software programs.

Mr. Labossiere spoke to the due diligence taken to ensure the atrieveERP software solutions from SRB Education Solutions is in the best interest of the Division's needs for Payroll, Human Resources and Finance. He further indicated that Senior Administration reviewed the RFI's and requested additional presentations from three (3) companies. Staff user groups received a further presentation from SRB Education Solutions and visited three (3) school divisions where atrieveERP has been implemented. It was also noted that atrieveERP is used by 101 School Division/Districts in Western Canada ranging from small divisions with 246 students to large Divisions with 72,000 students.

Trustees asked questions for clarification. The Committee approved the recommendation as submitted.

**Recommendation**

That the Proposal from SRB Education Solutions in the amount of \$645,450.00 (plus applicable taxes) for an Enterprise Resource Planning (ERP) Software System funded through the ERP System Capital Reserve Fund be accepted.

**C. Request for Information - Supply and Installation of 41 School Bus Surveillance Camera Systems Tender**

The Secretary-Treasurer reviewed his memo to the Committee and answered Trustee questions. Mr. Labossiere noted that the life expectancy of the cameras is 7 years, and the life expectancy for the DVR units is 5 years. Mr. Labossiere indicated that there will be an approximate future cost of \$2,000 per bus as these items will require replacing once over the 12-year life of the bus, and that this cost will need to be built into future budgets.

The Committee approved the recommendation as submitted.

**Recommendation**

That the Proposal from Gatekeeper (including installation) in the amount of \$149,553.20 (excluding taxes) for the supply and installation of 41 School Bus Surveillance Camera Systems funded through the Bus Video Surveillance Hardware Capital Reserve Fund be accepted.

**D. Request for Information – Provision of Leased Space – Off-Campus**

The Secretary-Treasurer reviewed his memo to the Committee, the summary, and provided information on this RFI. He reviewed the proposed classroom space layout, and the proposed timelines regarding project construction/completion. Mr. Labossiere noted that the building leases for Off-Campus and At-Risk Youth Program (ARYP) expire June 2017 and July 2017 respectively. The Committee discussed the location and the opportunity for further expansion.

Mr. Labossiere reviewed the costs and noted that the proposed 10-year lease will result in an increase of approximately \$50,000 to the annual operating budget. Mr. Labossiere answered Trustee questions.

The Committee approved the recommendation as submitted.

**Recommendation**

That the Proposal from the City of Brandon for provision of leased space for Off-Campus and ARYP for a term of ten (10) years in the amount of \$1,283,150 (plus property taxes and other applicable taxes) be accepted.

**6. OPERATIONS INFORMATION**

- Letters from BSIMA – reviewed by Committee.

**7. NEXT REGULAR MEETING: Thursday, January 19, 2017, 12:00 p.m., Boardroom**

The meeting adjourned at 1:42 p.m.

Respectfully submitted,

---

M. Sefton (Chair)

---

L. Ross

---

K. Sumner

---

J. Murray (Alternate)



# BRANDON SCHOOL DIVISION

## Report of Senior Administration to the Board of Trustees

December 12, 2016

### A. Administrative Information

#### I. CELEBRATIONS

#### II. COMMUNITY CONNECTIONS

The following community connections were made by Dr. Casavant, Superintendent of Schools/CEO from November 22 to December 6, 2016.

- November 22, 2016 – meeting with Dr. Gervan Fearon, President and Vice-Chancellor, Brandon University and Mr. Mark Frison, President & CEO, Assiniboine Community College
- November 23, 2016 – telephone meeting with Mr. Lon Cullen, CEO, YMCA of Brandon
- November 23, 2016 – meeting with Mr. Richard Bruce, Executive Director, Westman Immigrant Services
- November 28, 2016 – telephone meeting with Mr. Kurt Shaw, Director, Continuous Improvement Office, Provincial Government
- November 30, 2016 – Manitoba Association of School Superintendents (MASS) Mentorship teleconference
- November 30, 2016 – LEAN training session

*“Accepting the Challenge”*



### III. SUSPENSIONS

<u>SCHOOL</u>	<u>NO./STUDENTS</u>	<u>NO./DAYS</u>	<u>REASON</u>
Elementary Schools	6 total	2 – 3 day 2 – 4 day 2 – 5 day	Assaultive Behaviour Drug and Alcohol Policy Drug and Alcohol Policy
High Schools	12 total	7 – 5 day 2 – 5 day 2 – 5 day 1 – 15 day	Drug and Alcohol Policy Assaultive Behaviour Unacceptable Behaviour Drug and Alcohol Policy

### IV. PRESENTATIONS

#### 1. **STRATEGIC CONTINUOUS IMPROVEMENT PLAN – UPDATE**

For Information.....M. Wilson

In this presentation there will be an update provided on the work undertaken to date with the Department of Education and Training, the community, students, and school administration and specialists.

## **B. Business Arising for Board Action**

### I. INFORMATION FOR DISCUSSION AND CORRESPONDENCE

#### 1. **PERSONNEL REPORT**

For Information ..... B. Switzer

Included in the agenda package as Confidential #1 is the Personnel Report, a listing of resignations and employment approved by the Superintendent of Schools and Secretary-Treasurer since the last meeting.

#### 2. **MANITOBA EDUCATION AND TRAINING CORRESPONDENCE**

##### **MINISTER PROCLAMATION ON MUSIC MONTH: CELEBRATING MUSIC IN MANITOBA SCHOOLS – MAY 2017**

For Information .....Dr. Casavant

In recognition of the important role of music education in Manitoba schools Honourable Ian Wishart, Minister of Education and Training, has proclaimed May 2017 as Music Month, a time for celebrating music in Manitoba schools. Students and teachers across the province are invited to participate in school and community events that feature the skills and accomplishments of young musicians. As well, school groups may apply to perform in the annual Music Month public

concert series, to be held at the grand staircase in the Manitoba Legislative Building in May 2017.

### **3. VINCENT MASSEY HIGH SCHOOL OFF-SITE ACTIVITY REQUEST**

For Action .....G. Malazdrewicz

Vincent Massey High School has submitted an off-site activity request (attached as Appendix A for Board of Trustees consideration) for thirty-six (36) female basketball students in grades 9 to 12 to make a trip to Minneapolis, MN from February 3, 2017 to February 5, 2017.

Mr. Murray MacMillan, Acting Principal, Vincent Massey High School;  
Mr. Greg Malazdrewicz, Assistant Superintendent; and Dr. Marc Casavant,  
Superintendent of Schools/CEO have given approval for this trip. Approval from the Board of Trustees is respectfully requested.

#### ***RECOMMENDATION:***

*That the trip involving thirty-six (36) female Vincent Massey High School basketball students in grades 9 to 12 to make a trip to Minneapolis, MN from February 3, 2017 to February 5, 2017 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.*

### **4. BUS/VEHICLE ACCIDENT**

For Information.....D. Labossiere

Correspondence has been received from the Supervisor of Transportation advising of an accident on Friday, December 2, 2016. At approximately 7:34 a.m. Bus 40-45, while on regular route assignment, was involved in a wildlife collision with a deer approximately 5 kms South of Shilo on PR340. The deer hit the bumper, which resulted in the bumper hitting the tire and causing a flat tire. There were two students (siblings) on the bus at the time of the accident and there were no injuries. The parent was notified within 5 minutes of the accident and the respective schools were notified by 9 a.m. The accident has been reported to Manitoba Public Insurance and Pupil Transportation. This is provided as information.

## **II. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES**

**This report from members of the Brandon School Division Senior Administration is submitted respectfully for your consideration, action, and information.**

**Dr. Marc D. Casavant**  
**Superintendent of Schools/Chief Executive Officer**



Education and Training  
Deputy Minister

Room 162, Legislative Building, Winnipeg, Manitoba, Canada R3C 0V8

NOV 30 2016

Mr. Kevan Sumner  
Chairperson  
Brandon School Division  
1031-6<sup>th</sup> Street  
Brandon MB R7A 4K5

Dear Mr. Sumner:

I am responding to your letter on behalf of the Honourable Ian Wishart.

At this time, the date of the funding announcement for the 2017/18 school year is not known. However, government will endeavor to make the announcement as soon as is practically possible.

Sincerely,

Bramwell Strain

- c. Honourable Ian Wishart, Minister of Education and Training  
Reg Helwer, MLA for Brandon West  
Len Isleifson, MLA for Brandon East

## **THE FACTS ON PISA (PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT)**

### **WHAT IS PISA?**

Every three years, starting in 1997, 15 year old Canadian students participate in a global test that is designed to measure what these students know and can do, in reading, math and science. The test has been created by the Organization for Economic Cooperation and Development (or OECD) and most recently included over 500,000 students across 72 nations.<sup>1</sup> In the latest test, written in 2015, approximately 20,000 Canadian students participated across 726 schools in Canada's ten provinces. The test is not written by students in Canada's northern territories and students enrolled in federally funded First Nations schools do not write the test either.<sup>2</sup> The major subject tested by PISA in 2015 was science, with other test questions focused on reading and mathematics.<sup>3</sup>

### **HOW DID CANADA DO ON THE TEST?**

It is important to know that PISA has been designed to test students' overall abilities on a national scale, that is to say, based on the country in which they live. In this respect, it is significant that our students' overall abilities help to place Canada among the top ten nations in the world, in all three of the subject areas that were tested by PISA in 2015. In general, Canada stands beside Singapore, Japan, China (Hong Kong, Macao, and mainland China), Taiwan, Vietnam, Korea, Ireland, Switzerland, Estonia and Finland in the "top ten" across the science, reading and mathematics subjects.<sup>4</sup>

Because Manitoba is one of the ten provinces whose scores are used to determine Canada's overall standing in the world, Manitoba's overall contribution to the 2015 Canadian results is based on our sample size, representing approximately 11.6 per cent of the total number of students in Canada who wrote PISA in 2015.<sup>5</sup> Because of the sample size, it is also possible to analyze PISA outcomes by province.

### **HOW DID MANITOBA'S STUDENTS DO ON THE TEST?**

In Manitoba, approximately 2,300 students wrote the test, across 85 different schools province-wide.<sup>6</sup> Manitoba's students' skills and abilities places our province at, above or near the average abilities of all other students worldwide, as based on the OECD average score. The 2015 PISA test shows that this fact

---

<sup>1</sup> See "PISA 2015 FAQ" (Council of Ministers of Education, Canada), page 3.

<sup>2</sup> See "Table A.2" in *Measuring up: Canadian results of the OECD PISA study— the performance of Canada's youth in science, reading and mathematics—2015 first results for Canadians aged 15* (Council of Ministers of Education, Canada) page 51.

<sup>3</sup> See "PISA 2015 FAQ", page 3.

<sup>4</sup> See "Figure 1.2" (page 20), "Figure 2.1" (page 33), and "Figure 2.2" (page 34) in "*Measuring up*".

<sup>5</sup> See "Table A.2" in "*Measuring up*", page 51.

<sup>6</sup> See "Table A.2" in "*Measuring up*", page 51.

remains true across science, reading and mathematics.<sup>7</sup> In terms of average score, Manitoba's 15 year olds achieved an average (or "mean") score of 499 in science, a score of 498 in reading, and a score of 489 in mathematics.<sup>8</sup>

These scores tell us about the general level of skill or ability of our students, and explain how much they know and what they can do in each of the tested subject areas. To obtain a better understanding of what each of these scores mean, as defined by the OECD, please consult the OECD report *PISA Results 2015: Volume 1*.<sup>9</sup>

### **WHAT "GRADE" DID OUR STUDENTS GET ON THE TEST?**

The scores obtained by Manitoba students relate to broad categories of general proficiency or ability, on a scale of 1 to 6 (where 3 is the medium or average level of proficiency and 6 is the highest level of proficiency that can be achieved by a student). Using this scale, what PISA 2015 tells us is that in Manitoba, over half (58 per cent) of our students have ability and proficiency that corresponds to Level 3 through to 6, with almost a third (27 per cent) corresponding to Level 5 and 6 in the major subject area, which was science.<sup>10</sup>

Unlike most tests, PISA is not based on traditional "grading" scales (for example, letter grade scales based on "A, B, C, D, F", or 100 point scales based on percentages). Instead, the scores achieved by Manitoba's students tend to reflect their overall knowledge and skill. The test is designed to determine how much students "know" and "can do". The test does not determine "how well" they perform, which is what a traditional grade scale tells us. PISA is thus not focused on how well students know the subject or how well they can perform but rather what they know and how they can do. The distinction is slight but is nevertheless very important.

Put another way, there are no "right" or "wrong" scores on a PISA test. The way that students answer questions on the test show us how much a student knows or what they can do, according to their overall level of ability or proficiency. The scores also show us where we need to focus so that, as a public school system, we can help students build upon their existing skills and proficiency by the time they graduate from high school.

### **HOW DO MANITOBA'S STUDENTS COMPARE TO OTHER STUDENTS?**

The results and outcomes that are achieved by Manitoba's students on national and international tests have often been used for a variety of different purposes, one of which involves comparing Manitoba's

---

<sup>7</sup> See "Figure 1.2" (page 20), "Figure 2.1" (page 33), and "Figure 2.2" (page 34) in *"Measuring up"*.

<sup>8</sup> See "Figure 1.2" (page 20), "Figure 2.1" (page 33), and "Figure 2.2" (page 34) in *"Measuring up"*.

<sup>9</sup> See "Figure 1.2.6" (page 60) for science and "Figure 1.4.7" (page 162) for mathematics. For reading scores, please see "Figure 1.2. 12" (page 47) in *"PISA 2009 results: what students know and can do— Volume 1"* (OECD).

<sup>10</sup> See "Figure 1.1" (page 18) in *"Measuring up"*.

students with those in other provinces, as well as those in other countries. However, for many different reasons, using the PISA test and its scores to compare one group of students to others is very difficult.

It is important to understand that across all of the nations of the world, the PISA test is written in the specific language of each nation. It is also important to understand that there can be up to four different tests that are used to measure students' abilities in each of the major subject areas (science, mathematics and reading).

In practical terms, what this means is that students writing PISA do not write the exact same test, even in the same subject area. In Canada, even when they do write the same test, this may or may not be in the same language, depending on what program they are taking (whether English and French Immersion who write the test in English, or Francophone who write the test in French).

In many nations and across Canada's many provinces, some students also do not write the PISA test due to their physical or intellectual disabilities. Some students do not write the test due to language abilities (in the case of newcomer or refugee students). How such students are chosen for exemption, and the number of students who do not write the test because of their abilities, is also very different across the many nations and Canadian provinces that participate in the PISA test. In Canada, the total exemption rate in 2015 ranged as high as 14 percent in PEI and as low as 4 percent in Quebec. Manitoba's exemption rate was eight percent.<sup>11</sup>

When measuring students' abilities, PISA makes every effort to account for such differences. Doing so however, remains a significant challenge.

### **WHAT ELSE DOES PISA TELL US?**

There is a lot of valuable information that PISA 2015 tells us, based on Canada's and also Manitoba's scores in science, mathematics and reading. However, it is important to understand that what it tells us is based on a particular "snapshot in time". PISA was not designed as a traditional benchmark test. Those who do wish to use PISA to compare student proficiency across a select time or period, must take several factors in account.

As a test that is written every three years, it is generally possible to see how the skills and abilities of 15 year olds might change over time, in the same subject areas. However, it is important to understand that the same group of students do not write the test every three years. PISA does not measure how the same group of students' skills and abilities in a certain subject area may have changed by the time they complete high school. Instead, only students who are 15 years of age, every three years, write each test.

It is also important to understand that every three years, PISA focuses on one major subject area and two other minor subject areas, but these do not stay the same. That means that in 2015, most of the test questions were on science, with some questions on reading and mathematics. In previous years

---

<sup>11</sup> Figures rounded. See "Table A.1b" (page 48) in *"Measuring up"*.

however, most of the test questions were on mathematics (2012) and reading (2009). In 2018, PISA will focus on another major subject, while science will become a minor subject focus. The major and minor subject focus of the test changes every three years according to a fixed schedule, so it is not the exact same test that different groups of 15 years olds write every three years.<sup>12</sup>

It is also important to understand that what PISA scores mean does not stay the same from one test to another. According to the OECD itself, the scores are “revisited and updated” and reflect “revisions to the framework” and “new tasks” for each time the test is written.<sup>13</sup>

### **IN CONCLUSION: THE MANITOBA SCHOOL BOARD ASSOCIATION'S MAJOR OBSERVATIONS ABOUT PISA IN 2015**

Our students' overall abilities help to place Canada among the top ten nations in the world, in all three of the subject areas (science, reading and mathematics) that were tested by PISA in 2015. Manitoba's contribution to this result remains important.

In Manitoba, our students' skills and abilities places our province at, above or near the average abilities of all other students worldwide, as based on the OECD average score. The 2015 PISA test shows that this fact remains true across science, reading and mathematics.

It is reasonable to expect that in Canada and in Manitoba, students' abilities in science, mathematics and reading will change across PISA tests. This is because PISA is not intended to serve as a benchmark. The results and outcomes in select subject areas across several years provide some valuable information, but mainly about a select group of students at any given time.

Into the future, additional reports and analyses will be released by the OECD and also by CMEC concerning the 2015 PISA outcomes. Notwithstanding this additional reporting, the observations and facts provided in this fact sheet will remain valid and applicable.

### **WHERE CAN I GET MORE INFORMATION ABOUT PISA?**

All information and references contained in this fact sheet have been cited from or interpreted based on the reports and summaries which are provided at the following websites. For further information, please visit the website of the Organization for Economic Cooperation and Development at:

<https://www.oecd.org/pisa/aboutpisa/>

<https://www.oecd.org/pisa/publications/>

Please also visit the website of the Council of Ministers of Education, Canada at:

[http://www.cmec.ca/508/Programs-and-Initiatives/Assessment/Programme-for-International-Student-Assessment-\(PISA\)/PISA-2015/index.html](http://www.cmec.ca/508/Programs-and-Initiatives/Assessment/Programme-for-International-Student-Assessment-(PISA)/PISA-2015/index.html)

---

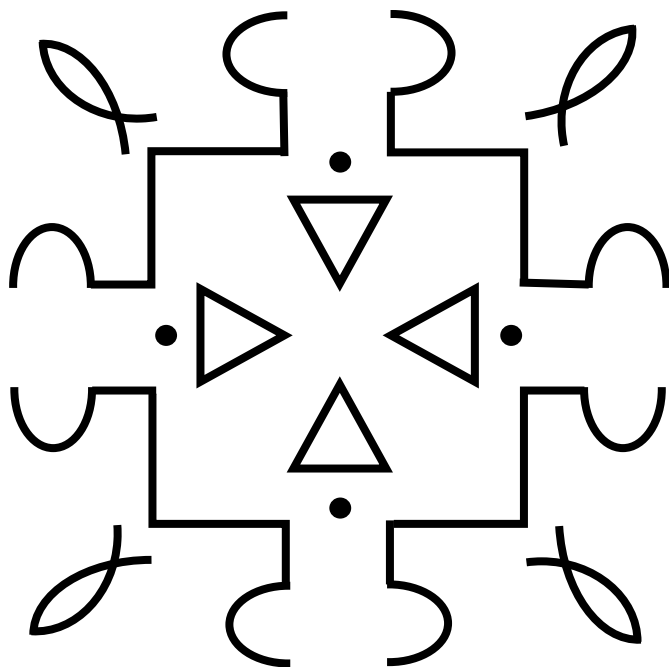
<sup>12</sup> See “PISA 2015 FAQ”, page 7.

<sup>13</sup> See top of page 147 in *PISA Results 2015: Volume 1*.

Appendix 'B'

**2014**

# Smudging Protocol and Guidelines



**Smudging Protocol  
and Guidelines  
For  
School Divisions**

Aboriginal Education Directorate  
Manitoba Education and  
Advanced Learning  
2014



**Acknowledgements:****Individuals who worked on initial Smudge Protocol document:**

Dino Altieri  
Lisa Amyotte Hunter  
Robert Apetagon  
Karen Courchene  
Marti Ford  
Marlene Gallegher  
Reid Hartry  
Renee McGurry  
Peter Parisian  
Dan Thomas

**Stakeholder Groups Consulted:**

Council of School Leaders (COSL)  
Manitoba Association of Parent Councils (MAPC)  
Manitoba Association of School Boards (MASB)  
Manitoba Association of School Superintendents (MASS)  
Manitoba Teachers Society (MTS)

## Manitoba Education and Advanced Learning Smudging Protocol and Guidelines for School Divisions

### **Background**

Aboriginal Education is a priority for Manitoba Education and Advanced Learning. School divisions are working diligently to help First Nation, Métis and Inuit students succeed in all areas, and to ensure that all students have an opportunity to learn about the important role First Nation, Métis and Inuit peoples have in the past, present and future of Canada.

School divisions have taken steps to ensure their schools are inclusive and culturally responsive by integrating First Nation, Métis and Inuit perspectives into school planning and programming in partnership with the school community. This includes welcoming all students to learn about First Nation, Métis and Inuit traditions.

It is understood and acknowledged that First Nation, Métis and Inuit people are diverse in their languages and cultures. However, within this diversity, there are common characteristics that can be referred to as:

*The “**Aboriginal worldview**” - guiding principles and traditional values of Aboriginal societies. This suggests the way Aboriginal peoples see themselves in relation to the world. It is a holistic process where learning takes place across different spheres of human experience including spiritual, physical, emotional and mental dimensions. Worldviews may also consider relationships and experiences of the past, present and future as interconnected.*

*WNCP: The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12 (2000)*

*The “**Aboriginal perspective**” - based on the distinct worldview of the Aboriginal cultures. This worldview has humans living in a universe made by the Creator and needing to live in harmony with nature, one another, and with oneself. Each Aboriginal culture expressed this worldview in a different way and with different practices, stories, and cultural products.*

*WNCP: The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12 (2000)*

Many First Nations share the concept of “mino-pimatisiwin”, which means “good life” in both Cree and Ojibwe. Implicit in this is the understanding that all of life is a ceremony; that the sacred and the secular are parts of the whole; that people are whole beings (body, mind, spirit, emotion); and that “mino-pimatisiwin” is achieved by taking care of all aspects of one’s self. School divisions are working to share this perspective with their staff, students and community to foster an atmosphere of respect, understanding and inclusivity. Many divisions offer learning experiences about First Nation, Métis and Inuit cultures. One of the most commonly shared experiences is the First Nation tradition of smudging.

## **What is Smudging?**

Smudging is a tradition, common to many First Nations, which involves the burning of one or more medicines gathered from the earth. The four sacred medicines used in First Nations' ceremonies are tobacco, sage, cedar and sweetgrass. The most common medicines used in a smudge are sweetgrass, sage and cedar.

Smudging has been passed down from generation to generation. There are many ways and variations on how a smudge is done. Historically, Métis and Inuit people did not smudge; however, today many Métis and Inuit people have incorporated smudging into their lives.

A community Grandmother presented the following as the steps and rationale for this cleansing process we call smudge to Niji Mahkwa School in Winnipeg:

- We smudge to clear the air around us.
- We smudge to clean our minds so that we will have good thoughts of others.
- We smudge our eyes so that we will only see the good in others.
- We smudge our ears so that we will only listen to positive things about others.
- We smudge our mouths so that we will only speak of well of others.
- We smudge our whole being so we will portray only the good part of our self through our actions.

Smudging allows people to stop, slow down, become mindful and centred. This allows people to remember, connect and be grounded in the event, task or purpose at hand. Smudging also allows people to let go of something negative. Letting go of things that inhibit a person from being balanced and focused comes from the feeling of being calm and safe while smudging. The forms of smudging will vary from nation to nation but are considered by all to be a way of cleansing oneself. Smudging is part of "the way things are done" and is part of living a good life.

**Smudging is always voluntary.** People should never be forced or pressured to smudge. It is completely acceptable for a person to indicate that he/she does not want to smudge and that person may choose to stay in the room and refrain or leave the room during a smudge. Respect for all is the guiding principle in any Aboriginal tradition.

## **How Do We Smudge?**

The act of clearing the air, mind, spirit and emotions may be accomplished in a variety of ways but according to First Nations' practice, **a smudge is led by a person who has an understanding of what a smudge is and why it is done.** That person may be an Elder or cultural teacher who has been invited into the school; it can be a staff person who is knowledgeable about the tradition of smudging; it can be a parent/guardian; and/or it can be a student.

The medicine is placed in a smudge container. The container may be a shell, a ceramic or stone bowl, a copper, brass or cast iron pan. The medicine is lit with a match. Once the medicine is lit, the smoke may be pushed forward with a feather or a fan. The person who lights the smudge is first.

The commonly used medicine in schools is sage. A "smudge ball" is created mainly from the leaf of the plant, which is rolled into a ball for burning. It is important to understand that this particular medicine can create a significant billow of smoke, which emerges from the smudge ball. It is not necessary to create enough smoke to fill the entire space where a group is smudging. Only a small stream of smoke for the person who is smudging is required. Therefore, it is important for the helpers who create the smudge ball to keep it relatively small.

When we smudge, we first cleanse our hands with the smoke as if we were washing our hands. We then draw the smoke over our heads, eyes, ears, mouths and our bodies. These actions remind us to think good thoughts, see good actions, hear good sounds, speak good words and show the good of who we are.

## **What Does Smudging Look Like in a School Environment?**

Many schools are making the tradition of smudging a part of their practice during particular events or as part of the school day.

## **Guidelines for School Divisions**

- 1. When introducing the tradition of smudging, include an Elder or traditional teacher who can explain smudging, the medicines, the teachings and the protocols.**
2. Communicate with parents/guardians, staff and students about what smudging is, why people smudge, and when and where smudging will be taking place. Continue to educate and inform throughout the school year. Embrace and encourage dialogue within the school community.
3. Decisions need to be made regarding when and where smudging will be allowed. Posting signs to indicate that smudging occurs at the school may be helpful in letting community know that it happens as part of the school function. Smudging may be part of a learning experience in a classroom, part of a course, during an event or a regular part of the school day. It may be done in a classroom, a gym or outdoors, depending on the guidance from the person who is leading the smudge. The most important thing is that when a smudge is lit, it is done with respect of those who choose not to be involved, as well as those who choose to be involved. The school community should remember that at one time, First Nations cultural traditions were illegal and smudging was a practice that had to be done in secret. Those who choose to smudge need to feel welcome and respected in learning environments.

Some schools and community organizations have posted signage in their facilities such as:

- *This is a smudging environment and smudging occurs regularly in this facility.*
  - *Smudging occurs in this room.*
  - *Smudging is part of the school and classroom function. All are welcome to participate as a matter of choice.*
4. Ensure that smudging does not pose a health risk to students, particularly students with severe asthma and respiratory issues. Communicating with parents and students prior to holding a smudge in a well-ventilated room can help to accommodate such concerns.
  5. Give all parents/guardians, staff and students advanced notice that a smudge will be lit on a particular day, time and place. Parents/guardians and staff should feel free to ask questions and express any concerns they may have about the process.
  6. Ensure students who are smudging have written permission from parents/guardians to do so.
  7. It is recommended to use sage to smudge because all people can smudge with sage during anytime of the month. This is particularly important for the young women in the class or school especially when they are on their moon time (menses). During this time, women can only use sage as a way to smudge. As students learn more about smudging, they can be introduced to the other medicines as well.

December 7, 2016

## MEMO

**TO:** Board Chairs

**CC:** Superintendents, Secretary-Treasurers

**FROM:** Josh Watt  
Executive Director

**RE:** Manitoba Education and Training Smudging Protocol

---

During the October Regional meetings, it was brought to our members' attention that MSBA would shortly embark on implementation of its three year action plan on matters concerning Aboriginal and Indigenous education.

One of the 25 actions that were identified under that plan, was to distribute the Smudging Protocol and Guidelines that were developed by the Aboriginal Education Directorate of Manitoba Education and Training. This protocol and guidelines document was developed in 2014 and involved consultation with MSBA and other public education partners.

While it is now two years old, we believe that formally highlighting this resource may be important, should school boards wish to consider adopting smudging protocols or guidelines in their local context.

We believe that this useful document will therefore be a valuable resource to any school boards that may wish to develop formal policy or establish their own guidelines for accommodation of smudging on school properties.

To access this document online, please visit:  
[http://www.edu.gov.mb.ca/aed/publications/pdf/smudging\\_guidelines.pdf](http://www.edu.gov.mb.ca/aed/publications/pdf/smudging_guidelines.pdf)

In the months and years ahead, MSBA will send additional materials to boards, as the various actions called for under the plan come to fruition.

Thank you in advance for your attention and consideration of this important document.

LEADERSHIP, ADVOCACY AND SERVICE FOR MANITOBA'S PUBLIC SCHOOL BOARDS

December 7, 2016

**TO:** The Board Chair and Superintendent  
All School Divisions

**FROM:** Sandy Lethbridge, Chair, MSBA 2017 Convention Planning Committee

**RE:** *Nominations for Student Panelists at Convention 2017*

---

The theme for the Manitoba School Boards Association 2017 Convention is ***The Effectiveness Equation: Governing for Student Success***. Instead of the usual opening keynote speaker, the Convention Planning Committee wants to launch this year's event with a student panel, and we are hoping you will help us identify one or more of the participants for this stage-setting plenary.

We are looking for confident and articulate young people (high school students or recent graduates) who would be comfortable engaging in a moderated, interactive discussion about their public school experiences. Specifically, we would be asking them to share with us:

- their thoughts on what student success looks like;
- some of the challenges they experienced or are experiencing in school that they attribute to their identities, circumstances, or perspectives; and
- insights into what has or what would improve their school experience and outcomes.

The Convention Planning Committee has identified a number of groups for possible representation on the panel: newcomers, LGBTQ, Aboriginal/Indigenous, students living in poverty, those with mental health challenges, and those with learning disabilities. The Committee would also be interested in including a student who does not fall in to any of these or other identifiable categories, but who is actively involved in his or her diverse school community, and who would be prepared to speak to how that diversity enriches the school experience for *all* students.

A series of questions will be provided in advance, to help panelists explore these questions and develop thoughtful and articulate responses. As well, we hope to provide an opportunity for all panelists and the moderator to meet in the weeks leading up to the actual presentation, to help focus the discussion and to increase the comfort level of all participants.

The panel discussion would take place at approximately 9:00 a.m. on Thursday, March 16, at the Delta Hotel in Winnipeg. The audience would consist of approximately 250 school board members and divisional administrators. In recognition of the time commitment for students, we would be pleased to offer each student panelist an honorarium upon the conclusion of the presentation.

.../2

December 7, 2016

If you have any questions, or to suggest a student panelist, please contact Heather Demetriooff at [hdemetriooff@mbschoolboards.ca](mailto:hdemetriooff@mbschoolboards.ca). In order to facilitate the planning process, I would ask for a reply no later than Friday, January 13, 2017. While we sincerely appreciate any and all suggestions, we may not be able to accommodate every one as we strive for a representative, balanced, and appropriately-sized panel.

Thank you for considering this request.

*Sandy Lethbridge*

Chair, 2017 Convention Planning Committee

SL/hd

Cc MSBA Provincial Executive  
MSBA Convention Planning Committee



# The National Inventory of School District Interventions in Support of LGBTQ Student Wellbeing



## FINAL REPORT



Dr. Catherine Taylor, University of Winnipeg  
Dr. Tracey Peter, University of Manitoba  
Tamara Edkins, University of Manitoba  
Christopher Campbell, University of Winnipeg  
Dr. Gilbert Émond, Concordia University  
Dr. Elizabeth Saewyc, University of British Columbia



# The National Inventory of School District Interventions in Support of LGBTQ Student Wellbeing

## FINAL REPORT

Dr. Catherine Taylor, University of Winnipeg

Dr. Tracey Peter, University of Manitoba

Tamara Edkins, University of Manitoba

Christopher Campbell, University of Winnipeg

Dr. Gilbert Émond, Concordia University

Dr. Elizabeth Saewyc, University of British Columbia



Stigma and Resilience  
Among Vulnerable  
Youth Centre



## RESEARCH TEAM

### Investigators

**Dr. Catherine Taylor**

Lead Investigator  
University of Winnipeg

**Dr. Tracey Peter**

Lead Analyst  
University of Manitoba

**D. Ryan Dyck**

Egale Canada

**Dr. Gilbert Émond**

Concordia University

**Dr. Jacqueline Gahagan**

Dalhousie University

**Dr. André Grace**

University of Alberta

**Helen Kennedy**

Egale Canada

**Dr. Barbara Ravel**

Laurentian University

**Dr. Hilary Rose**

Concordia University

**Dr. Elizabeth Saewyc**

University of British Columbia

**Annie Smith**

McCreary Centre Society

**Dr. Robb Travers**

Wilfrid Laurier University

**Dr. Kristopher Wells**

University of Alberta

### Research staff & trainees

**Christopher Campbell**

Project Coordinator  
University of Winnipeg

**Sarah Dobson**

University of British Columbia

**Christopher Drozda**

University of British Columbia

**Tamara Edkins**

University of Manitoba

**Hélène Frohard-Dourlent**

University of British Columbia

**Kirk Furlotte**

Dalhousie University

**Alexandra Hill-Mann**

Dalhousie University

**Rodney Hunt**

Simon Fraser University

**B. Bea Miller**

University of British Columbia

**Stephanie Martin**

Layout Designer  
McCreary Centre Society

## **National, provincial and territorial education organizations who endorsed this study and encouraged participation:**

Alberta School Boards Association	Newfoundland and Labrador Teachers' Association
Alberta Teachers' Association	Northwest Territories Teachers' Association
Association of Administrators of English Schools of Quebec	Nova Scotia School Boards Association
Association of Nova Scotia Educational Administrators	Nova Scotia Federation of Home and School Association
Association of Yukon School Administrators	Nova Scotia Teachers Union
British Columbia Principals & Vice Principals Associations	Nunavut Teachers' Association
British Columbia School Superintendents Association	Ontario Catholic Supervisory Officers' Association
British Columbia School Trustees' Association	Ontario English Catholic Teachers Association
British Columbia Teachers' Federation	Ontario Federation of Home and School Associations
Canadian Association of School System Administrators	Ontario Secondary Schools Teachers' Federation
Canadian Association of Principals	Ontario Teachers' Federation
Canadian Home and School Federation	PFLAG Canada
Canadian School Boards Association	Prince Edward Island Teachers' Federation
Canadian Teachers' Federation	Public School Boards Association of Alberta
College of Alberta School Superintendents	Quebec Federation of Home and School Associations
Edmonton Public School Board	Quebec Provincial Association of Teachers
Elementary Teachers' Federation of Ontario	Saskatchewan Teachers' Federation
Institute for Sexual Minority Studies and Services (iSMSS, UAlberta)	Tables nationales de lutte à l'homophobie en éducation (Québec)
Manitoba Association of Parent Councils	The Faculty of Education, University of Alberta
Manitoba Association of School Superintendents	The Faculty of Education, University of Calgary
Manitoba Education and Advanced Learning	The Society for Safe and Caring Schools and Communities
Manitoba School Boards' Association	Yukon Teachers' Association
Manitoba Teachers' Society	
New Brunswick Teachers' Association	
Newfoundland & Labrador Federation of School Council	

This study was funded by grant # MOP119472 by the Canadian Institutes of Health Research, Institute of Population and Public Health, and Institute of Gender and Health (Dr. Elizabeth Saewyc, Principal Investigator).

The study was approved by the Research Ethics Boards of the University of Winnipeg (Certificate HE00432 (2-2-1)), Concordia University (30001895), Dalhousie University (2013-3027), Laurentian University (2013-05-04) and the University of British Columbia (H13-01026).

### Suggested citation

Taylor C., Peter T., Edkins T., Campbell C., Émond G., & Saewyc E. (2016). *The National Inventory of School District Interventions in Support of LGBTQ Student Wellbeing: Final Report*. Vancouver, BC: Stigma and Resilience Among Vulnerable Youth Centre, University of British Columbia.

© Copyright 2016 under Creative Commons 2.0 ND NC License.  
See <http://creativecommons.org/licenses/by/2.0/>



# Table of Contents

Executive summary.....	6
Purpose and background.....	9
Terms.....	10
Literature review .....	11
Study methods.....	15
Recruitment of participants.....	15
Instrument .....	15
Sample .....	16
Analyses.....	18
Limitations.....	18
Results.....	19
LGBTQ-inclusive education policies .....	19
Multiple policy components .....	22
Québec/Rest of Canada .....	23
Generic inclusive education policies with no special attention to LGBTQ inclusion.....	24
Comparison of findings for generic and LGBTQ-specific policies .....	25
Freedom of gender expression and transgender identity policies.....	26
Harassment based on transgender or transsexual identity.....	27
Support for transitioning transsexual students.....	27
Gay-Straight Alliance/Gender and Sexuality Alliance .....	27
LGBTQ-inclusive curriculum .....	30
Policy supporting LGBTQ content in the classroom .....	31
Generic anti-bullying programs and/or events .....	32
Anti-homophobia/LGBTQ-inclusion events .....	33
Employment policies.....	35
LGBTQ-inclusive education resources for staff development.....	37
LGBTQ-inclusive education resources for students .....	40
Conclusions and recommendations.....	43
References.....	46



# Executive summary

The National Inventory of School District Interventions in Support of LGBTQ Student Wellbeing was one of five research areas in a large project funded by a \$2 million grant from the Canadian Institutes for Health Research and headed by Dr. Elizabeth Saewyc at University of British Columbia, “Reducing stigma, promoting resilience: Population health interventions for LGBTQ youth”. All CEOs of school districts in both French and English publicly-funded school systems of Canada were invited to complete a survey which asked them about a range of possible interventions in support of LGBTQ students: LGBTQ-inclusive policy, generic and LGBTQ-specific harassment procedures, course content, Gay-Straight Alliances, generic and LGBTQ-themed events, professional development, and teaching resources. Response was strong at 36% (200 superintendents/directors from 141 school districts), and was representative of Canada’s 394 school districts in terms of rural/urban, regional, French/English, and secular/Catholic, enabling us to develop a detailed inventory of system interventions and to identify patterns. We were especially interested in the general question of which interventions CEOs associated with which outcomes, in order to develop a sense of alignments and disparities between the two as we work in the larger project to identify the outcomes actually achieved, or even achievable, by particular interventions. (For example, GSAs have been widely adopted as a simple, low-cost method of pursuing LGBTQ student wellbeing; we are interested to know what specific outcomes CEOs associated with GSAs, and whether GSAs could actually be expected to have the expected results.) To this end, we asked about a range of outcomes such as reduced high-risk behavior, increased support among staff and students, and lower harassment.



## Highlights of the findings include:

- **Outcomes.** Overall, respondents were somewhat less likely to hope for or perceive outcomes that were more difficult to gauge; e.g., mental health, self-esteem, school attachment, but also school performance.
- **High-risk behaviour.** Respondents were consistently much less likely to associate interventions with reduced high-risk behaviour than with any other outcome.
- **LGBTQ-specific versus generic policy.** Overall, superintendents were much less likely to associate generic policies than LGBTQ-inclusive policies with positive outcomes for LGBTQ students. They were much more likely to report that generic policies had been thoroughly implemented in early and middle years.
- **Multiple-component versus single-component policies.** A limited number of districts had addressed LGBTQ student wellbeing at the policy level through multiple components, but many districts reported policies that addressed only one component, most commonly harassment.
- **Gender expression and transgender identity.** Districts were much less likely to report having trans-specific policy than they were to report having LGBTQ-specific policy.
- **GSAs.** It is notable, given the emphasis in provincial legislation (Ontario and Manitoba) placed on establishing GSAs, that superintendents were somewhat less likely to associate GSAs with reduced harassment for LGBTQ students than they were to associate LGBTQ-inclusive policy with such outcomes.
- **Urban/rural.** In general, urban school districts were more likely than rural ones to have LGBTQ-specific interventions.
- **Regional.** In general, Alberta and Québec were less likely to have LGBTQ-specific interventions than other parts of Canada, with BC, Ontario, and the Atlantic provinces being most likely to have LGBTQ provisions.

- **Grade level.** Many districts had implemented LGBTQ-specific interventions for early and middle years, but at somewhat lower rates than for senior years.
- **Catholic clubs.** Nine districts indicated having “Respecting Differences Clubs” (the name required by the Ontario Catholic School Trustees’ Association) rather than GSAs. We do not know the extent to which these clubs follow Catholic doctrine.
- **Religious objections.** It is notable that very few districts (n=<5) reported personal or community opposition on religious grounds as reasons for not implementing an intervention.
- **No harassment/no problem.** Small numbers of respondents asserted that there was no homophobic harassment in their district or that generic policy adequately addresses the problem. We do not know whether their confidence is actually reflected either in lower rates of homophobic harassment in their districts or in effective response to homophobic harassment.
- **Curriculum.** A third of respondents indicated that they have LGBTQ-inclusive curriculum, and, of those, 93% indicated they have it in K–8 schools.
- **Employment policies.** Most districts had LGBTQ job protections, but fewer indicated teachers could be open with students about being LGBTQ. Respondents were much less likely to associate job protections for LGBTQ staff with positive outcomes for students than they were to associate other interventions with such outcomes. This is notable given that the importance of role models for marginalized students is well established in the school system.

This report addresses the quantitative findings of the National Inventory and offers recommendations for system interventions and future research. Further analyses in combination with qualitative data provided by superintendents will inform studies on topics of interest such as those identified above as we work together to identify the school system interventions that best support the safety and wellbeing of LGBTQ students.



# Purpose and background

The National Inventory of School District Interventions in Support of LGBTQ Student Wellbeing study is one of five research areas in the larger Canadian Institutes of Health Research-funded project, “Reducing stigma, promoting resilience: Population health interventions for LGBTQ youth.”

The National Inventory was undertaken in order to develop a detailed picture of the forms and extent of school system interventions made in support of the wellbeing of lesbian, gay, bisexual, transgender, Two Spirit, queer and questioning (LGBTQ) students in school districts across the country. The study was also designed to contribute to our knowledge of the particular outcomes that district officials associate with particular interventions so that we could select the intervention/outcome relationships that would be important to test in other phases of the larger project. These phases involve systematic assessment of intervention outcomes through analyzing available population health data for districts or regions where given implications have been widely implemented, and through on-site intervention evaluations and case studies.

By comparing school district beliefs about intervention outcomes (say, reduced harassment from implementing Gay-Straight Alliances [GSAs]) with evidence of actual intervention outcomes (say, reduced suicidality) identified through population health data analysis and on-site program evaluations, our hope is that the larger study will contribute to evidence-based school system decision-making about which interventions to implement to achieve what results to support the wellbeing of LGBTQ students.

## Terms

**Early Years, Middle Years, Senior Years:** Grade ranges and nomenclature for different levels of schooling varies across the country and even within school districts. For purposes of this study, we use the terms “Early” for Kindergarten through Grade 4, “Middle” for Grades 5 through 8, and “Senior” for Grades 9 through 12 (grades 9 through 11 in Québec, where students go to CÉGEP after Grade 11). One question used “Elementary” for combined Early and Middle Years as distinct from High School.

**Gay-Straight Alliance/Gender and Sexuality Alliance:** A student club set up to provide a safe space for LGBTQ students and their allies to meet, normally with one or two staff facilitators. Legislation in Alberta, Ontario and Manitoba requires principals of publicly funded schools to permit students to organize such a club. They are sometimes known by other names such as Rainbow Club or Diversity Club. It is becoming more common to refer to a Gay-Straight Alliance as a Gender and Sexuality Alliance to ensure that gender non-conforming and trans individuals are explicitly included within the mandate of GSAs.

**LGBTQ:** An umbrella term for the sexual and gender minority identities, including Lesbian, Gay, Bisexual, Transgender, Transsexual, Two Spirit and Queer. Other identities such as intersex and asexual are often read into the acronym.

**LGBTQ-Inclusive Education:** Pedagogical, curricular and programmatic efforts to include LGBTQ students in school life.

**Superintendent:** Terms for the head or CEO of a school district vary across the country; e.g., “Superintendent” or “Chief Superintendent” in some districts, “Directeur”/“Directrice”/“Director” or “CEO” in others. The term used in this report is Superintendent.

**Transitioning:** The term used to describe going through a process of self-presenting as the “other” gender; i.e., presenting as a boy when one has been known as a girl, or vice versa. Transitioning may or may not involve sex alignment procedures such as hormone therapy and surgery.



# Literature review

School system efforts to prevent or curtail homophobia through various interventions have been well established in the research literature. While researchers have focused their claims in different ways, it is clear that research on sexual minority youth needs to move beyond a cataloging of risk factors and focus on protective factors that increase resilience (Russell, 2005). In other words, research aimed at assessing the impacts and outcomes of the various interventions to improve the resiliency of LGBTQ youth, transform school climates, and ultimately increase the safety and wellbeing of sexual and gender minority youth in schools is essential in facilitating the creation of LGBTQ-supportive school climates. In our research, we focus on four main components that the research suggests contribute to a robustly supportive school climate for LGBTQ students: policy addressing homophobic harassment and LGBTQ inclusion; the presence of Gay-Straight Alliance (GSA) clubs; professional development for educators on the topic of LGBTQ education; and LGBTQ-inclusive curriculum to support inclusive teaching practices.

Anti-harassment policies are one of the most commonly recognized interventions at the level of administration. Hansen (2007) points out that establishing formal policies within schools that clearly and explicitly forbid homophobic harassment is a key component of nearly all resources about creating LGBTQ-supportive school climates (see also Russell et al., 2010; Szalacha, 2003). However, Hansen notes that policy alone is not sufficient to produce change and create supportive environments for LGBTQ students; policy must also have administrative support and be publicized (i.e., well-known) within school communities in order to create a clear institutional mandate. Russell (2011) argues further that inclusive, LGBTQ-specific nondiscrimination and anti-harassment policies provide the basis for other forms of safe school policy, practice, and programs; they are the foundational intervention upon which other components can be built. These policies provide the institutional context offering clear support for LGBTQ inclusion in schools, which provides administrators, staff, and teachers with institutional backing to engage in LGBTQ-inclusive practices (Russell, 2011). The actual content of policies may differ, ranging from straightforward focus on antidiscrimination or anti-harassment measures to more proactive components, such as programming, curriculum, student clubs (like GSAs), and staff training or professional development (see Walton, 2004), though the positive effects of policy on the perceived climate for LGBTQ youth are well-documented (e.g., Taylor & Peter et al., 2011; Kosciw, Diaz, & Greytak, 2008).

As a staple of recent Canadian legislation (Ontario, Manitoba, and most recently Alberta) and one of the simplest interventions to implement, student-level Gay-Straight Alliances (GSAs) serve as effective protections for LGBTQ youth, offering psychological, social, and physical protective factors (for example, see Black, Fedewa, & Gonzalez, 2012). However, it is worth noting that not all GSAs are the same (Asakura, 2010; Fetner et al., 2012; Poteat et al., 2015a), and it is not always clear which characteristics are most connected to the achievement of positive outcomes. As Fetner et al. (2012) argue, while GSAs generally serve as protective factors for LGBTQ students, each GSA develops its own character based on its school and community context, the openness around membership, and the group's commitment to activity or activism within their school or wider community. This non-homogeneity when it comes to the safety offered by the "safe space" of a GSA has given rise to a wide range of literature cataloguing the outcomes of GSA spaces: increased sense of safety (Asakura, 2010; Chesir-Teran & Hughes, 2009; Fetner et al., 2012; Lee, 2002; Szalacha, 2003), better school attachment (Birkett, Russell, & Corliss, 2014; Lee, 2002; St. John et al., 2014), better academic performance and outcomes (Birkett, Russell, & Corliss, 2014; Gretak et al., 2013; Kosciw et al., 2013; Lee, 2002), less problematic substance use (Konishi et al., 2013), less suicidal ideation and fewer attempts (Goodenow, Szalacha, & Westheimer, 2006; Hatzenbuehler, 2011; Saewyc et al., 2014), more positive identity development (Asakura, 2010; Lee, 2002), and more meaningful, supportive relationships with others (Asakura, 2010; Lee, 2002; Poteat et al., 2015b; St. John et al., 2014). The wide range of positive outcomes associated with GSAs impact heterosexual students as well as sexual minority ones, effectively changing the overall climate of the school to a more positive and accepting one (see Konishi et al., 2013; Saewyc et al., 2014).

While the various outcomes of GSAs are well documented in the research, researchers have also emphasized the importance of maintaining integrated intervention strategies for greater efficacy. Szalacha (2003) explains that different interventions affect different populations within the school system, with, for instance, policy raising awareness among administrators and providing an institutional mandate for educators to pursue sexual diversity within their school; professional development developing capacity among staff and teachers; and student support groups such as GSAs affecting the level of the student body. Further, each intervention reinforces the others, producing what

she describes as an “additive effect” (Szalacha, 2003, pp. 69–72; see also, Chesir-Teran & Hughes, 2009; St. John et al., 2014). In this context, Szalacha (2003) recommends that interventions with the greatest efficacy are those that provide clear leadership and mutually supportive policy to encourage capacity-building and ongoing programming (i.e., interdependent programming and policies are most effective, and school leaders should provide training on sexual diversity and sexual minority issues for all staff and teachers). Further to this, research suggests that prolonged interventions are most effective when they are ongoing (see Konishi et al. 2013; MacIntosh 2007; Saewyc & Marshall 2011; Saewyc, Konishi, Rose, & Homma, 2014), though additional longitudinal research is needed. It is clear, however, that the “one and done” approach to LGBTQ inclusion will not effectively change school climate for the long-term.

Another protective factor, connecting much of this, is staff training and professional development. As noted above in the discussion of research on policy, it is more effective when policy is well-known and provides teachers with the institutional backing to act (Russell, 2011; Szalacha, 2003). While teachers are increasingly expected to take on the work of LGBTQ inclusion in schools, through personal conviction and policy mandates, professional development is needed to increase the efficacy of these interventions. For instance, in their analysis of the implementation of a district-wide anti-homophobia school policy, Goldstein, Collins, and Halder (2008) found that professional development and teacher training was one of the primary needs for effective policy implementation in the classroom. In the Canada-wide study on educators’ perceptions and experiences of LGBTQ-inclusive education, educators reported that it was not due to a lack of support or any personal conviction that LGBTQ issues should not be included in their classrooms that held them back from engaging in this work; rather, educators most often reported that it was a lack of resources and training that prevented them from engaging in LGBTQ-inclusive education (Taylor et al., 2015). In fact, supportive school personnel are a very important protective factor for LGBTQ youth resiliency (Goodenow, Szalacha, & Westheimer, 2006; Marshall et al., 2015; Murphy, 2012; Poteat et al., 2015b; Russell et al., 2010; Valenti & Campbell, 2009). These relationships can be extremely important for LGBTQ youth, even providing opportunities to establish mentoring relationships with teachers and supportive school personnel, where otherwise mentoring opportunities may not exist (Johnson & Gastic, 2015).

While fewer studies have addressed the outcomes of LGBTQ-inclusive curriculum, as curriculum is not usually implemented systematically at the institutional level, it is a mainstay of inclusive education that marginalized students benefit from seeing their identity group represented in the curriculum. There is evidence to suggest that curricular inclusion does have important benefits for LGBTQ youth (Russell, 2011), particularly in the context of the historic official or unofficial prohibition of LGBTQ content. For instance, students who had learned about LGBTQ issues in the classroom reported feeling safer at school (Kosciw et al., 2008; Russell et al., 2006), experiencing less harassment (Greytak et al., 2013; Kosciw et al., 2008; Russell et al., 2006), and better academic outcomes (Greytak et al., 2013; Kosciw et al., 2010). In a longitudinal study of the effect of one unit incorporating “The Laramie Project” play and integrated curriculum, Saewyc and Marshall (2011) report that homophobic attitudes in school diminished over time, suggesting not only that integrated programming and curriculum can have benefits for school climate for LGBTQ youth but that ongoing intervention and prevention strategies are most effective. Further, while widespread implementation of curriculum is rare, the majority of Canadian educators (78%) report having included LGBTQ content in some way in their classrooms, ranging from one-off references to repeated occasions and multiple methods (Taylor et al., 2015); most commonly, educators reported challenging homophobia, using inclusive language and examples, addressing LGBTQ topics in health and family units, and including LGBTQ rights when discussing human rights (Taylor et al., 2015, p. 92). However, while these attempts at LGBTQ inclusion are increasingly common, the need for greater resources and professional development is still evident, as roughly one in five educators reported not knowing of any LGBTQ education resources, including inclusive curriculum guides (Taylor et al., 2015).





# Study methods

## Recruitment of participants

The research team secured the endorsement of over 40 national, provincial and territorial school system organizations to encourage school districts to participate (see page 3 for full list). The heads of all 394 School Districts in the publicly funded school systems of Canada were invited by email in French or English as appropriate to participate in an online survey. Participants had the option of entering a draw for an iPad mini (which virtually all did).

## Instrument

The survey was hosted online by *FluidSurveys* and made available in French and English.

Respondents were first asked for their province, school district name, and the number of schools in their district. They were then asked whether their districts had implemented particular interventions and at what level (e.g., senior only, all schools). Interventions included the following: LGBTQ-inclusive policy, components of inclusive policy, generic policy, GSAs, curriculum, anti-bullying events, staff resources, student resources, transgender harassment, transgender-specific PD, transition support, and support for LGBTQ staff.

Respondents who answered “yes” to an intervention question were asked to “check all that apply” in a list of possible hoped for and perceived results in implementing the intervention (see “Limitations” below). Results included harassment-related benefits (reduced use of that’s so gay/t’es gai, reduced harassment, reduced cyberbullying, increased reporting when harassed), psychological benefits (improved self-esteem, mental health, reduced suicidality), behavioural benefits (less high-risk behaviour, improved performance/attendance at school), and social benefits (more attached, more inclusion, peer support, staff support); respondents could also check “Other” and specify additional benefits. For some interventions we asked additional questions (e.g., for the question on GSAs, “What are these clubs called?”; for the question on curriculum, “Is LGBTQ-inclusive curriculum mandated? At what level?”)

Respondents who answered “no” to an intervention question were asked to “check all that apply” in a list of possible reasons for not implementing the intervention, including projected opposition (from parents, staff, community or religious groups), personal disapproval on religious grounds, not wanting to imply approval of homosexuality, believing that homophobic harassment does not warrant special attention, believing there are no or few such incidents in their districts, and believing generic policy is adequate. Respondents could again check “Other” and specify additional reasons for not implementing specific interventions.

The survey ended with several open-ended questions that invited comments on discontinued interventions, especially effective interventions and innovative approaches. Respondents who indicated willingness to be contacted for possible follow-up were asked to provide their name, position and contact details.

## **Sample**

Data collection occurred during the period from February through June 2014 with 141 school districts (36%) participating. These districts comprise approximately 48% of Canadian schools (n=6476), and approximately 50% of Canadian teachers (n=128,131) and 2,403,372 students from pre-kindergarten through Grade 12. (Statistics Canada, nd). The sample is representative of Canadian school districts regionally, by location (e.g., urban/rural/remote/ etc.) and by religious affiliation (i.e., secular/Catholic):

**Catholic School Districts** = 9% (n=12)

**Secular School Districts** = 91% (n=129)

**Rural** = 70% (n=99)

**Urban** = 30% (n=42)

**BC** = 13% (n=19)

**AB** = 13% (n=19)

**SK** = 4% (n=6)

**MB** = 16% (n=22)

**ON** = 21% (n=29)

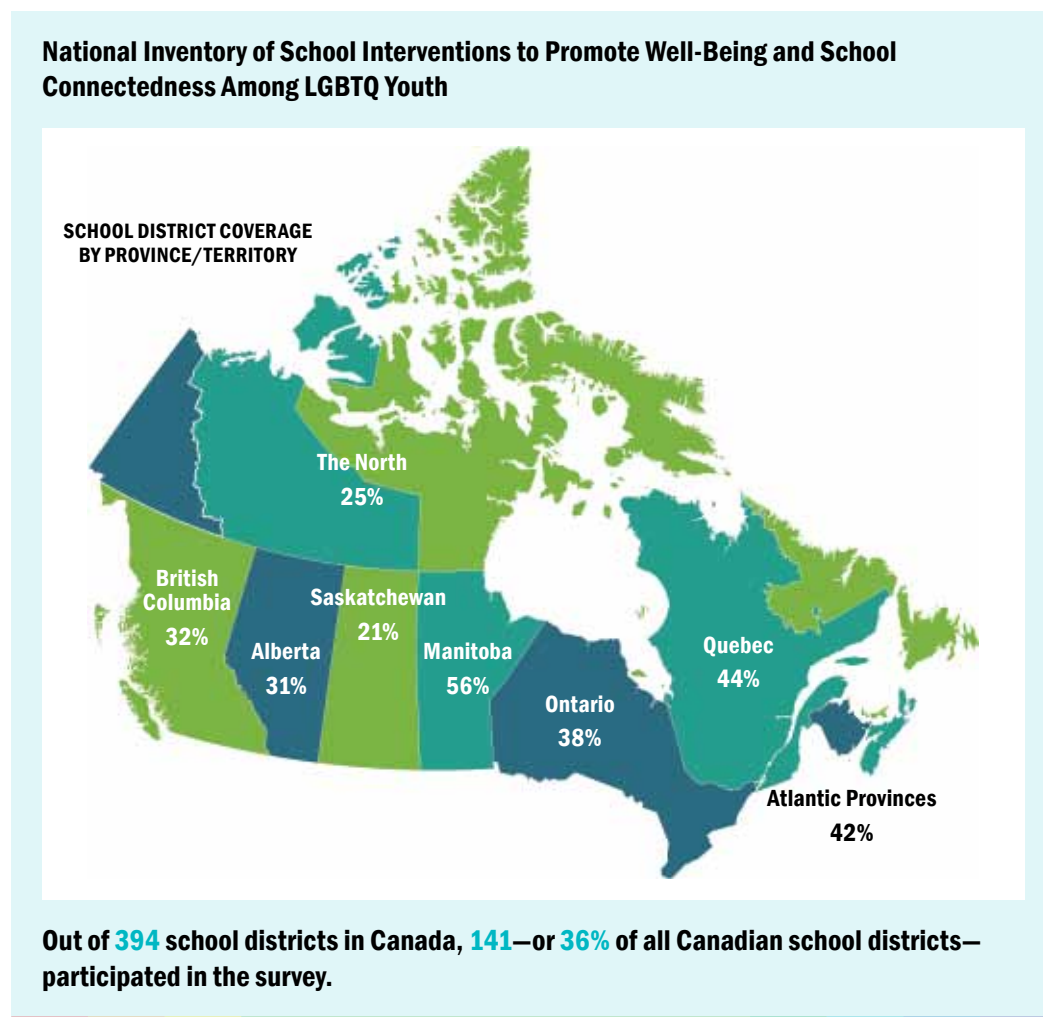
**QC** = 23% (n=32)

**Atlantic** = 7% (n=10)

**North** = 3% (n=4)

**Note:** There were multiple responses from some of the larger districts to cover various areas of responsibility addressed by the survey, so the actual respondent n was 200, representing 141 districts. We manually merged the multiples where possible (because respondents answered different sections corresponding to their own portfolios) and weighted districts with multiple responses to 1 where not possible (because respondents answered overlapping sections with different answers).

**FIGURE 1: National Inventory—Response rates by region**





# Analyses

After the data collection process was complete, univariate and bivariate analyses were prepared. Notably, cross-tabulations with chi-square ( $\chi^2$ ) estimations and frequency distributions were programmed using IBM SPSS. Unfortunately, the presence of relatively small sample sizes ( $n < 10$ ) diminished the ability to use all bivariate analyses. Finally, effect sizes were calculated for chi-square using phi.

Throughout this report the denominators (e.g., x of denominator y) vary depending on the number of districts responding to a given question. Decimal values of .5 or above are rounded up to integer values (e.g., 4.5 becomes 5); in some cases this means that totals will not add up to 100%.

Decimal values and results of significance testing will be reported in peer-reviewed publications.

## Limitations

We had to combine “hoped for” and “perceived” outcomes into a single category because a large number of respondents evidently misunderstood the question matrix instructions and chose one or another but rarely both. The survey was fairly long and had a correspondingly high attrition rate for latter sections.

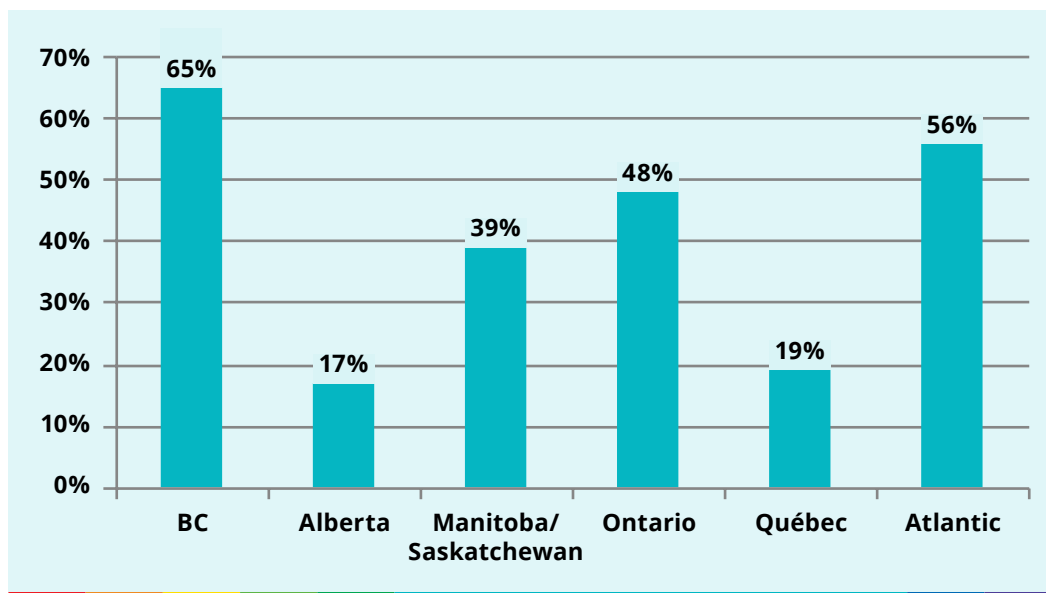
# Results

## LGBTQ-inclusive education policies

Over a third (38%, or 48 of 128) of respondents reported that their district has a policy that specifically addresses LGBTQ-inclusive education.

Not surprisingly, given the uneven levels of attention to LGBTQ-inclusive education at the provincial level across the country, there was substantial regional variation, with nearly two-thirds (65%, 11 of 17) of BC and 56% (5 of 9) of Atlantic superintendents reporting having a specific LGBTQ-inclusive policy, but only 17% (3 of 18) of participants from the neighbouring province of Alberta and 19% (5 of 27) from Québec indicating having one. (Note: This survey was conducted in the early months of Bill 13 in Ontario, Bill 18 in Manitoba, and Bill 56 in Québec, each of which mandates districts to support LGBTQ inclusion and safety, which suggests that numbers would be higher in those provinces now. Bills 13 and 18 also mandate that districts implement GSAs on student request.)

**FIGURE 2: LGBTQ-inclusive policy by region**



Almost all (98%) of the LGBTQ-inclusive policies covered issues pertaining to harassment, which reflects the common origins of such policies in a context of needing to respond to bullying of LGBTQ students and deaths of bullied LGBTQ students by suicide.

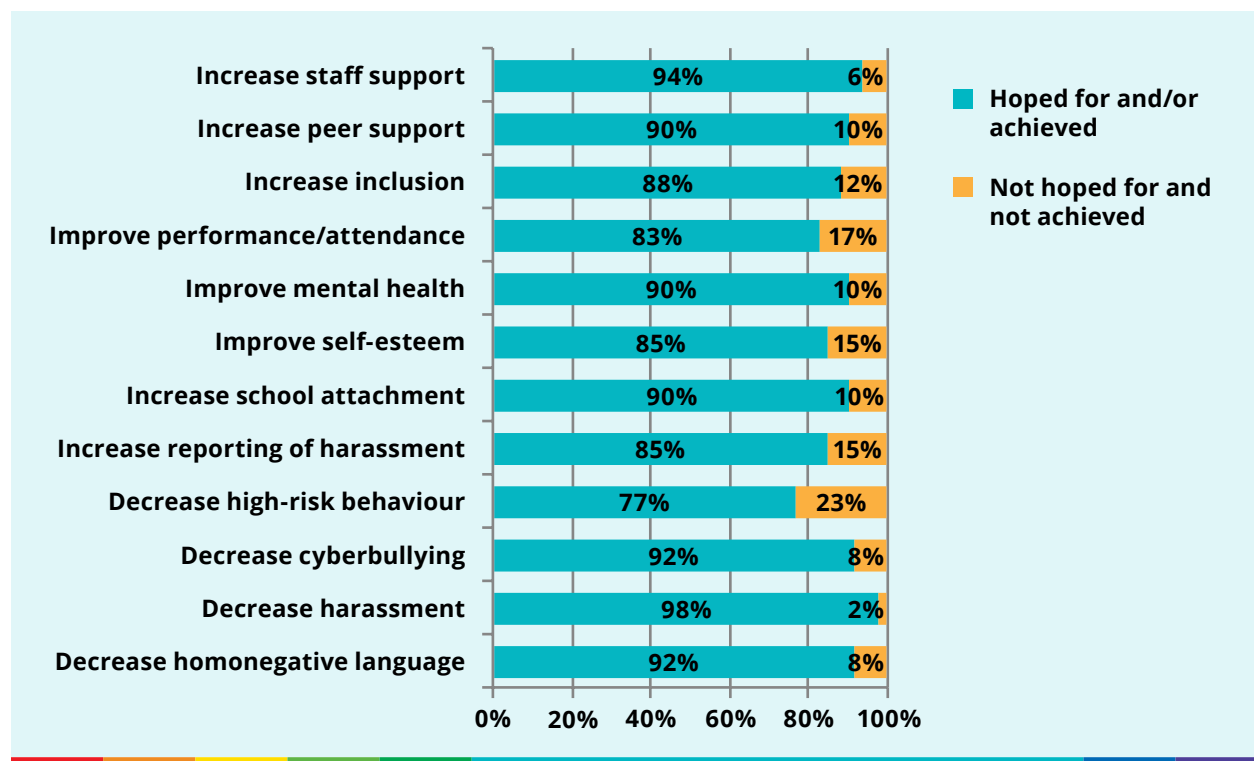
The majority of policies also emphasized inclusion in the curriculum (79%), professional development for staff (67%), and GSA clubs or some other club that focuses on LGBTQ inclusion (63%). There was little regional variation, with the exception of GSAs. For example, all superintendents from Manitoba districts that had LGBTQ-inclusive policies reported that GSAs were a part of their policy, compared to only 46% of BC participants.<sup>1</sup> These differences may be accounted for by the relative emphasis placed on the importance of GSAs at the Ministry level: i.e., very strong government emphasis in Manitoba, no government emphasis in BC.

A quarter (26%) of superintendents reported that their LGBTQ-inclusive policy was not yet thoroughly implemented in the schools in their district. Of those who indicated that their LGBTQ policy was implemented, nearly all (94%) reported that it was thoroughly implemented in the senior grades within their district, while 60% reported it being implemented in the middle grades, and 57% in early grades. LGBTQ inclusion is sometimes viewed as irrelevant before senior years. While the extent of implementation is lower in middle and early years, it is notable in this context that the majority of superintendents with LGBTQ-inclusive policies report having implemented them at all grade levels.

---

<sup>1</sup> Data from the Northern region could not be published due to low sample size distributions.

**FIGURE 3: Results hoped for and/or achieved by implementing LGBTQ-inclusive education policy**



Superintendents were given a list of outcomes, and were asked which results they hoped for and which they felt had been at least somewhat achieved from implementing an LGBTQ-inclusive education policy. As noted in Figure 3, respondents with LGBTQ-inclusive education policy were most likely to associate such policy with less harassment (98%), followed by increased staff support (94%), less homonegative language (92%), less cyberbullying (92%), increased peer support (90%), increased school attachment (90%), improved mental health (90%), increased LGBTQ inclusion (88%), increased reporting of harassment (85%), and improved self-esteem (85%), improved performance/attendance (83%), and less high-risk behaviour among LGBTQ youth (77%).

Superintendents who reported that their school district did not have an LGBTQ-inclusive education policy were asked why they had not implemented such a policy. Over half (56%) felt that a generic policy adequately addressed homophobic harassment, while 13% reported that an LGBTQ-inclusive policy was not necessary because there was no or very little homophobic harassment in their school district. A further 24% indicated that they were in the process of developing, or looking towards developing, an LGBTQ-inclusive education policy in the future.

## Multiple policy components

---

We analyzed differences between districts in terms of the inclusion of their four most common components of LGBTQ-specific policies: harassment, curricular inclusion, professional development for staff (PD), and GSAs. Much smaller numbers (<5 in each case) reported other policy components such as school community partnerships, safe space or safe contact, or gender neutral washrooms.

Almost a third of districts (30%, or 41 of 139 districts) reported none of the four key policy components, with 25% (34 districts) reporting one of the four; 19% (26) reporting two; 20% (28 districts), three; and 7% (10 districts) reporting all four components.

Of the 48 districts reporting policy with at least one of the four policy components, harassment was the most common (98%, or 47 districts), followed by curriculum (79%, 38 of 48), PD (67%, 32 districts) and GSAs (63%, or 30 districts).

Ten districts (7%, 10 of 139) reported having LGBTQ-specific policy that covered all four components. It would be interesting to compare the situation of LGBTQ students in these districts to those in districts with no policy or only one component.

Districts with at least one of the LGBTQ-specific policy components were much more likely to report that it had been implemented thoroughly in all schools at the senior years level (94%, or 33 of 35) than in early years (57%, or 20 districts) or in middle years (60%, 21 districts). Districts with more policy components were more likely to have implemented it than districts with fewer policy components. For example, all districts (100%) with three (12 districts) or four (9 districts) of the key policy components had implemented the policy thoroughly in all senior years schools, compared to 88% (7 districts) of those in one-component districts.

Regionally, we found that school districts in Alberta (42%, or 8 of 19) and Québec (42%, or 13 of 31) were most likely to have none of the four policy components and Manitoba/Saskatchewan (26%, 7 of 27) least likely to have none. There was less variation in the percentage of districts reporting all four components, ranging from none in Alberta and Québec to 17% in Ontario (5 of 29 districts).



In terms of district size, we found that districts with 10 or fewer schools were most likely to have none of the key policy components (46%, or 11 of 24), compared to 31% (11 of 35) districts with 11 to 20 schools, 28% (5 of 18) districts with 21 to 30 schools, 32% (8 of 25) districts with 31 to 50 schools, 26% (5 of 19) districts with 51 to 100 schools, and too few too report in districts with 100 or more schools. Districts with 10 or fewer schools were also most likely to have only one of the key policy components (33%, 8 of 24 districts), and no districts with 10 or fewer schools had all four key policy components. The largest 18 districts were most likely to have either three (50%, 9 of 18) or four (28%, 5 of 18) of the key policy components.

Catholic school districts were only slightly less likely than secular ones to have none of the key components (Catholic 27%, or <5 of 15 districts vs. secular 30%, or 37 of 124 districts) but were far more likely to have only one component (47%, or 7 of Catholic vs. 22%, or 27 of secular districts). Catholic districts were somewhat less likely to have two (13%, or 2) or three (13%, or 2) of the components than secular districts (two=19% or 24 districts, or three=21% or 26 districts). No Catholic districts reported having all four policy components, compared to 8% (or 10), of the secular districts.

## Québec/Rest of Canada

---

There are interesting differences in the regulatory contexts of Québec compared to other parts of Canada, which may account for some of the differences found with respect to policy. In addition, legislation requiring the establishment of an anti-homophobia policy in every school was just being implemented at the time of our study. Only 19% (5) of Québec districts reported having a policy on LGBTQ-inclusive education, compared to 57% (55) of districts outside Québec. Similarly, Québec districts were much less likely to report having a harassment policy component (50%, or 5 vs. 82%, or 41 districts outside Québec), a curriculum component (40%, or 4 districts vs. 67%, or 33 districts outside Québec), a professional development component (20%, or 2 vs. 58%, or 29 outside Québec), or a GSA component (none vs. 58%, or 29 districts outside Québec).

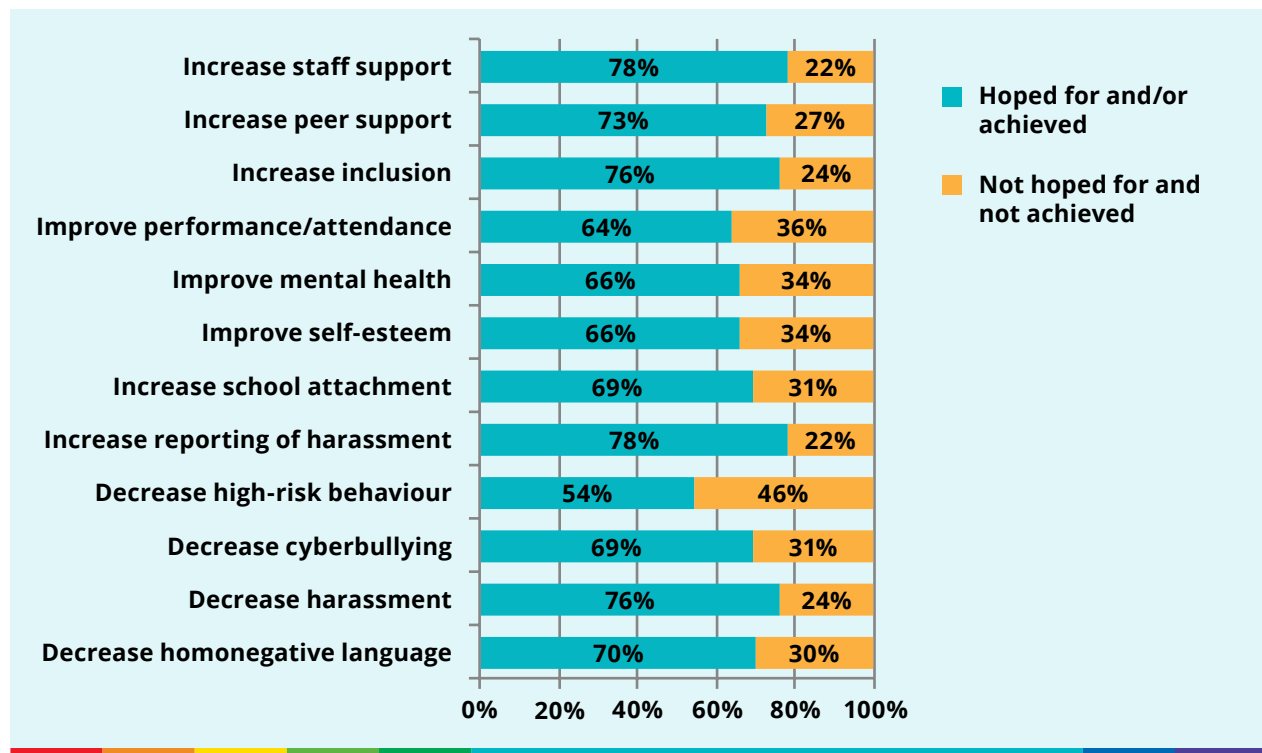
In answer to the question, *Has your policy been thoroughly implemented in all schools?* 30% (<5) of Québec districts answering the question reported “yes, in senior years” compared to 60% (30 of 50) of districts outside Québec. As well, 20% (<5) reported “yes, in middle years” compared to 38% (19 of 50) in the rest of Canada, and only 10% (<5) reported “yes, in early years” compared to 38% (19 districts) in the rest of Canada.

## Generic inclusive education policies with no special attention to LGBTQ inclusion

Overall, 42% of districts (59 of 141) indicated they endeavoured to protect LGBTQ students' wellbeing through generic inclusive education policies with no special attention to LGBTQ students. There was relatively little provincial variation.

Seventeen percent (or 10 of 59) superintendents reported that their generic inclusive education policies were not yet thoroughly implemented in the schools in their district. Of those who indicated that their generic inclusive education policy had been implemented (46 superintendents, 3 choose not to answer), there was little variation among grade levels. The vast majority reported that the policy was thoroughly implemented in the senior grades (91%, 42 districts), middle grades (94%, 43 districts), and in early years (87%, 40 districts).

**FIGURE 4:** Results hoped for and/or achieved by implementing generic inclusive education policies with no special attention to LGBTQ inclusion



Superintendents were given a list of outcomes benefitting LGBTQ students and were asked which results they hoped for and which they felt had been at least somewhat achieved from the implementation of a generic inclusive education policy with no special attention to LGBTQ inclusion. As noted in Figure 4, superintendents with generic policies were most likely to have associated them with outcomes that can often be more readily seen: increased staff support for LGBTQ students (78%), increased reporting by LGBTQ students who were harassed (78%), less harassment (76%), increased LGBTQ inclusion (76%), and increased peer support for LGBTQ students (73%). Fewer superintendents associated generic policies with outcomes that are harder to see from the outside: increased school attachment (69%), less cyber-bullying (69%), improved mental health (66%), improved self-esteem (66%), and improved performance/attendance among LGBTQ students (64%). In addition, however, it is notable that one of the most easily detected outcomes – less homonegative language (70%) – was not in the top rank of outcomes associated with generic policy. Superintendents were least likely to associate generic policies with less high-risk behaviour among LGBTQ students, with only 54% either hoping for or perceiving such a reduction, compared to 77% of superintendents with LGBTQ-specific policies associating them with a reduction in high-risk behaviour.

## **Comparison of findings for generic and LGBTQ-specific policies**

Overall, superintendents from districts with generic policies were much less likely to associate their policies with positive outcomes for LGBTQ students than were superintendents from districts with LGBTQ-specific policies. For example, 70% of those with generic policies associated their policy with reduced usage of homonegative language, compared to 92% of those from districts with LGBTQ-specific policies. A comparison of the data in Figures 3 and 4 shows a gap of 12 to 24 points between districts with generic policies and districts with LGBTQ-specific policies on most of the other indicators as well (e.g., 66% mental health in generic districts, 90% in specific districts). In fact, the only outcome which superintendents with generic policies were almost as likely to associate with benefits to LGBTQ students was increased reporting of harassment (78% generic vs. 85% specific), perhaps because some districts conceptualize the wellbeing of LGBTQ students mostly in terms of protection from harassment.

There is a similar gap evident in the comparison of implementation patterns for generic and LGBTQ-specific policies, which may reflect a perception that the latter are more difficult to implement and are not relevant in early or middle years. Seventeen percent of superintendents with generic policies reported that they were not yet thoroughly implemented in the schools in their district, compared to 26% of superintendents with LGBTQ-specific policies. Although those with generic and those with LGBTQ-specific policies were similarly likely to report that their policy had been thoroughly implemented in senior years (91% vs. 94%), those with generic policies were much more likely to report that their policy had been thoroughly implemented at early and middle grade levels: 94% in middle years, versus 60% for those with LGBTQ-specific policies, and 87% in early years, versus 57% for those with specific policies.

## **Freedom of gender expression and transgender identity policies**

Superintendents were asked if their districts had any policies that protect freedom of gender expression or transgender identity. Far fewer superintendents responded to this series of questions, which may suggest that their districts did not have policies on gender expression or transgender identity (note: these lower numbers may reflect participant attrition as this series of questions was asked toward the end of the survey).

Of those who did respond, one-third of respondents (34%, or 35 of 102) indicated that they have a policy that addressed harassment on the grounds of gender expression, 24% (24 of 102 districts) indicated they have a policy that addressed harassment on the grounds of transgender or transsexual identity, and 13% (13 of 102) indicated they have a policy covering support for transsexual students transitioning from male to female or vice versa. Additionally, 35% (36 of 102) indicated “other”; many who selected the “other” category indicated that these policies were in progress, they had a generic policy, or they were following provincial human rights codes or Charter of Rights and Freedoms.

Eighty-four percent of participants who reported that they have a policy addressing harassment based on gender expression (26 of 31) indicated that all or some of their schools have this policy implemented (10% in all secondary schools, in only 3 of 31 districts; 74% in all schools, 23 of 31 districts).

Only 9 districts reported that they had resources available for elementary teachers on gender expression. Of those who did, only a few reported the policies had been implemented in some or all of their schools (29% in some elementary schools, 36% in all elementary schools).

## Harassment based on transgender or transsexual identity

---

Seventeen districts (81% of the 21 who answered the question) indicated that they have a policy addressing harassment based on transgender or transsexual identity. Of those, only one indicated that the policy had been implemented in all secondary schools only, and 76% that it had been implemented in all schools. Only 9 districts reported that they had related resources available for elementary school teachers. However, somewhat more districts (16%, or 15 of 93) reported that they offered workshops on harassment on the grounds of transgender or transsexual identity.

## Support for transitioning transsexual students

---

Thirteen percent (13 of 102) indicated that they have a policy that supports transitioning students. Further, of participants who noted that they have specific resources available for elementary teachers on supporting transitioning students, 70% (or 7) indicated that all or some of their schools have this policy implemented (20% in some elementary schools, 50% in all elementary schools). More districts (12%, or 11 of 93) reported that they offered workshops on supporting transitioning students.

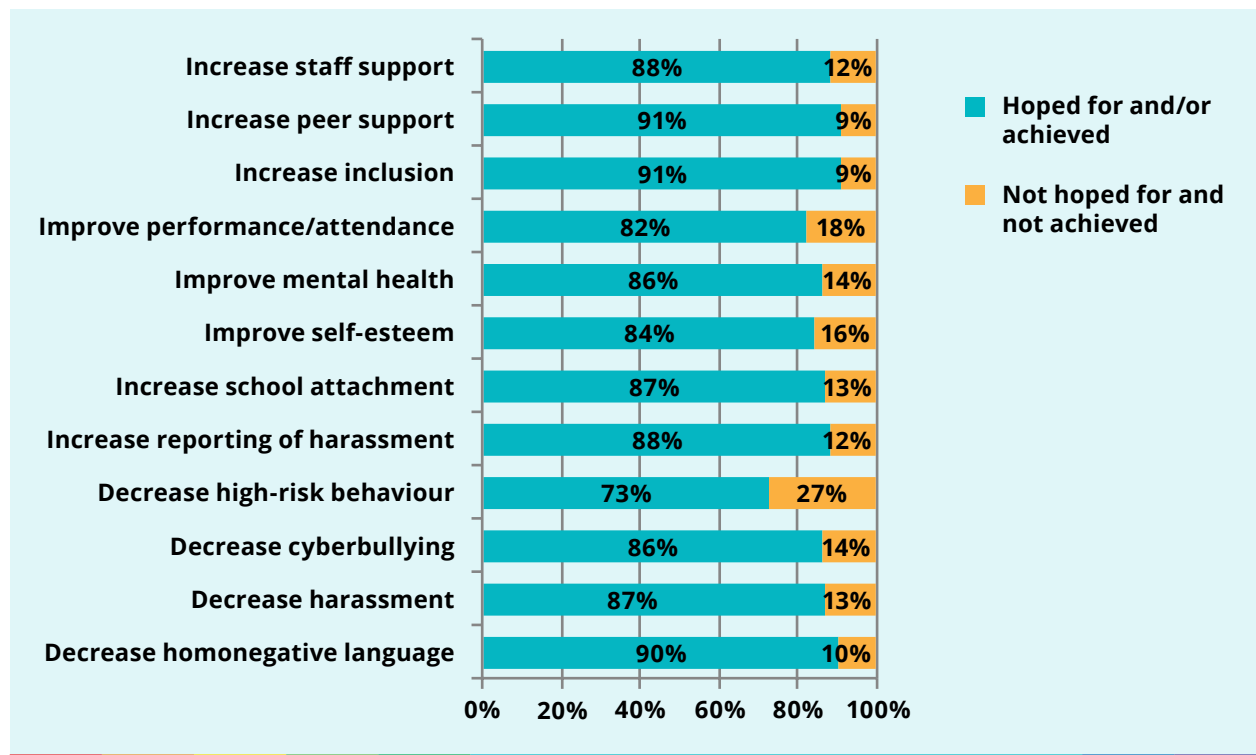
## Gay-Straight Alliance/Gender and Sexuality Alliance

Over half (51%, or 62 of 122) of respondents reported that their district has a Gay-Straight Alliance/Gender and Sexuality Alliance (GSA) or LGBTQ-specific club, followed by 41% (50 of 122) who indicated they had diversity or social justice clubs that included a focus on LGBTQ among other issues, 59% (72 of 122) who indicated they had generic anti-bullying/respectful school clubs, and 12% (15 of 122) who indicated they had no clubs that address bullying or respectful schools. Further, 38% (46 of 122) of participants indicated that their district had GSAs or equivalent social justice clubs at the early or middle years (K–8) levels.

The majority of participants (53%, or 57 of 107) with clubs indicated their club was called “Gay-Straight Alliance,” followed by “Social Justice Club” (25%, or 27 districts), “Diversity Club” (13%, or 14), “Rainbow Club” (10%, or 11), and “Respecting Difference Club” (8%, or 9). (Note: “Respecting Differences Club” is the term advocated for by the Ontario Catholic Schools Trustees’ Association for use in Ontario’s publicly funded Catholic School Districts.)

It is noteworthy that, as with the regional variation found in GSAs being included as a component of LGBTQ-inclusive policy (as discussed under Q2 above), there were interesting variations found between provinces on the presence of GSAs or LGBTQ-specific clubs. In particular, districts in BC (94%, or 16 of 17), Ontario (89%, or 23 of 26), and in the Atlantic provinces (88%, 7 of 8 districts) were more likely to have such clubs than districts in Manitoba/Saskatchewan (56%, 14 of 25), Alberta (47%, 8 of 17), or Québec (31%, 8 of 26). Superintendents from Alberta (53%, 9 of 17) and Québec (69%, 18 of 26) were much more likely to report having generic clubs or no clubs at all. Further, urban school districts (84%, 32 of 38 districts) were much more likely than rural districts (54%, 45 of 84) to have a GSA or other LGBTQ-specific club.

**FIGURE 5: Results hoped for and/or achieved by implementing GSAs or LGBTQ-specific clubs**



Superintendents who reported that they had GSAs or LGBTQ-themed clubs were given a list of outcomes and were asked which results they hoped for or perceived as at least somewhat achieved from the implementation of their GSA or other LGBTQ-specific club. As noted in Figure 5, superintendents were most likely to associate such clubs with increased peer support (91%) upon implementing a GSA or LGBTQ-specific club, followed by increased inclusion (91%), less homonegative language (90%), increased staff support (88%), increased reporting of harassment (88%), less harassment (87%), increased school attachment (87%), less cyberbullying (86%), improved mental health/reduced suicidal behaviour (86%), improved self-esteem (84%), improved performance/attendance (82%), and less high-risk behaviour among LGBTQ youth (73%). It is notable, given the emphasis in provincial legislation (Ontario, Manitoba, and more recently Alberta) placed on establishing GSAs that superintendents were somewhat less likely to associate GSAs with reduced harassment for LGBTQ students than they were to associate LGBTQ-inclusive policy with such outcomes (98% for policy vs. 87% for GSAs/clubs).

Superintendents who reported that their school district did not have a GSA (or other LGBTQ-specific clubs such as Rainbow Clubs) were asked why they had not implemented such a policy. Forty percent (12 of 30 superintendents) felt that a generic policy adequately addressed homophobic harassment, while another 17% (5 of 30) reported that an LGBTQ-inclusive policy was not necessary because there was no or very little homophobic harassment in their school district. (We do not know whether their confidence is actually reflected either in lower rates of homophobic harassment in their districts or in effective response to homophobic harassment.) No one reported that they had not developed a GSA club for reasons of parental, community, or religious opposition or on the grounds of their own personal religious convictions.

## **LGBTQ-inclusive curriculum**

Almost one-third of superintendents (32%, 31 of 96) who answered the question about curriculum indicated that schools in their district do have LGBTQ-inclusive curricula. Almost as many (45) chose not to answer the question, which may indicate uncertainty; in any case, only 22% (31 of 141) of all superintendents said their districts have LGBTQ-inclusive curricula. Of those who did indicate LGBTQ-inclusive curriculum, 93% (28 of 30) indicated that there are LGBTQ-inclusive curricula in elementary schools in their district. Superintendents in BC (40%, 6 of 15), Ontario (52%, 11 of 21), and the Atlantic provinces (67%, 2 of 3) were more likely to report having LGBTQ-inclusive curriculum than Alberta (29%, 4 of 14), Manitoba/Saskatchewan (22%, 4 of 18), or Québec (18%, 4 of 22). Urban districts (46%, or 13 of 28) were much more likely than rural districts (27%, 18 of 68) to have LGBTQ-inclusive curriculum.

Forty-two percent (13 of 31) of participants who indicated that they have LGBTQ-inclusive curriculum indicated that it is mandated by provincial/territorial policy, followed by mandatory by division (32%, or 10 of 31) and mandatory by legislation (16%, or 5 of 31). Notably, 32% (10 of 31) indicated that their LGBTQ-inclusive curriculum was not mandatory.

Of those with curriculum, 87% (27 of 31) reported that LGBTQ content appears in the subject area of Health/Healthy Relationships in their school district, followed by Language Arts (48%, 15 of 31) and History/Social Studies (42%, or 13 of 31). Some participants also indicated that many other subject areas in their district included LGBTQ content (55%, or 17 of 31).

Superintendents who reported that their school district did not have an LGBTQ-inclusive curriculum were asked why they have not implemented such a policy. One-third (34%, or 22 of 65) of those without curriculum reported that a generic policy adequately addressed homophobic harassment, while another 22% (14 of 65) reported that LGBTQ-inclusive curriculum was not necessary because there was no or very little homophobic harassment in their school district. Eleven percent (7 of 65) reported that they wanted to implement LGBTQ-inclusive curriculum but that they had insufficient resources. It is notable that very few districts (<5) reported personal or community opposition on religious grounds.



## Policy supporting LGBTQ content in the classroom

---

Sixteen percent of participants (15 of 97) indicate that they do have a policy supporting teachers who include LGBTQ-related content in their curriculum, if the content is specific to a Ministry-approved or district-approved curriculum, and a further 18% of participants (17 of 97) indicate they have such a policy which applies as long as the content is age-appropriate and relevant to the curriculum. Regionally, participants in Ontario were most likely to agree that they had a policy supporting LGBTQ content in the classroom (57%, or 12 of 21), while participants in Québec were least likely (15%, or 3 of 20). Urban participants (46%, or 16 of 35) were much more likely to report they had such a policy supporting LGBTQ content in the classroom than were rural participants (26%, or 16 of 62).

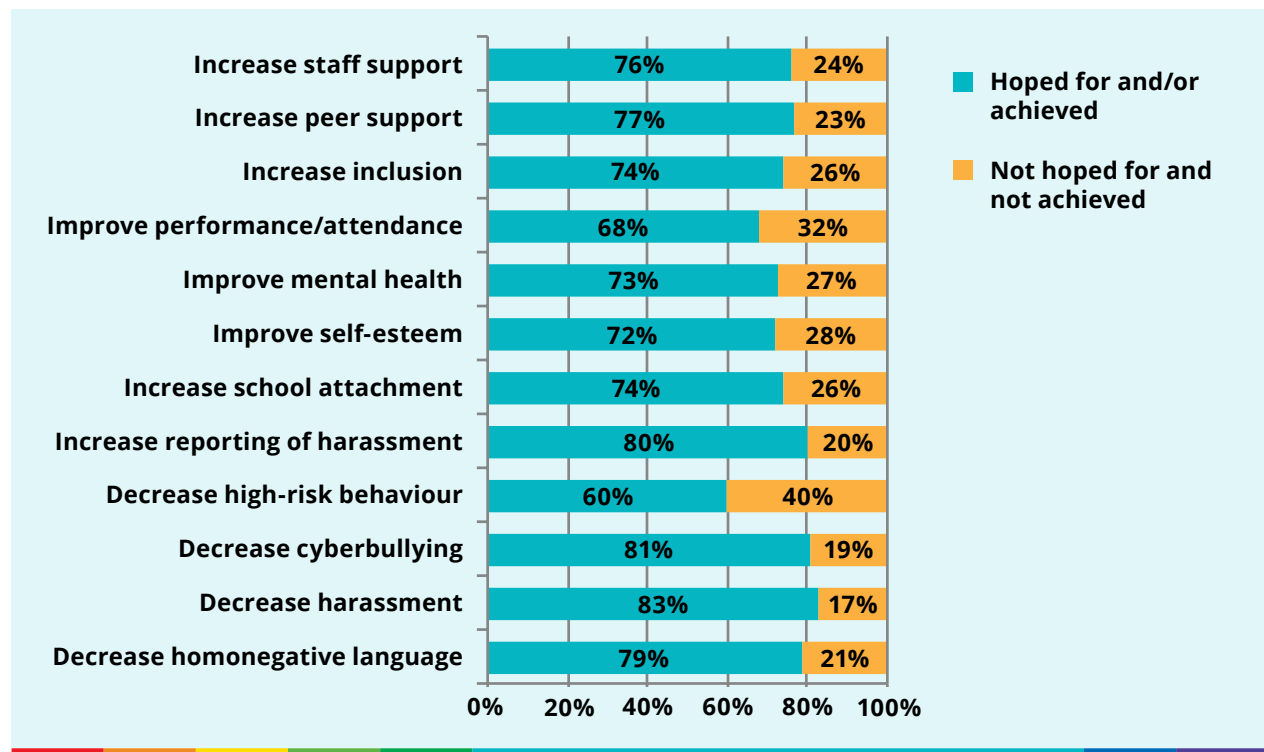
However, the majority of participants indicated they do not have a policy supporting teachers who include LGBTQ-related content (67%, 65 of 97). There was great regional variation on this question, from 43% (9 of 21) in Ontario saying they had no such policy to 75% (9 of 12) in Alberta and 75% (12 of 16) in BC, and 85% (17 of 20) in Québec. Rural districts (74%, 46 of 62) were more likely than urban districts (54%, 19 of 35) to report they had no such policy.

Superintendents who reported that their school district did not have a policy supporting teachers who include LGBTQ-related content were asked why they have not implemented such a policy. Almost half (49%, or 32 of 65) felt that a generic policy adequately addressed homophobic harassment, while another 26% (17 of 65) reported that an LGBTQ-inclusive policy was not necessary because there were no or very few incidents of homophobic harassment in their school district.

## Generic anti-bullying programs and/or events

Almost all participants (99%, or 113 of 114) indicated their school district had generic anti-bullying programs and/or events. There was close to no regional variation between the provinces.

**FIGURE 6: Results hoped for and/or achieved from implementing generic anti-bullying programs and/or events**



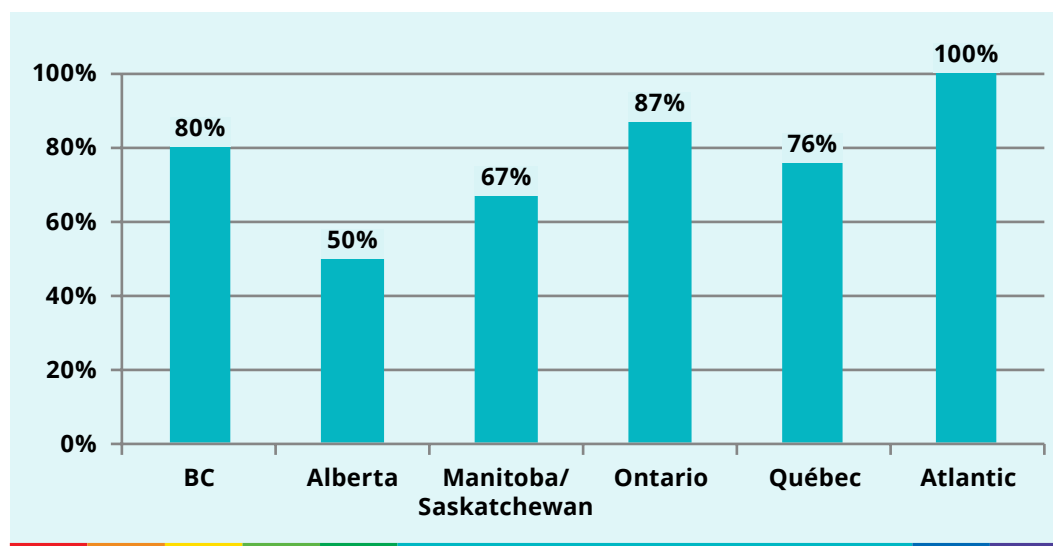
Superintendents were given a list of outcomes and were asked which results they hoped for and which they felt had been at least somewhat achieved from the implementation of generic anti-bullying programs and/or events. As indicated in Figure 6, participants were most likely to associate such programs and events with less harassment of LGBTQ youth (83%), less cyberbullying (81%), increased reporting of harassment (80%), less homonegative language (79%), increased peer support (77%), and increased staff support (76%). Fewer respondents hoped for and/or achieved increased school attachment (74%), increased inclusion (74%), improved mental health/reduced suicidal behaviour (73%), improved self-esteem (72%), improved performance/attendance (68%), and less high-risk behaviour among LGBTQ youth (60%) from implementing a generic anti-bullying policy.

## Anti-homophobia/LGBTQ-inclusion events

Seventy-four percent of participants (79 of 107) indicated schools in their district had anti-homophobia/LGBTQ-inclusion events (such as Pride month events, Day of Pink, or Ally week).

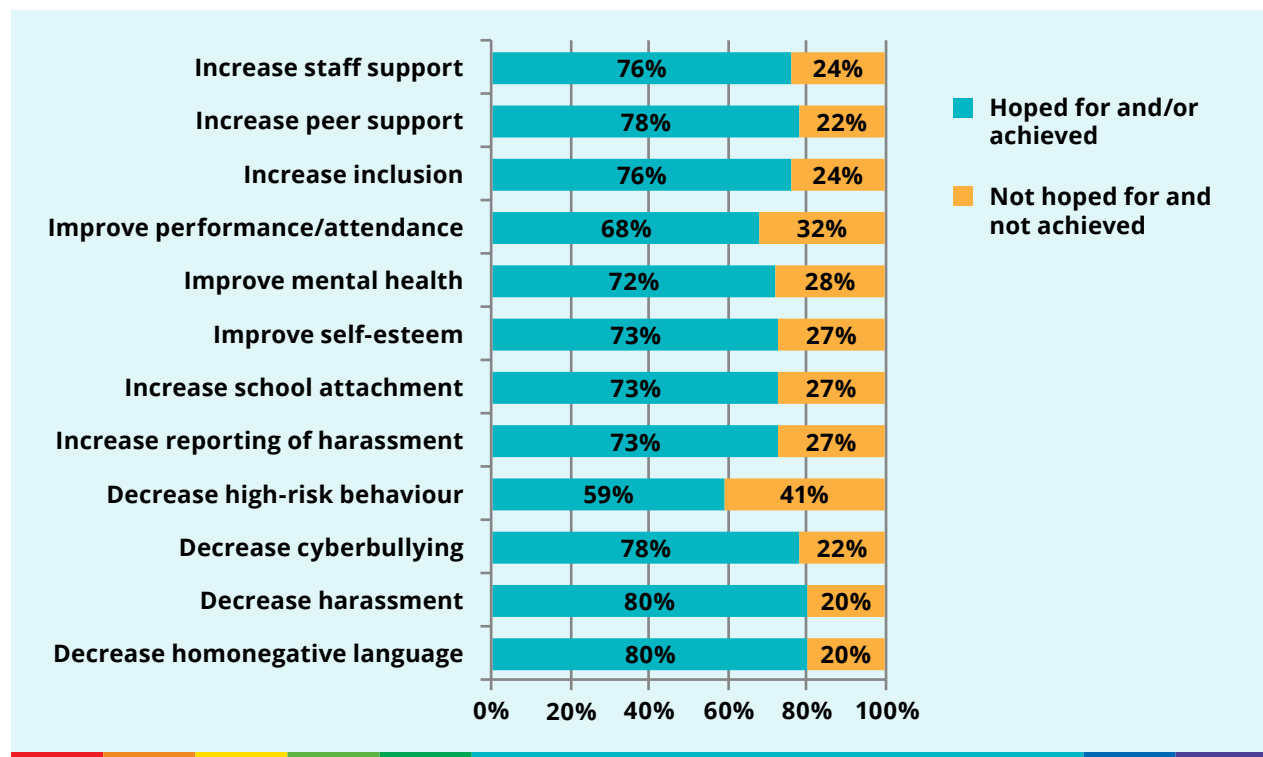
There was some regional variation among the provinces. All seven of the superintendents from the Atlantic provinces indicated they had anti-homophobia/LGBTQ-inclusion events (such as Pride month events, Day of Pink, or Ally week) compared to 80% (12 of 15) of participants in BC and only 50% (8 of 16) in Alberta. Catholic school districts (57%, 4 of 7) were less likely than secular school districts (75%, 75 of 100) to report having such events. Urban districts (84%, 31 of 37) were more likely than rural districts (69%, 48 of 70) to report having such events.

**FIGURE 7: Percentage of respondents that indicate the presence of anti-homophobia/LGBTQ-inclusive events (such as Pride month events, Day of Pink, or Ally Week) by region**



Superintendents were given a list of outcomes and were asked which results they hoped for and which they felt had been at least somewhat achieved from the implementation of anti-homophobia/LGBTQ-inclusion events (such as Pride month events, Day of Pink, or Ally Week). As noted in Figure 8, the greatest number of respondents associated implementing such events with less harassment of LGBTQ youth (80%), less homonegative language (80%), less cyberbullying (78%), increased peer support (78%), increased staff support (76%), and increased inclusion of LGBTQ youth (76%). Fewer respondents associated such events with improved self-esteem in LGBTQ youth (73%), increased school attachment (73%), increased reporting of harassment (73%), improved mental health (72%), improved performance/attendance (68%), and less high-risk behaviour of LGBTQ youth (59%) from the implementation of anti-homophobia or LGBTQ-inclusion events. It is notable that there are no dramatic differences between generic anti-bullying events and LGBTQ-specific events in terms of superintendents' likelihood of associating them with positive outcomes for LGBTQ students.

**FIGURE 8: Results hoped for and/or achieved from implementing anti-homophobia/LGBTQ-inclusive events (such as Pride month events, Day of Pink, or Ally Week)**



Superintendents who reported that their school district did not have anti-homophobia/ LGBTQ-inclusion events (such as Pride month events, Day of Pink, or Ally Week) were asked why they had not implemented such events. Almost half (43%, or 12 of 28) indicated that they felt the generic policy adequately addressed homophobic harassment, followed by another 25% (or 7 of 28) who reported that an LGBTQ-inclusive policy was not necessary because there were no or very few incidents of discrimination against LGBTQ students in their school district.

## **Employment policies**

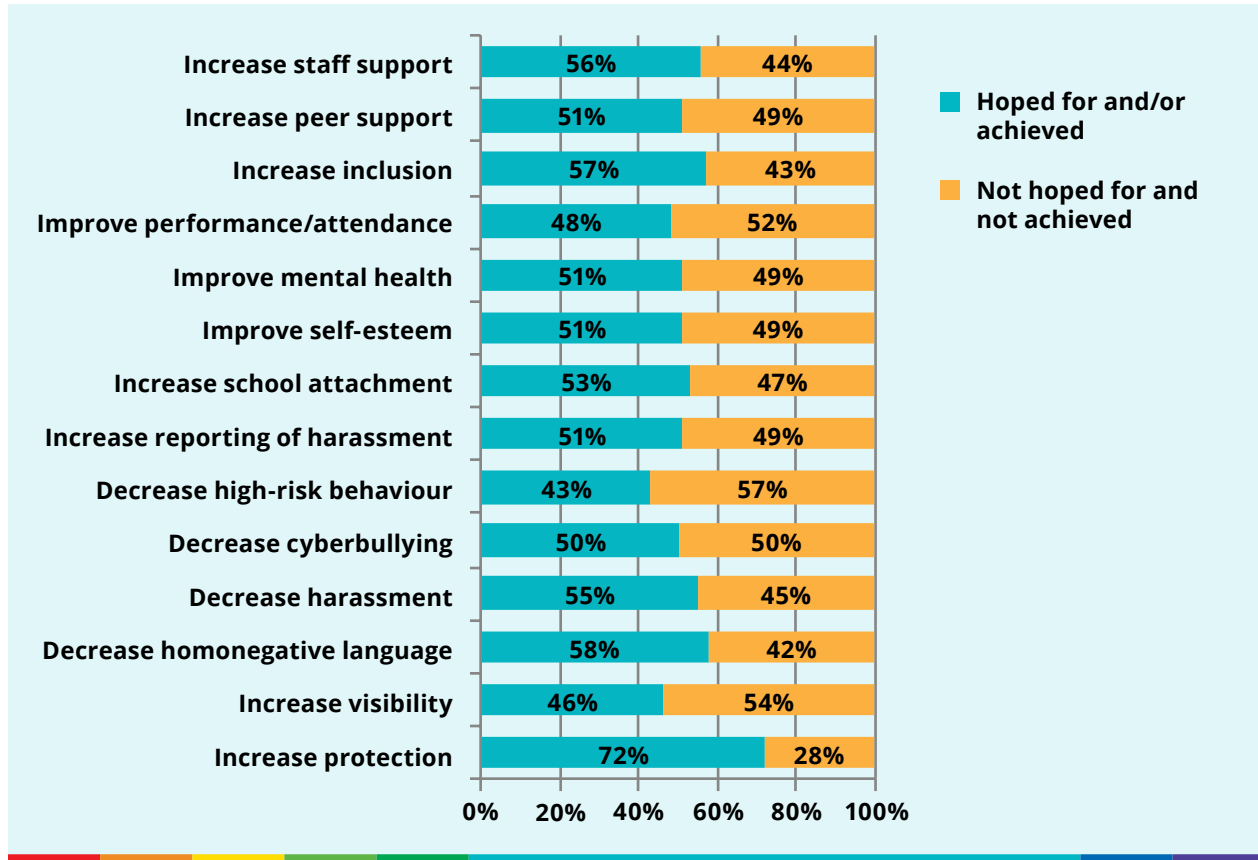
Very few participants indicated that their school district employment policies do not protect LGBTQ teachers and school staff (7%, 6 of 92). Regional results ranged from 17% in Alberta to none in Ontario and the Atlantic provinces, with there being no significant difference between urban and rural districts.

Eighty-six percent of participants (79 of 92) indicated that sexual orientation was protected in their employee discrimination policies, followed by 31% (44 of 92) with policies that protected transgender identity. Regionally, sexual orientation employment protections ranged from 67% in Alberta to 100% in Ontario and the Atlantic provinces. There was no significant difference between rural and urban districts. Transgender identity employment protections ranged from 38% in Québec to 80% in the Atlantic provinces. Further, participants from urban districts (70%, or 21 of 30) were much more likely to report that transgender identity was protected than their rural counterparts (37%, or 23 of 62).

However, much lower numbers reported that teachers could be open with students about their sexual orientation status (57%, or 52 of 92) or transgender status (41%, 38 of 92). On the question of whether teachers could be open with students about their sexual orientation, results ranged regionally from 33% (4 of 12) in Alberta to 80% (4 of 5) in the Atlantic provinces. There was only a slight difference between urban districts (60%, or 18 of 30) and rural districts (55%, or 34 of 62). Regionally, Alberta participants were least likely to report that teachers could be open about being transgender (33%, 4 of 12), while Ontario participants were most likely to report teachers could be open (50%, 9 of 18). Urban participants (47%, 14 of 30) were more likely than rural participants (39%, 24 of 62) to agree.

Only 20% (18 of 92) indicated they had tried to hire LGBTQ teachers and other staff members. Urban districts (30%, or 9 of 30) were much more likely than rural ones (15%, or 9 of 62) to have tried to hire LGBTQ staff members.

**FIGURE 9: Results hoped for and/or achieved by implementing employment policies to protect LGBTQ teachers and school staff**



As shown in Figure 9, around half of superintendents associated employment protections for LGBTQ teachers and school staff with positive outcomes for LGBTQ students, which is a substantially lower portion than for the interventions discussed previously. Most respondents saw a connection between such employee policies and an outcome of increased protection of LGBTQ employees (72%); fewest saw a connection between such policies and reduced high-risk behaviour in LGBTQ youth (43%). They were more likely to associate such policies with (in ascending order) increased visibility of LGBTQ employees (46%), improved performance/attendance among LGBTQ students (48%), less cyber-bullying (50%), increased peer support (51%), improved mental health (51%), improved self-esteem (51%), increased reporting of harassment (51%), increased school attachment (53%), less harassment (55%), increased staff support (56%), increased LGBTQ inclusion (57%), and less homonegative language (58%).

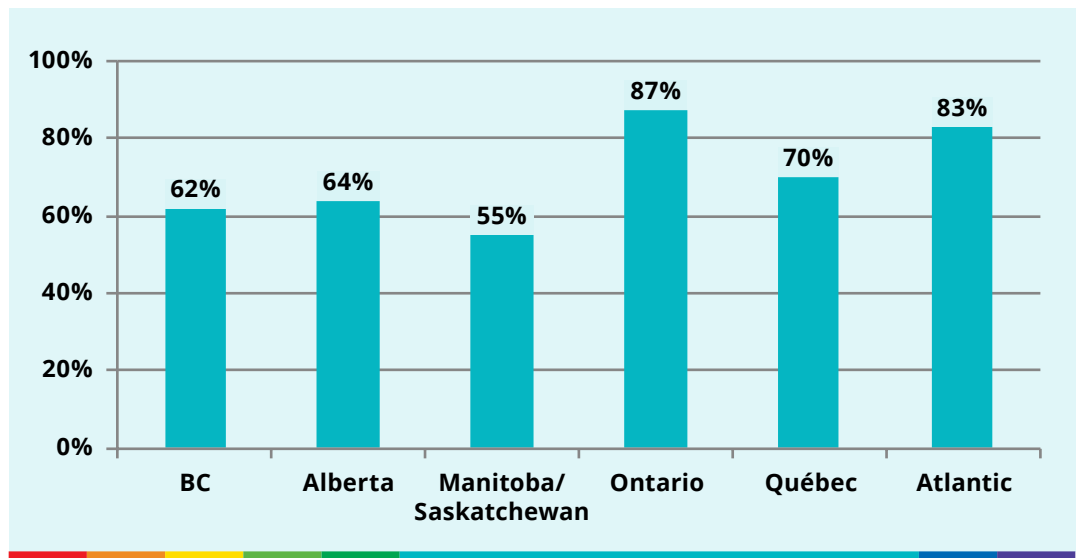
It may be that interventions that focus more directly on student life actually do provide more beneficial outcomes for LGBTQ students. However, the importance to marginalized students of having role models in the school staff has been well established in the literature, and the connection between employment protections for LGBTQ staff and benefits to LGBTQ students warrants further investigation given the low levels of confidence found in this study.

## LGBTQ-inclusive education resources for staff development

Sixty-eight percent of superintendents (69 of 101) indicated that their school district offered LGBTQ-inclusive education resources for staff development (such as curriculum support, PD opportunities, workshops).

There is some regional variation between provinces. For instance, 87% (20 of 23) of participants in Ontario indicated the presence of LGBTQ-inclusive education resources for staff development, compared to 70% (14 of 20) of participants in Québec and 62% (8 of 13) of participants in BC.

**FIGURE 10:** Presence of LGBTQ-inclusive education resources for staff development (such as curriculum support, PD opportunities, workshops) by region



Eighty percent of participants (50 of 63) indicated that some or all of their elementary schools had LGBTQ-specific resources available for elementary teachers (40% some elementary schools, 40% all elementary schools). Twenty-one percent (13 of 63) indicated there were no specific resources for elementary teachers.

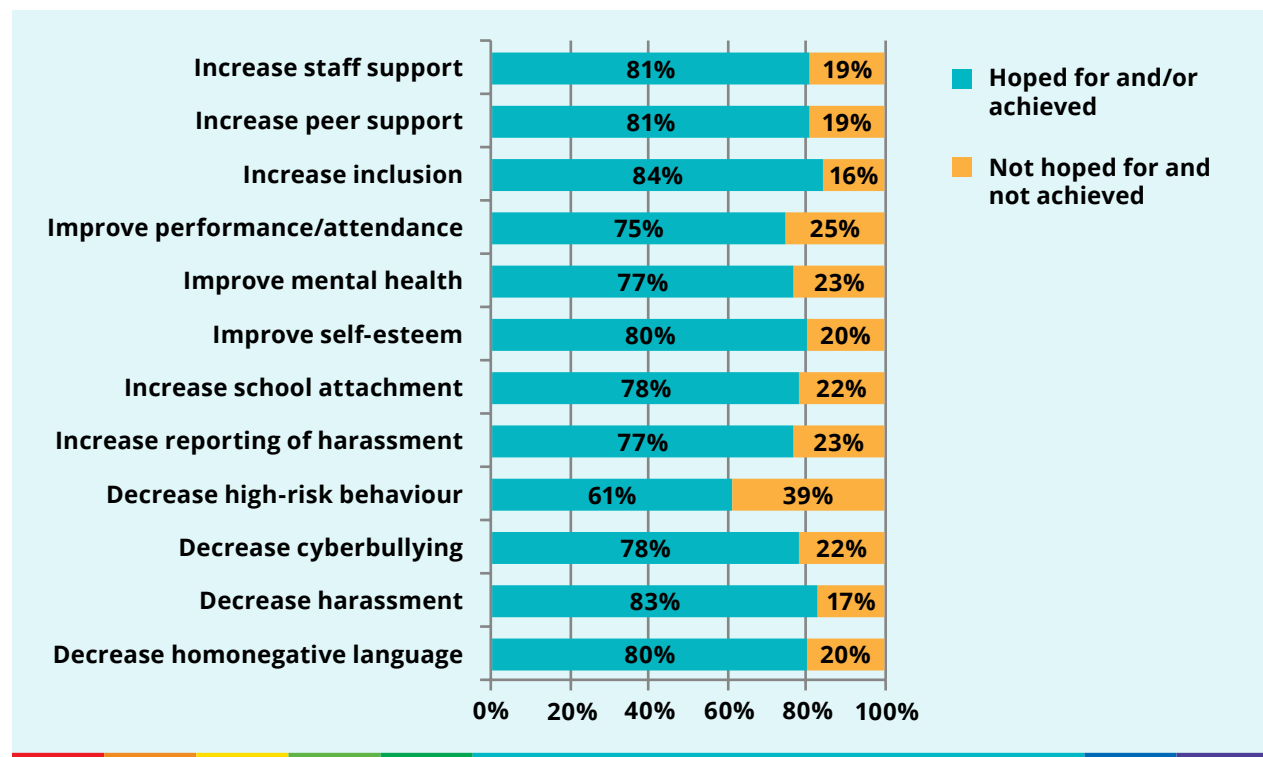
Catholic school districts (88%, or 7 of 8) were more likely than secular districts (67%, or 62 of 93) to have LGBTQ-inclusive education resources for staff development. (Note: the survey did not ask about the nature of the education resources—i.e., whether they were affirming of LGBTQ identity or not.) Urban districts (77%, or 26 of 34) were somewhat more likely than rural ones (64%, or 43 of 67).

Superintendents who indicated they had these resources (n=69) were asked what kinds of resources were available as LGBTQ-inclusive education resources for staff development. The most common resources available were: school counsellors with training in LGBTQ issues (68%), school division/district resource person on LGBTQ issues (57%), and LGBTQ web resources (e.g., [egale.ca](http://egale.ca), [myGSA.ca](http://myGSA.ca), [glsen.org](http://glsen.org), [pridnet.ca](http://pridnet.ca), [pflagcanada.org](http://pflagcanada.org)) (55%). Other resources noted included other teachers with training in LGBTQ issues (46%), teacher organization committees or cohorts on LGBTQ issues (44%), teacher organization resource person/staff on LGBTQ issues (44%), LGBTQ library holdings (42%), LGBTQ community centres (e.g. 519 Church, Rainbow Resource Centre) (33%), LGBTQ curriculum guides (33%), and LGBTQ educators' networks (e.g., Global Respect in Education, Pride Education Network) (30%).

Superintendents were given a list of outcomes and were asked which results they hoped for and which they felt had been at least somewhat achieved from the implementation of LGBTQ-specific education resources for staff development. As indicated in Figure 11, respondents were most likely to report having hoped for and/or achieved increased LGBTQ inclusion (84%), less harassment of LGBTQ youth (83%), increased staff support (81%), increased peer support (81%), improved self-esteem of LGBTQ youth (80%), and less homonegative language (80%) by implementing LGBTQ-specific education resources for staff development (curriculum support, PD opportunities, workshops). Fewer respondents hoped for and/or achieved less cyberbullying (78%), increased school attachment (78%), improved mental health/reduced suicidal behaviour (77%), increased reporting of harassment (77%), improved performance/attendance (75%), and less high-risk behaviour from LGBTQ youth (61%) from the implementation of education resources for staff development.



**FIGURE 11:** Results hoped for and/or achieved from implementing LGBTQ-specific education resources for staff development (such as curriculum support, PD opportunities, workshops)



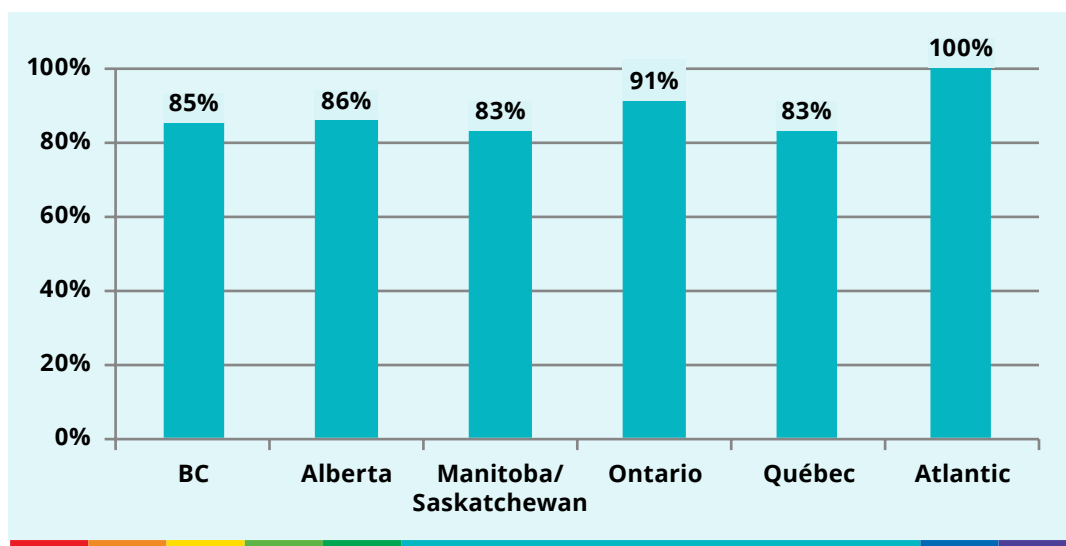
Superintendents who reported that their school district did not have LGBTQ-specific resources available for teachers (n=32) were asked why they have not implemented such resources. Some participants indicated that generic policy adequately address homophobic harassment (22%), and other participants reported that LGBTQ-inclusive education resources were not necessary because there were no or very few incidents of discrimination against LGBTQ students in their school district (25%). Nineteen percent reported that they had insufficient resources and 9% that homophobic harassment does not warrant special attention.

## LGBTQ-inclusive education resources for students

Eighty-four percent of participants (82 of 98) indicated that their school district offered LGBTQ-inclusive education resources for students (such as library or guidance materials, posters, or pamphlets).

There is relatively low regional variation between the provinces in relation to the presence of LGBTQ-inclusive education resources for students. One hundred percent (5 of 5) of Atlantic participants indicated having these resources for students, compared, for instance, to 85% (11 of 13) in BC and 83% (19 of 23) in Québec.

**FIGURE 12:** Presence of LGBTQ-inclusive education resources for students (such as library or guidance materials, posters or pamphlets) by region



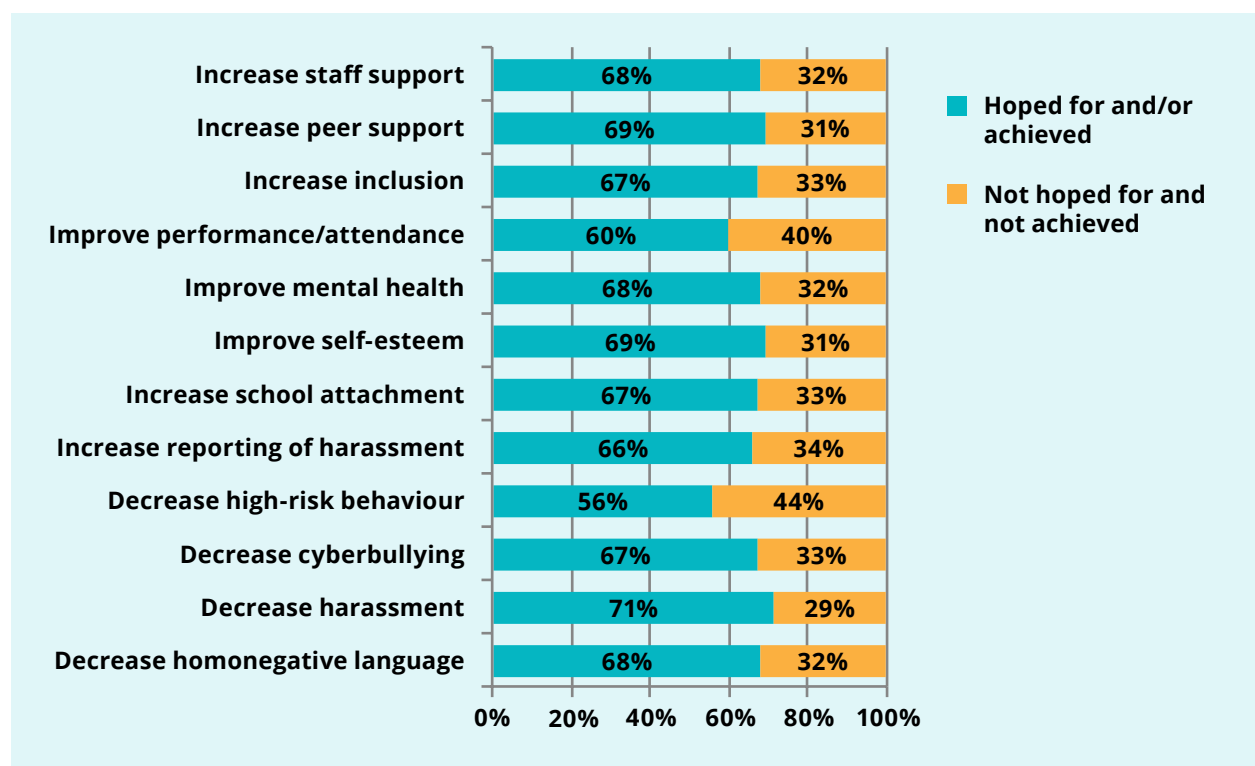
Catholic school districts (83%, or 5 of 6) and secular districts (84%, or 77 of 92) were virtually identical in offering LGBTQ-inclusive education resources for students. (Note: the survey did not ask about the nature of the resources for students—i.e., whether they were affirming of LGBTQ identity or not.)

Urban districts (86%, or 30 of 35) were slightly more likely than rural ones (83%, or 52 of 63) to offer LGBTQ-inclusive education resources for students.

Sixty-six percent of Superintendents (48 of 73) indicated that some or all elementary schools have LGBTQ-specific resources (such as library or guidance materials, posters or pamphlets) available for elementary students (36% some elementary schools, 30% all elementary schools).

Superintendents who indicated that resources were available for students (n=82) were asked what kinds of resources are available as LGBTQ-inclusive education resources for students. The most common resources available were: school library (74%), guidance counsellor who identifies as an ally (68%), and teachers who identify as an ally (59%). Other resources included GSAs (54%), curriculum (38%) and LGBT teachers (34%).

**FIGURE 13: Results hoped for and/or achieved from implementing LGBTQ-specific education resources for students (such as library or guidance materials, posters or pamphlets)**



Superintendents were given a list of outcomes and were asked which results they hoped for and which they felt had been at least somewhat achieved with respect to LGBTQ students from the implementation of LGBTQ-specific education resources for student development. As noted in Figure 13, respondents were most likely to have hoped for and/or achieved less harassment (71%), improved self-esteem (69%), increased peer support (69%), increased staff support (68%), improved mental health (68%), and less homonegative language (68%) upon implementing LGBTQ-specific education resources for student development (such as library or guidance materials, poster or pamphlets). Fewer respondents hoped for and/or achieved increased inclusion (67%), increased school attachment (67%), less cyberbullying (67%), increased reporting of harassment (66%), improved performance and/or attendance (60%), and less high-risk behaviour of LGBTQ youth (56%) from implementing LGBTQ-specific education resources for student development.

Superintendents who reported that their school district did not have LGBTQ-specific resources (such as library or guidance materials, posters or pamphlets) available for students (n=16) were asked why they have not implemented such resources. Only a few individuals noted that they did not have such resources. Reasons for not implementing LGBTQ-inclusive education resources included that their generic policy adequately addressed homophobic harassment, and there were no or very few incidents of homophobic harassment in their school district to warrant such resources. (Too few participants (<5) indicated any reasons to allow us to report on them.)



# Conclusions and recommendations

The strong participation of school district officials across the country in the National Inventory reflects a growing awareness of the harm done by school cultures that are not inclusive of LGBTQ students, and a growing determination to address the problem through district-wide interventions. Every one of the interventions that we questioned participants about had been implemented at the district level in at least some districts. A minority of districts had implemented many interventions, including the four mainstays of LGBTQ-inclusive education: LGBTQ-specific harassment policy, course content, professional development, and Gay-Straight Alliances or equivalent. On the other hand, some districts had not implemented any LGBTQ-specific interventions, and officials indicated that specific interventions were not needed because generic safe schools policies and programs were sufficient to protect LGBTQ students.

This study has shown us the particular outcomes that school district officials associated with particular interventions: their hopes for, and in some cases perceptions of having achieved, a range of improvements to school climate and LGBTQ student resilience. We learned that the vast majority did indeed hope for every one of the potential benefits we listed in implementing their policies and programming.

**There were some significant patterns to these hopes, leading to a number of project recommendations and suggestions for future research:**

- A small number of districts had implemented several interventions, consistent with the literature that suggests multi-pronged approaches to inclusive education as best practices. Further research is needed to compare the state of LGBTQ student well-being in districts with and without multiple LGBTQ-specific interventions.
- Superintendents were less likely to associate interventions with reductions in high-risk behaviour, or with outcomes that were more difficult to gauge, such as improved mental health or school attachment. This suggests the need for future research aimed at identifying which interventions do have benefits in these crucial areas of concern.
- Superintendents were much less likely to associate generic policies than LGBTQ-inclusive policies with positive outcomes for LGBTQ students. Some districts, in contrast, indicated that generic policies were adequate to protect LGBTQ students, or that harassment of LGBTQ students was not a problem in their district. Further research is needed to learn whether these beliefs are reflected in low incidence of harassment of LGBTQ students in those districts (along with other indicators of LGBTQ wellbeing).
- Districts were much more likely to report that generic policies had been thoroughly implemented in early and middle years. This suggests that LGBTQ-specific policies are not being implemented either because they are seen as inappropriate for elementary years or for some other reason not having to do with perceived benefit to LGBTQ students. One approach to addressing this issue would be district-wide professional development for school leaders on the benefits of LGBTQ-inclusive education at all levels of schooling.
- Districts were much less likely to report having trans-specific policy than they were to report having LGBTQ-specific policy. (However, since the time of the survey of spring 2014, many other districts have developed transgender accommodation policy, and in many cases it is far more detailed and comprehensive than their LGBTQ policies.)
- GSAs were quite widely implemented, but were not associated as strongly as some other interventions with reduced harassment of LGBTQ students. GSAs are a key feature of provincial legislation addressing LGBTQ safety and wellbeing, and they are sometimes the only means implemented of promoting safe and inclusive schools for LGBTQ students. Further research is needed to determine the optimal configuration of GSAs (e.g., mandate, activities, composition) to maximize their benefits.

- Curricular inclusion was indicated in approximately one-third of districts and, in most of those, at all levels of the school system. Representation in the curriculum is a key feature of inclusive education for marginalized students, and this finding should be encouraging to districts that might have hesitated in the past to support LGBTQ course content and teaching practices.
- There was significant regional, urban/rural, and Catholic/secular variation in implementation of the various interventions, all of which point to the need for further study to compare the states of LGBTQ student wellbeing in these differing contexts, and in particular to compare LGBTQ wellbeing in schools with and without particular interventions within a particular context (e.g., schools with / schools without GSAs in rural school districts).
- Very few superintendents identified their own religious objections or fear of religious community objections as reasons for not having implemented LGBTQ-specific interventions. In contrast, LGBTQ-inclusive education is typically presented in the media as perpetually in conflict with religious conscience. Our findings of low levels of religious opposition (along with those of public opinion polls [e.g., Howell, 2014] and the Every Teacher Project on LGBTQ-inclusive Education [Taylor, Peter, Campbell, Meyer, Ristock, & Short, 2015]) suggest religious opposition has been overestimated.
- Districts were much less likely to associate job protections for LGBTQ staff, including the right to be open about being LGBTQ with students, with positive outcomes for students than they were to associate other interventions with such outcomes. However, the importance of role models for marginalized students is well established in the school system and in the literature, which suggests that LGBTQ teachers should not be discouraged from being open with students.

School systems need to understand what kinds of interventions are effective in achieving particular outcomes in order to address the problem of un-inclusive school climates effectively. Other areas in the larger Reducing Stigma, Promoting Resilience project involve statistical analysis of population health data to identify connections between interventions and LGBTQ youth wellbeing, and in-depth case studies of particularly promising implementations. Future reports will present the results of those studies.



# References

- Asakura, K. (2010). Queer youth space: A protective factor for sexual minority youth. *Smith College Studies in Social Work, 80*(4), 361-376. DOI: 10.1080/00377317.2010.516716
- Birkett, M., Russell, S. T., & Corliss, H. L. (2014). Sexual-orientation disparities in school: The meditational role of indicators of victimization in achievement and truancy because of feeling unsafe. *American Journal of Public Health, 104*(6), 1124-1128. DOI: 10.2105/AJPH.2013.301785
- Black, W. W., Fedewa, A. L., & Gonzalez, K. A. (2012). Effects of “Safe School” programs and policies on the social climate for sexual-minority youth: A review of the literature. *Journal of LGBT Youth, 9*(4), 321-339. DOI: 10.1080/19361653.2012.714343
- Fetner, T., Elafros, A., Bortolin, S., & Drechsler, C. (2012). Safe spaces: Gay-Straight Alliances in high schools. *Canadian Review of Sociology, 49*(2), 188-207. DOI: 10.1111/j.1755-618X.2011.01290.x
- Goldstein, T., Collins, A., & Halder, M. (2008). Anti-homophobia education in public schooling: A Canadian case study of policy implementation. *Journal of Gay & Lesbian Social Services, 19*(3/4), 47-66. DOI: 10.1080/10538720802161540
- Goodenow, C., Szalacha, L., & Westheimer, K. (2006). School support groups, other school factors, and the safety of sexual minority adolescents. *Psychology in the Schools, 43*(5), 573-589. DOI: 10.1002/pits.20173
- Greytak, E. A., Kosciw, J. G., Kull, R. M., & Palmer, N. A. (2013). The effects of negative school climate on academic outcomes for LGBT youth and the role of in-school supports. *Journal of School Violence, 12*(1), 45-63.
- Hansen, A. L. (2007). School-based support for GLBT students: A review of three levels of research. *Psychology in the Schools, 44*(8), 839-848. DOI: 10.1002/pits.20269
- Hatzenbuehler, M. L. (2011). The social environment and suicide attempts in lesbian, gay, and bisexual youth. *Pediatrics, 127*(5), 896-903. DOI: 10.1542/peds.2010-3020
- Howell, T. 15 Dec 2014. Poll finds support for gay-straight alliances among Alberta Catholics. Calgary Herald. <http://calgaryherald.com/news/local-news/poll-finds-support-for-gay-straight-alliances-among-alberta-catholics>
- Johnson, D., & Gastic, B. (2015). Natural mentoring in the lives of sexual minority youth. *Journal of Community Psychology, 43*(4), 395-407. DOI: 10.1002/jcop.21692



- Konishi, C., Saewyc, E., Homma, Y., & Poon, C. (2013). Population-level evaluation of school-based interventions to prevent problem substance use among gay, lesbian and bisexual adolescents in Canada. *Preventative Medicine*, 57, 929-933. DOI: 10.1016/j.ypmed.2013.06.031
- Kosciw, J. G., Diaz, E. M., & Greytak, E. A. (2008). *The 2007 national school climate survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*. New York: GLSEN.
- Kosciw, J. G., Greytak, E. A., Diaz, E. M., & Bartkiewicz, M. J. (2010). *The 2009 national school climate survey: The experiences of lesbian, gay, bisexual, and transgender youth in our nation's schools*. New York, NY: GLSEN.
- Kosciw, J. G., Palmer, N. A., Kull, R. M., & Greytak, E. A. (2013). The effect of negative school climate on academic outcomes for LGBT youth and the role of in-school supports. *Journal of School Violence*, 12(1), 45-63. DOI: 10.1080/15388220.2012.732546
- Lee, C. (2002). The impact of belonging to a high school Gay/Straight Alliance. *The High School Journal*, 85(3), 13-26.
- MacIntosh, L. (2007). Does anyone have a Band-Aid? Anti-homophobia discourses and pedagogical impossibilities. *Educational Studies*, 41(1), 33-43. DOI: 10.1080/00131940701308874
- Marshall, A., Yarber, W. L., Sherwood-Laughlin, C. M., Gray, M. L., & Estell, D. B. (2015). Coping and survival skills: The role school personnel play regarding support for bullied sexual minority-oriented youth. *Journal of School Health*, 85(5), 334-340.
- Murphy, H. E. (2012). Improving the lives of students, gay and straight alike: Gay-Straight Alliances and the role of school psychologists. *Psychology in the Schools*, 49(9), 883-891. DOI: 10.1002/pits.21643
- Poteat, V. P., Scheer, J. R., Marx, R. A., Calzo, J. P., & Yoshikawa, H. (2015a). Gay-Straight Alliances vary on dimensions of youth socializing and advocacy: Factors accounting for individual and setting-level differences. *American Journal of Community Psychology*, 55, 422-432. DOI: 10.1007/s10464-0159722-2
- Poteat, V. P., Yoshikawa, H., Calzo, J. P., Gray, M. L., DiGiovanni, C. D., Lipkin, A., Mundy-Shephard, A., Perrotti, J., Scheer, J., R., & Shaw, M. P. (2015b). Contextualizing Gay-Straight Alliances: Student, advisor, and structural factors related to positive youth development among members. *Child Development*, 86(1), 176-193. DOI: 10.1111/cdev.12289
- Russell, S. T. (2005). Beyond risk: Resilience in the lives of sexual minority youth. *Journal of Gay & Lesbian Issues in Education*, 2(3), 5-18.
- Russell, S. T. (2011). Challenging homophobia in schools: Policies and programs for safe school climate. *Educar em Revista, Curitiba, Brasil*, 39, 123-138.

- Russell, S. T., Kostroski, O., McGuire, J. K., Laub, C., & Manke, E. (2006). LGBT issues in the curriculum promotes school safety. *Safe schools research brief, 4*, n.p. Retrieved from <http://www.casafeschools.org/FactSheet-curriculum.pdf>
- Russell, S. T., Kosciw, J., Horn, S., & Saewyc, E. (2010). Safe schools policy for LGBTQ students. *Social Policy Report, 24*(4), 3-17.
- Saewyc, E., & Marshall, S. (2011). Reducing homophobia in high school: The effects of “The Laramie Project” play and an integrated curriculum. *Journal of Adolescent Health, 48*(2), S111.
- Saewyc, E. M., Konishi, C., Rose, H. A., & Homma, Y. (2014). School-based strategies to reduce suicidal ideation, suicide attempts, and discrimination among sexual minority and heterosexual adolescents in Western Canada. *International Journal of Child, Youth and Family Studies, 5*(1), 89-112.
- Statistics Canada. (n.d.) *2011 Census of population*. Last updated April 29, 2014. <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/prof/search-recherche/lst/page.cfm?Lang=E&GeoCode=24&TABID=1&G=1&Geo1=PR&Code1=01&Geo2=0&Code2=0> (accessed December 19, 2014).
- St. John, A., Travers, R., Munro, L., Liboro, R., Schneider, M., & Greig, C. L. (2014). The success of Gay-Straight Alliances in Waterloo Region, Ontario: A confluence of political and social factors. *Journal of LGBT Youth, 11*(2), 150-170. DOI: 10.1080/19361653.2014.878564
- Szalacha, L. A. (2003). Safer sexual diversity climates: Lessons learned from an evaluation of Massachusetts safe schools program for gay and lesbian students. *American Journal of Education, 110*(1), 58-88. Retrieved from <http://www.jstor.org/stable/10.1086/377673>
- Taylor, C., & Peter, T., with McMinn, T. L., Paquin, S., Beldom, S., Ferry, A., Gross, Z., & Schachter, K. (2011). *Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools: Final report*. Toronto ON: Egale Canada Human Rights Trust.
- Taylor, C., Peter, T., Campbell, C., Meyer, E., Ristock, J., & Short, D. (2015). *The Every Teacher Project on LGBTQ-inclusive education in Canada's K-12 schools: Final report*. Winnipeg, MB: Manitoba Teachers' Society.
- Valenti, M., & Campbell, R. (2009). Working with youth on LGBT issues: Why Gay-Straight Alliance advisors become involved. *Journal of Community Psychology, 37*(2), 228-248. DOI: 10.1002/jcop.20290
- Walton, G. (2004). Bullying and homophobia in Canadian schools: The politics of policies, programs, and educational leadership. *Journal of Gay & Lesbian Issues in Education, 1*(4), 23-36. DOI: 10.1300/J367v01n04\_03



