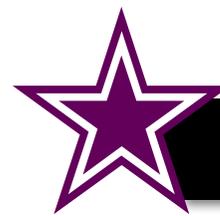




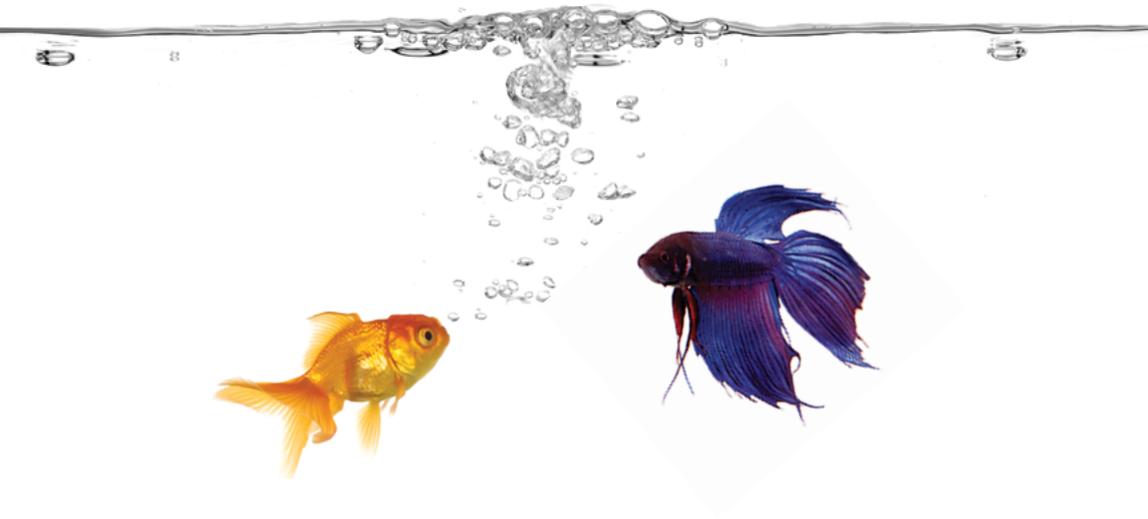
New Brunswick LGBTQ Inclusive Education Resource

NEW BRUNSWICK POLICIES & LGBTQ RESOURCES



NEW BRUNSWICK POLICIES & LGBTQ RESOURCES

For a continually updated web directory of regional and national resources, see MyGSA.ca/Resources



diversity = possibility

New Brunswick Policies

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- AIDS New Brunswick/SIDA Nouveau-Brunswick
- Chimo Helpline
- Jeunesse, j'écoute
- Kids Help Phone
- Wabanaki Two Spirit Alliance (Atlantic)

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- Gais.es Nor Gays Inc.

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- TG Moncton

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- AIDS NB Office
- Fredericton Pride
- Fredericton Sexual Assault Crisis Center
- Free 2 Be Me
- Spectrum (UNB)
- The UNB Safe Spaces Project
- UNB Sexuality Centre



For a continually updated web directory of regional and national resources, see MyGSA.ca/Resources



Moncton 60

- PFLAG Canada – Moncton Chapter
- River of Pride – Riviere de Fierté Inc
- SIDA/AIDS Moncton
- SIDA/AIDS Moncton – Safe Spaces Project
- Transgender Support Group
- UBU Moncton
- UN sur DIX

Sackville 64

- PFLAG Canada – Sackville, NB/Amherst, NS Chapter
- The Catalyst Society

Saint John 65

- AIDS Saint John
- PFLAG Canada – Saint John Chapter
- Port City Rainbow Pride Inc
- UNBSJ Q-Collective

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- Healing Our Nations
- Wabanaki Two-Spirit Alliance
- Wayves

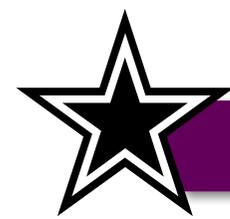
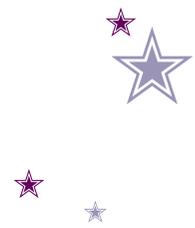
Two Spirit Resources in Canada and the USA

Canada 70

- Wabanaki Two Spirit Alliance (Atlantic)
- Native Youth Sexual Health Network
- The North American Aboriginal Two Spirit Information Pages
- Two Spirit Circle of Edmonton Society
- 2-Spirited People of the 1st Nations
- Two Spirited People of Manitoba Inc.

USA 72

- Bay Area American Indian Two-Spirits (USA)
- Dancing to Eagle Spirit Society (USA)
- Montana Two Spirit Society
- NativeOUT (USA)
- North East Two-Spirit Society (USA)
- Tribal Equity Toolkit (USA)



NEW BRUNSWICK POLICIES

POLICY 703

<http://www.gnb.ca/0000/pol/e/703A.pdf>
Original signed by Minister

Subject: Positive Learning and Working Environment
Effective: April 1, 1999
Revised: September 1, 2001; December 2009; December 2013

1.0 PURPOSE

This policy provides a framework for the Department of Education and Early Childhood Development, school districts and schools in consultation with the District Education Councils to create positive learning and working environments in the public education system by:

- establishing a process for fostering positive learning and working environments that are inclusive, safe, respect human rights, support diversity and address discrimination regardless of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity; and
- setting standards for behaviour and discipline, and identifying the responsibilities of all partners in the school system; and
- providing an overview of expected student behaviour in the Provincial Student Code of Conduct.

5.0 GOALS / PRINCIPLES

- 5.1 Good citizenship and civility are modeled and reinforced throughout the school community. Every person is valued and treated with respect.
- 5.2 School personnel and students in the public school system have the right to work and to learn in a safe, orderly, productive, respectful and harassment-free environment.

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- Amnesty International Gay & Lesbian Human Rights Support Network
- Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS)
- Canadian Committee on the History of Sexuality (CCHS)
- Canadian HIV/AIDS Legal Network
- Canadian Lesbian and Gay Archives (CLGA)
- Canadian Professional Association for Transgender Health (CPATH)
- Canadian Rainbow Health Coalition (CRHC)
- The Canadian Safe School Network (CSSN)
- Egale Canada/Egale Canada Human Rights Trust (ECHRT)
- Gay Canada
- Kids Help Phone 1-800-668-6868
- MyGSA.ca
- Native Youth Sexual Health Network (NYSHN)
- PFLAG Canada
- Report Homophobic Violence, Period (RHVP)
- Salaam Canada
- TransParent Canada

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- 5.3 Inclusive educational practices are supported and promoted. Students are responsible for their behaviour in accordance with their age and stage of development, and to the extent to which their behaviour is voluntary. When disruptive behaviour is attributable to the student's exceptionality and he or she is unable to control this behaviour, appropriate interventions will be employed with the needs of the student in mind.
- 5.4 Students have a sense of belonging and connection, feel they are supported by school personnel, and have a positive relationship with at least one adult in the school system.
- 5.5 Parents, school personnel, district staff and the school community understand that social skills, self-discipline, respect, empathy, compassion and ethics are learned throughout life. Each partner in education through instruction and continued education supports the formation of school-based groups that promote diversity when interest is expressed by a student or staff member (examples include First Nations groups, multicultural groups, religious groups, and sexual minority groups).
- 5.6 All members of the school community learn and work together in an atmosphere of respect and safety, free from homophobia, racism and all other forms of discrimination that could lead to bullying and harassment. Appropriate procedures and strategies are in place to ensure respect for human rights, support diversity, and foster a learning environment that is safe, welcoming, inclusive and affirming for all individuals.

6.0 REQUIREMENTS / STANDARDS

PART 1: FOSTERING A POSITIVE LEARNING AND WORKING ENVIRONMENT

6.1 The District Positive Learning and Working Environment Plan

- 6.1.1 Superintendents will ensure the development of a plan of assistance to ensure positive learning and working environments in their districts in consultation with their District Education Council. This plan promotes a learning environment that is inclusive, safe, respects human rights, supports diversity and addresses discrimination regardless of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity.
- 6.1.2 The District Positive Learning and Working Environment Plan will include strategies for managing inappropriate behaviour by students as well as by parents or visitors when interacting with the school and school personnel, consistent with the Education Act, the New Brunswick Human Rights Act, the workplace harassment policy from the Administration Manuel System of the New Brunswick government, Policy 322 on Inclusive Education and this policy.
- 6.1.3 The district plan will be reviewed with the DEC prior to implementation and whenever it is revised.

6.2. The School Positive Learning and Working Environment Plan

- 6.2.1 The principal of the school must prepare the school's positive learning and working environment plan. (see 6.1.1) The principal must report annually to the

Superintendent on the plan and related strategies implemented by the school in order to create a positive learning and working environment. This information will be made available to the Minister of Education and Early Childhood Development, upon request.

- 6.2.2 The Senior Education Officer in collaboration with the PSSE will approve their schools' plan prior to implementation and every three years thereafter. Principals hold overall responsibility for their school's effectiveness in developing and implementing the plan.
- 6.2.3 The school's plan will be reviewed with the PSSC prior to implementation and whenever it is revised.
- 6.2.4 The school's plan will reflect the school community's vision for the safe and inclusive learning and working environment it wishes to achieve. It will include the following elements:
- a school statement on respecting human rights and supporting diversity
 - expectations, roles and responsibilities for staff, students, parents and volunteers;
 - a School Student Code of Conduct that is not inconsistent with the Provincial Student Code of Conduct (Appendix D) and the standards established in this policy. The School Student Code of Conduct will be revised, as necessary, at the same time as the school's plan;
 - a continuum of interventions, supports and consequences to be employed when inappropriate behaviour is exhibited by anyone in the school environment;

- direction for managing behaviours that are more minor in nature but are disruptive because of their frequency. For example, defiance, disrespectful language and gestures, missing school or arriving late. For some students, additional individual interventions will be required. When disruptive behaviour is substantial and persistent, a formal plan of intervention must be put in place; and
- strategies aimed at preventing and resolving misunderstandings or disagreements between school personnel and parents or visitors to the school.

6.3 Serious Misconduct

- 6.3.1 The following are examples of behaviours exhibited by any person that are viewed as extreme and unacceptable in the New Brunswick public school system: (only those relevant)
- bullying, hazing or any form of intimidation;
 - cyber bullying - including, but not limited to, posting inappropriate material online, sending harassing, deliberate or repeated emails and posting items online without permission of those involved;
 - harassment – causing a person to fear for their safety or the safety of a person known to them by repeatedly following them from place to place or repeatedly communicating directly or indirectly (e.g. by leaving notes, making or sending persistent or harassing telephone calls or e-mails, etc.);

6.4 Behaviours Not Tolerated

6.4.1 The following behaviours, exhibited by any person, will not be tolerated in the New Brunswick public school system: (only those relevant)

- discrimination on the basis of real or perceived race, colour, religion, national or ethnic origin, ancestry, place of origin, language group, disability, sex, sexual orientation, gender identity, age, social condition or political belief or activity;
- using disrespectful or inappropriate language or gestures;

9.0 REFERENCES

Related *Education Act* sections: (Those which are relevant)

14(1) It is the duty of a pupil to

[...]

- (e) contribute to a safe and positive learning environment,
- (f) be responsible for his or her conduct at school and while on the way to and from school,
- (g) respect the rights of others, and
- (h) comply with all school policies.

POLICY 322

<http://www.gnb.ca/0000/pol/e/322A.pdf>

Department of Education and Early Childhood Development

Original signed by MINISTER

Subject: Inclusive Education

Effective: September 17, 2013

Revised:

1.0 PURPOSE

This policy establishes the requirements to ensure New Brunswick public schools are inclusive.

3.0 DEFINITIONS

Accommodation: measures that allow an individual experiencing an obstacle to learning to gain access to and achieve success in regular classroom learning activities. This may involve removing barriers, ensuring accessibility, using adjustments to instructional strategies, providing one-on-one assistance or allowing some extra time to complete a task. These, and similar strategies, help each student to reach their potential, both academically and socially.

Age-appropriate peers: students who are approximately the same chronological age.

Alternative education program: a program for high school students (Grades 9 to 12) who require a learning opportunity in an environment that is separate from the educational program provided in the neighbourhood high school. These programs are typically compensatory or supplementary, and operationally are in distinct physical locations. Alternative education programs may be the means for a student to complete public education or it may be transitory, with the student returning to the neighbourhood high school.

Barrier to learning: a circumstance in which the instruction provided within the common learning environment does

not effectively meet the needs of the student as a learner. For example, these needs could be physical, sensorial, cognitive, socio-emotional, organizational or logistical.

Classroom teacher: a certified teacher employed in a New Brunswick school district who is assigned to provide instruction to a group of students in one or more subjects during the school day.

Community agency: an organization that provides direct or consultative services to students and their families.

Community-based learning opportunity: additional learning opportunities within a community setting that enable students to meet prescribed learning outcomes through experiences that supplement classroom/school-based instruction.

Common learning environment: an inclusive environment where instruction is designed to be delivered to students of mixed ability and of the same age in their neighbourhood school, while being responsive to their individual needs as a learner, and used for the majority of the students' regular instruction hours.

District Education Support Services (District ESS) Team: the district level professionals, under the supervision of the Director of Education Support Services, who provide support to schools, teachers and school-based education support services (school-based ESS) teams in meeting the needs of students.

Educational assistant: paraprofessionals working in the public education system to support teachers in meeting the instructional and personal needs of students.

Education support teacher: a certified teacher working in the public education system to support classroom teachers in developing, implementing and evaluating instructional strategies to ensure student success in learning, as well as providing direct instruction to individuals or small groups of students where appropriate.

Francization: In Francophone schools, francization is a process allowing students speaking little or no French to develop their linguistic abilities, orally and in writing, in order for them to fully participate in their Francophone school, and contribute to the vitality of the Acadian and Francophone culture and community.

Grade retention: a process of having a student repeat a full year of instruction based on an evaluation and an individual student's progress.

Inclusive education: the pairing of philosophy and pedagogical practices that allows each student to feel respected, confident and safe so he or she can participate with peers in the common learning environment and learn and develop to his or her full potential. It is based on a system of values and beliefs centered on the best interest of the student, which promotes social cohesion, belonging, active participation in learning, a complete school experience, and positive interactions with peers and others in the school community.

These values and beliefs will be shared by schools and communities. Inclusive education is put into practice within school communities that value diversity and nurture the well-being and quality of learning of each of their members. Inclusive education is carried out through a range of public and community programs and services available to all students. Inclusive education is the foundation for ensuring an inclusive New Brunswick society.

Neighbourhood school: a local school that each student would normally be assigned to in his or her community, based on the school's catchment area.

Parent: includes guardian, as per the *Education Act*.

Personalized learning environment: any situation consisting of a variation of the common learning environment of a student where the student receives individualized instruction in the neighbourhood school but not in the common learning environment.

Personalized learning plan (PLP): a plan for a student who requires specific and individual identification of practical strategies, goals, outcomes, targets and educational supports that ensure the student experiences success in learning that is meaningful and appropriate, considering the student's individual needs.

School-based Education Support Services (school-based ESS) Team: a team led by the school principal that assists classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with diverse needs. In addition to school administrators, the team is made up of Education Support teachers and other staff members whose primary role is to strengthen the school's capacity to ensure student learning. The membership of the school-based ESS team will be determined by the size, level and local context of the school.

School personnel: as per the *Education Act*, school personnel means

- a) superintendents, Senior Education Officers and other administrative and supervisory personnel,
- b) school bus drivers,
- c) building maintenance personnel, including custodians,
- d) secretaries and clerks,
- e) teachers,
- f) persons other than teachers engaged to assist in the delivery of programs and services to students,
- g) and other persons engaged in support areas such as social services, health services, psychology and guidance.

Segregated program/class: a learning environment based on one or more specific diagnoses/labels of disability or exceptionality, and typically used for a long term. Examples include life skills classes, segregated resource rooms and behaviour classes.

Student: includes pupil, as per the Education Act.

Student-centered learning: an approach to education that is focused on each student's needs, abilities, interests and learning styles.

Universal Design for Learning (UDL): a set of principles for classroom instruction and curriculum development that give all students equal opportunities to learn. UDL provides strategies for creating instructional goals, methods, materials, and assessments that work for everyone. This flexible approach to learning can be customized and adjusted for individual students.

Variation of the common learning environment: a situation where a student is removed from the common learning environment for more than one period daily or more than 25% of the regular instructional time, whichever is greater.

4.0 LEGAL AUTHORITY

Education Act

6 (b.2) "*The Minister may establish provincial policies and guidelines related to public education within the scope of this Act ...*"

5.0 GOALS / PRINCIPLES

5.1 Inclusive public education:

- Recognizes that every student can learn.
- Is universal – the provincial curriculum is provided equitably to all students and this is done in an inclusive, common learning environment shared among age-appropriate peers in their neighbourhood school.
- Is individualized – the educational program achieves success by focusing on the student's strengths and needs, and is based on the individual's best interest.

- Is requiring school personnel to be flexible and responsive to change.
- Is respectful of student and staff diversity in regards to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition or political belief or activity.
- Is delivered in an accessible physical environment where all students and school personnel feel welcome, safe and valued.

5.2 A key element of sustaining an inclusive education system consists of the removal of barriers to learning as well as ensuring access to learning opportunities for relevant school personnel. The Department of Education and Early Childhood Development (EECD) and districts must establish and maintain a professional learning program to ensure that educational staff have the knowledge and skills needed to provide effective instruction to a diverse student population.

5.3 Inclusive education practices are not only necessary for all students to develop and prosper, but also critical to building a society that is inclusive of all people and their basic legal, civil and human rights.

6.0 REQUIREMENTS / STANDARDS

6.1 Common Learning Environment

It is the responsibility of all school personnel to ensure that the common learning environment:

- 6.1.1 Is enabling each student to participate fully in a common environment that is designed for all students. It is appropriate for the student's age and grade, is shared with peers in their neighbourhood school, and respects learning styles, needs and strengths.

- 6.1.2 Is a common environment where student-centered learning principles are applied (e.g., Universal Design for Learning, learning outcomes, instruction, assessment, interventions, supports, accommodations, adaptations and resources).

- 6.1.3 Is giving consideration to accommodations and implements them in a timely manner.

6.2 Supports for Inclusion

EECD, as well as school districts, must establish and maintain systemic supports for public education that make inclusion of all students a practical reality. These supports include personnel, as well as policy, funding and capacity-building strategies. They need to be systemic and ongoing.

To achieve this outcome, the following expectations for school personnel are defined:

- 6.2.1 In providing leadership for inclusive schools, principals must:

- 1) Allocate available resources to maximize assistance to classroom teachers to enable them to support the learning of all their students. This includes professional learning opportunities, support from Education Support Services (ESS) team members, as well as any other school personnel as appropriate.
- 2) Ensure that school-wide academic and behaviour interventions are based on data analysis and evidence-based practices, and used systemically to respond to varied student needs.
- 3) Ensure that a student's instruction is primarily provided by the classroom/subject teacher.

- 4) Ensure homogenous groupings of students with similar needs are flexible and temporary, and their utilization is based on on-going assessment of student needs and successes. The use of homogenous groups requires targets, clearly identified short-term goals, and pre-identified strategies with defined, on-going assessment methodologies to monitor success.
- 5) Ensure the assignment of educational assistants to support classroom teachers is done in an effort to achieve a balance between the needs of students in a classroom and the needs of a teacher for support.
- 6) Ensure educational assistants and teachers are aware of and respect the guidelines and standards of practice for educational assistants.
- 7) Ensure the goals of the School Improvement Plan and of the school's Professional Learning Plan are aligned to support inclusive practices.
- 8) Support professionals and paraprofessionals in the use of flexible instructional strategies including Universal Design for Learning, differentiation and multi-level strategies to support student learning.
- 9) Ensure that all students have access to co-curricular and school-sponsored activities, including access to transportation in school vehicles.
- 10) Ensure that community-based learning opportunities meet the personal growth goals identified for individual students, and for those students who have a Personalized Learning Plan, that the community-based learning objectives are consistent with the PLP.

- 11) Monitor and communicate to the Office of the Superintendent the current and future needs regarding the provision of accessible physical environments, in order that inclusive practices are supported.

6.2.2 The following practices must not occur:

- 1) Segregated, self-contained programs or classes for students with learning or behavioural challenges, either in school or in community-based learning opportunities.
- 2) Alternative education programs for students enrolled in kindergarten to grade eight.

6.3 Personalized Learning Plan (PLP)

6.3.1 Students must receive a Personalized Learning Plan when one or more of the following conditions exist:

- 1) Strategies beyond robust instruction are required.
- 2) Behavioural supports, as outlined in section 6.6 of Policy 703 – Positive Learning and Working Environment, are required.
- 3) The common learning environment is to be varied in accordance with section 6.4 of this policy.

6.3.2 A principal must ensure:

- 1) A PLP is developed by a planning team consisting of the school administration, teacher(s), relevant members of the Education Support Services (ESS) Team, as well as parents, the student, and educational assistants as appropriate, and support people from community organizations as required.
- 2) A PLP is developed based on the strengths, learning preferences and needs of the student, in consideration of requirements of the curriculum. It contains personalized goals consistent with

the requirements of the curriculum with clearly identified teaching strategies and methods of evaluation.

- 3) A PLP provides for the full instructional hours of the student, based on his or her grade level. Exceptions regarding instructional hours – including student transportation arrangements impacting regular instructional hours – must be indicated and justified in the PLP.
- 4) Access to technological supports when appropriate and where needed to remove barriers to learning, in accordance with the assessment and recommendations of the ESS Team, and in accordance with protocols established by the New Brunswick Human Rights Commission on the school's duty to accommodate.
- 5) That in high school, particularly in the two-year period prior to the anticipated completion of the student's education, the PLP includes transition strategies developed in collaboration with the student, his or her parents and any representatives from community agencies that will be involved in the student's life following high school.

6.3.3 Classroom teachers must:

- 1) Base the PLP on the prescribed provincial curriculum to the greatest extent appropriate for the student.
- 2) Develop, implement and update the PLP (whenever significant modifications are required) in collaboration with parents, the student, teachers, ESS Team members, including relevant educational assistants, professionals and representatives from community agencies as required.

- 3) Receive, review and update the PLP when a student transitions from another grade and/or school, in consultation with parents, the student, members of the ESS Team, including relevant educational assistants and other professionals as required.
- 4) Ensure lesson plans and instructional strategies reflect the requirements of the PLP.
- 5) Monitor and evaluate, on an on-going basis, the effectiveness of the instructional strategies identified in the PLP, as well as the appropriateness of the identified goals and outcomes.
- 6) Provide formal progress reports for students with a PLP on the same document (report card) and at the same time as this is done for all other students, as well as providing documentation of progress on the PLP to parents or independent students.

6.4 Variation of the Common Learning Environment

- 6.4.1 Under specific conditions, a variation of the common learning environment may be necessary to address the needs of a student.
- 6.4.2 Prior to varying the common learning environment, it must be clearly demonstrated that the school's capacity to meet the needs of the student, even when supported by the school district and EECD, is not sufficient to achieve the learning outcomes of the student in a more inclusive environment despite all reasonable efforts to provide support and accommodation.

“Demonstrated” means: based on review of available evidence, including documentation of progress on learning outcomes, and results of supports and accommodations provided. Such evidence must be reviewed by appropriate school personnel in consultation with parents.

6.4.3 Decisions to vary the common learning environment must meet the following conditions:

- 1) A personalized learning plan respecting the requirements of section 6.3 is created for the student;
- 2) When a student requires learning outcomes other than those of the provincial curriculum, his or her parents are fully informed of, and have consented to, the anticipated effects on the education of the student;
- 3) A justifiable, rational connection is demonstrated between a student’s needs/abilities, the learning program, the learning outcomes, and the assessment of learning;
- 4) On-going documentation and monitoring of success in achieving each learning outcome are in place;
- 5) Clear measures are established to ensure inclusion in the social life of the school, including co-curricular activities that provide the student access to a wide range of peers;
- 6) Explicit statements are included within the student’s learning plan of the expected duration of the time outside the common learning environment and the plan for the student’s return to the common learning environment;
- 7) Progress reports on the use of personalized learning environments and the progress of students, including the anticipated date of return to the common

learning environment are provided by principals to the superintendent in November and March;

- 8) A yearly summary of progress reports on the use of personalized learning environments is submitted by principals to the superintendent by June 30 and a summary of this information will be provided to the EECD by August 15.

6.4.4 If a student is out of school for an extended period (more than two weeks), and it is determined, through the personalized learning plan of the student, that home tutoring is the primary or only education received, the student must be offered a minimum of eight (8) hours up to a maximum of twelve (12) hours of tutoring per week, as appropriate.

6.5 Behaviour Crisis Response

A behaviour crisis is a situation where a student’s conduct or actions pose imminent danger of physical harm to self or others.

6.5.1 To be prepared to respond to a behaviour crisis, a principal must:

- 1) Ensure that a School Positive Learning and Working Environment plan, as per section 6.2 of *Policy 703 – Positive Learning and Working Environment*, is in place to effectively manage any behavior crisis within the learning environment so that students are removed from the school only when all other options have been exhausted.
- 2) Establish practices that create a welcoming and supportive learning environment and promote, recognize and reinforce appropriate student behavior.
- 3) Implement evidence-based practices designed to teach pro-social behaviours for students with behavioural challenges.

6.5.2 When a behaviour crisis occurs, a principal must:

- 1) Ensure time-out procedures are in compliance with *Policy 703 – Positive Learning and Working Environment*, and any specific guidelines issued by EECD.
- 2) Ensure any removal from the common learning environment is temporary.
- 3) Ensure any removal from the common learning environment is never used as a punishment. School protocols and personalized learning plans must have measures in place to guard against the effect of humiliating or intimidating the student.
- 4) Follow guidelines and standards of practice about emergency physical intervention and supervised de-escalation, including requirements for documentation and reporting, as per relevant departmental policy.
- 5) Ensure that emergency physical intervention and/or supervised de-escalation are only used as a last resort in an emergency situation, when doing so does not endanger the student, and where continuous monitoring is provided.

6.6 Suspensions

A principal must:

- 6.6.1 Follow procedures for student suspension as permitted by the *Education Act* and *Policy 703 – Positive Learning and Working Environment*.
- 6.6.2 Develop strategies and interventions to minimize the need to suspend students from class or from school by utilizing the professional skills of the school-based Education Support Services (ESS) Team as well as the district-based ESS Team.

6.7 Grade Retention

6.7.1 New Brunswick public schools must not use grade retention as a standard educational practice.

6.7.2 While grade retention is not a standard practice, if the school and/or parents consider it appropriate in an individual case, the superintendent must:

- 1) Ensure teachers that are familiar with the student's progress and instructional needs complete an instructional assessment;
- 2) Explore alternatives with the ESS Team and the parents;
- 3) Inform the parents of research and data regarding the impacts of grade retention;
- 4) Arrive at a decision, in collaboration with the student's parents, if possible; and,
- 5) Sign and maintain a record of the decision and supporting documentation.

6.7.3 When grade retention is supported, the principal must ensure a PLP is created, indicating how the teaching strategies, approaches and supports will be different in the upcoming school year than in the past to address the student's learning needs.

6.7.4 The superintendent must monitor and review grade retention records to ensure grade retention is not used inappropriately, and inform parents of their right to appeal the decision if they are not in agreement.

6.8 Graduation

6.8.1 In accordance with *Education Act* and *Policy 316 – Graduation Requirements*, a single version of the New Brunswick High School Diploma must be granted

to students who successfully complete a program of studies prescribed by the Minister. This includes completion of an individually prescribed PLP.

6.8.2 Any graduation ceremony must be consistent with the principles of respect, equity and inclusion.

6.8.3 Distribution of diplomas at a graduation ceremony must proceed in an equitable order without any division of students based on performance.

6.8.4 Sections 6.8.2 and 6.8.3 do not preclude the presentation of awards and prizes at graduation ceremonies.

6.9 District-Based Education Support Services (district-based ESS) Team

6.9.1 Each superintendent must establish a district-based ESS Team, led by the Director of Education Support Services, which includes district education support teachers (resource, literacy, numeracy and francization), subject coordinators, psychologists, speech language therapists, social workers and other district-based staff that provide support to school-based ESS Teams. The work of the district-based staff will be coordinated through the respective Education Centre. Where appropriate, this would include connecting with the Integrated Service Delivery (ISD) Child and Youth Development Team.

6.9.2 The purpose of the district-based ESS Team is to support the school-based ESS Team as follows:

- 1) Ensure the capacity-building and skill development initiatives of the district and EECD are linked to the needs of school-based staff.
- 2) Liaise with school-based ESS teams to identify the effectiveness and success of teacher and student supports.

3) Support the school-based ESS Team to identify the needs of school staff for professional growth and skill development.

4) Ensure that specialized expertise of district staff is appropriately utilized to assist school-based staff to develop programs and strategies that facilitate student success in learning.

5) Focus activities and work plans on strengthening the capacity of the school-based team to solve problems and remove barriers to student success.

6.9.3 District-based ESS Team members must be available to support school-based ESS Teams and review written records or attend meetings periodically to support the work of the team.

6.9.4 The superintendent must review the work of the district-based ESS Team at least on an annual basis to ensure that it is effectively meeting the outcomes described above.

6.10 School-Based Education Support Services (school-based ESS) Team

6.10.1 The principal must establish and operationalize a school-based ESS Team to provide systemic support (e.g., coordination) to classroom teachers.

6.10.2 The school-based ESS Team must operate under the leadership of the principal and consist of school-based staff, including education support teachers (e.g., resource, guidance, literacy, numeracy, and francization) and others as appropriate.

6.10.3 The school-based ESS Team must meet on a regular basis, preferably once a week but at least every 10 school days, to develop strategies to support teachers in meeting students' needs and to reduce barriers to

students' success in learning; solve specific problems; address systemic issues as well as those issues that are teacher- or studentspecific; and maintain written records of their meetings.

6.10.4 Professionals from other government departments should participate, as needed, including members of the Integrated Service Delivery Child and Youth Development Team. Involvement of external professionals must be in compliance with the *Right to Information and the Protection of Privacy Act and the Personal Health Information Privacy and Access Act*.

6.11 Guidelines and Standards of Practice

A superintendent must ensure:

6.11.1 Members of the district- and school-based Education Support Services (ESS) Teams adhere to the standards of practice established by EECD for their respective positions.

6.11.2 Education support teachers - resource (EST-Resource) - must have the necessary experience, competencies, skills and knowledge to perform their duties, consistent with the standards of professional practice established by EECD.

6.11.3 EST-Resource must adhere to the following time allocation over the course of the school year, recognizing that the percentage of time spent on administrative duties will be higher in the first and last month of the school year:

- 1) Minimum of 60% of time spent on directly supporting and collaborating with classroom teachers. For example, classroom observation, co-planning of instruction, initiating and supporting instructional strategies, problem solving, modeling, coteaching, coaching and associated activities.
- 2) Maximum of 25% of time spent on direct instruction

or intervention with small groups of children, and occasionally, with individual students, but in all cases with specific entry and exit criteria, and documentation of outcomes achieved.

- 3) Maximum of 15% of time spent on administrative duties directly associated with supporting teachers and students. For example, work on personalized learning plans, working with educational assistants, consulting with other professionals, meetings and performing other related functions.

6.12 Funding

A superintendent must:

6.12.1 Ensure that funding allocated for Education Support Services is used solely for that purpose.

6.12.2 Utilize the funding norms established by EECD to provide staff allocations that are equitable in providing essential services and supports, based on identified school needs and priorities.

6.12.3 Distribute ESS staff, including education support teachers and educational assistants, among district schools based on school enrolment and an assessment of relative needs and priorities.

6.12.4 Ensure that consideration is given to enhanced supports for individual schools to meet identified needs that are evidence-based and objectively defined.

6.12.5 Maintain appropriate funding sufficient to meet student and teacher needs that may not be anticipated prior to the start of the school year, and that require additional resources.

6.13 Accountability

- 6.13.1 The superintendent must monitor and evaluate the performance of each school based on appropriate performance indicators for inclusive education.
- 6.13.2 On-going professional development for administrators, teachers, educational assistants, and other professionals is essential to the implementation of inclusive education and is reflected in the school improvement plan and the district education plan.

6.14 Protection of Privacy

The sharing of personal information about a student must be in compliance with the *Right to Information and Protection of Privacy Act* and the *Personal Health Information Privacy and Access Act*.

7.0 GUIDELINES/RECOMMENDATIONS

N/A

8.0 DISTRICT EDUCATION COUNCIL POLICY-MAKING

A District Education Council may develop policies and procedures that are consistent with, or more comprehensive than, existing provincial policies.

9.0 REFERENCES

Education Act (<http://laws.gnb.ca/en/BrowseTitle>)

Policy 703 – Positive Learning and Working Environment (<http://www.gnb.ca/0000/policies.asp>)

Policy 316 – Graduation Requirements (<http://www.gnb.ca/0000/policies.asp>)

New Brunswick Human Rights Act (<http://laws.gnb.ca/en/BrowseTitle>)

Canadian Charter of Rights and Freedoms (<http://laws-lois.justice.gc.ca/eng/const/page-15.html>)

United Nations Convention on the Rights of the Child (<http://www.pch.gc.ca/ddp-hrd/docs/crceng.cfm>)

United Nations Convention on the Rights of Persons with Disabilities (<http://www.un.org/disabilities/convention/conventionfull.shtml>)

Government's Response to the Recommendations: Strengthening Inclusion, Strengthening Schools (<http://www.gnb.ca/0000/publications/comm/InclusionActionPlanReport.pdf>)

Strengthening Inclusion, Strengthening Schools (<http://www.gnb.ca/0000/publications/comm/Inclusion.pdf>)

Standards of Practice for Education Assistants (<http://www.gnb.ca/0000/publications/curric/teacherassisguide.pdf>)

Standards of Practice for Education Support Teachers

Standards of Practice for School Psychologists

(<http://www.gnb.ca/0000/publications/ss/Guidelines%20for%20Professional%20Practice%20for%20School%20Psychologists.pdf>)

Standards of Practice for Social Workers

Standards of Practice for Speech Language Pathologists

10.0 CONTACTS FOR MORE INFORMATION

Department of Education and Early Childhood Development – Educational Services - Anglophone Sector (506) 453-3326

Department of Education and Early Childhood Development – Policy and Planning Division (506) 453-3090

POLICY NBTA 598-3

<http://www.nbta.ca/resources/documents/policy-598.3.pdf>

Subject: Anti-homophobia, Anti-transphobia and Anti-heterosexism

Effective: April 3 & 5, 2002

Reaffirm/Delete: Reaffirmed as Amended: February, 2014

Authority: Board of Directors

Page: 1 of 6

(1) DEFINITIONS

- Bisexual:** an individual who is emotionally/romantically and physically attracted to persons of either sex.
- Gay:** a person who is emotionally/romantically and physically attracted to persons of the same sex. Gay usually refers to males, but it is also used to include females. Gay can be used interchangeably with homosexual. Gay is most often the term preferred by the gay and lesbian community when referring to homosexual males.
- Gender Identity:** characteristics linked to an individual's intrinsic sense of self as a man or as a woman, which may not be the same identity as one's biological sex.
- Heterosexism:** the assumption that everyone is or should be heterosexual and that heterosexuality is superior. Heterosexism can exist on a personal, interpersonal, institutional or cultural level.
- Homophobia:** the fear, and/or hatred, and/or repulsion of homosexuality in oneself or in others, often exhibited by self-hatred, prejudice, discrimination, bullying or acts of violence.

- Lesbian:** a female who is emotionally/romantically and physically attracted to other females. Lesbian can be used interchangeably with homosexual and gay when referring to females. Lesbian is usually the term preferred by the gay and lesbian community when referring to gay/homosexual females.
- LGBTQ:** Lesbian, Gay, Bisexual, Transgender and Questioning & Queer
- Queer:** is an umbrella term for sexual and gender minorities that are not heterosexual, heteronormative, or gender-binary
- Questioning:** is a process of exploration by people who may be unsure, still exploring, and concerned about one's gender identity, gender expression, sexual identity and sexual orientation
- Sexual Minority:** is a group whose sexual identity, orientation or practices differ from the majority of the surrounding society
- Transphobia:** is a range of negative attitudes and feelings towards transgender people, based on the expression of their internal gender identity
- Sexual Orientation:** refers to an individual's psychological, emotional, and/or sexual attraction towards another person.
- Gender Expression:** refers to the external attributes by which people express themselves and through which others perceive the person's gender.

Transgender: a person whose gender identity (feeling of being either male or female) does not match their physical/anatomical sex. Some describe it as being born into the wrong body.

Two-Spirited: a term referring to gay, lesbian, bisexual and transgender individuals by those who follow traditional Aboriginal teachings.

- (1) The New Brunswick Teachers' Association declares itself to be an anti-homophobia, anti-transphobia and anti-heterosexism, organization, which:
 - (a) promotes equity and inclusiveness for all individuals in the workplace;
 - (b) recognizes student and teacher diversity and the goals of anti-homophobia, anti-transphobia and anti-heterosexism in the selection of its priorities and programs; and,
 - (c) promotes anti-homophobia, anti-transphobia and heterosexism education.
- (2) NBTA advocates for educational systems that are safe, welcoming, inclusive, and affirming for all sexual orientations and gender identities/expressions.
- (3) NBTA believes:
 - (a) that the role of educators is critical in creating positive societal change to address the realities of LGBTQ issues for students, parents and teachers;
 - (b) that an assumption of heterosexuality as being the only sexual orientation throughout the school system denies LGBTQ students and same-gender parented families affirmation and accommodation;

- (c) that LGBTQ students, staff and same-gender parented families have the right to:
 - be free from harassment, discrimination and violence;
 - be treated fairly, equitably and with dignity;
 - self identification and freedom of expression;
 - be included and to be represented and affirmed in a positive and respectful manner;
 - have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, discrimination and violence;
 - have their cultures and communities valued and affirmed;
 - have flexible, gender-neutral school dress codes.
- (d) that efforts must be made to ensure that education prepares young people to develop open, pluralistic and democratic societies, free of discrimination or aggression based on sexual orientation and/or gender identity/expression.
- (4) Anti-homophobia, anti-transphobia and anti-heterosexism education seeks to promote equity through practicing the principles of inclusion, affirming the identity of individuals and groups, seeking the elimination of homophobia, transphobia and heterosexism in all its forms, and initiating comprehensive school programs supporting equity. All students regardless of real or perceived, sexual orientation, gender identity/gender expression, culture, socio-economic status, residence, strengths and challenges have the right to an appropriate education.
- (5) Anti-homophobia, anti-transphobia and anti-heterosexism education is an integral goal of education permeating curriculum, materials, pedagogy, policies, practices and programs.

- (6) For anti-homophobia, anti-transphobia and anti-heterosexism education to become effective:
- (a) educators must accept their responsibility to educate themselves and to reflect upon their own attitudes and behaviours in modeling respect, understanding and affirmation of diversity;
 - (b) educators have a responsibility for the elimination of homophobia, transphobia and heterosexism in the working and learning environment;
 - (c) curriculum must contain positive images and accurate information about history and culture, which reflects the accomplishments and contributions of LGBTQ people.
 - (d) educators must take actions to make schools safe for LGBTQ staff, students and parents, and those who are perceived to be so, by:
 - treating everyone with respect and acceptance;
 - using language that affirms all sexual orientation and/or gender identity/expression and not using disparaging remarks or language that implies one sexual orientation is superior to another;
 - challenging staff, students and parents who continue to display prejudice on the basis of sexual orientation and/or gender identity/expression;
 - developing an action plan to use in the event of an incident of discrimination or harassment and/or violence;
- never making assumptions in the matter of sexual orientation and/or gender identity/expression;
 - making a commitment to confidentiality in the event of a disclosure of sexual orientation and/or gender identity/expression;
 - not assuming the superiority of heterosexuality.
- (e) schools and school systems must adopt anti-homophobia, anti-transphobia, and anti-heterosexism policies recognizing that homophobia plays an integral role in bullying and harassment in school;
 - (f) LGBTQ students must have the right to counseling that is supportive, affirming and free from efforts on the part of counsellors to change their sexual orientation and/or gender identity/expression through the use of or the referral to aversion, reparative, or conversion therapies;
 - (g) teacher preparation programs must include:
 - knowledge, awareness and affirmation of those who identify as LGBTQ;
 - strategies, lesson plans and curriculum that assist teachers in addressing LGBTQ issues in classrooms and schools.
 - (h) educators must have access to professional development programs, which provide assistance in addressing LGBTQ issues in classrooms and schools.

- (i) the Department of Education and Early Childhood Development must become visible advocates of anti-homophobia, anti-transphobia and anti-heterosexism education through the provision of:
 - (i) curriculum documents, training and directives that incorporate anti-homophobia, anti-transphobia and anti-heterosexism perspectives;
 - (ii) resources to enable school systems to effect change.
- (j) Transgendered people have the right to:
 - (i) have the transgender/gender non-conforming status kept confidential;
 - (ii) be addressed by a name and pronoun corresponding to his/her gender identity;
 - (iii) safe restroom facilities and the right to use a washroom that best corresponds to the individual's gender identity, regardless of the student's sex assigned at birth;
 - (iv) application of flexible, gender-neutral school dress codes.

POLICY E-9

Subject: Anti-homophobia and Anti-heterosexism

POLICY:

School District 10 is an inclusive anti-homophobia and anti-heterosexism organization.

In order that all members of the school community learn and work together in an atmosphere of respect and safety, free from homophobia, transphobia, anti-gay harassment and/or heterosexism, District 10 recognizes its obligation to adopt appropriate administrative procedures and strategies, which shall ensure respect for human rights, support diversity, address discrimination, and create a learning environment that is safe, welcoming, inclusive and affirming for individuals regardless of real or perceived sexual orientations and/or gender identities.

District 10 recognizes that LGBTQ students, staff and same-gender-parented families have the right to:

- self-identification and freedom of expression;
- be treated fairly, equitably and with dignity;
- inclusion, representation and affirmation;
- freedom from harassment, discrimination and violence; and,
- avenues of recourse (without fear of reprisal) when they are victims of harassment, discrimination or violence.

PROCEDURE

1. All employees of School District 10:

- have a responsibility to eliminate homophobia and heterosexism in the working and learning environment;
- shall address assumptions that being a sexual minority or gender variant individual is unnatural, and reinforce that everyone in the school environment deserves to be respected; and,
- shall confront the stereotypes and misinformation behind insults and abuse by challenging staff, students, and parents who behave in a prejudicial manner towards LGBTQ individuals.

2. District 10 shall:

- provide and promote opportunities for employees to increase their awareness of the scope and impact of the discrimination of LGBTQ individuals;
- provide and promote opportunities for employees to increase their knowledge and skills in promoting respect for human rights, supporting diversity and addressing homophobia and heterosexism in our schools;
- work to increase parental awareness of the needs of LGBTQ staff, students, and their family members;
- aid school-based administrators and guidance counsellors by providing the necessary support and/or education to ensure that individuals who behave in a prejudicial manner towards LGBTQ individuals receive age-appropriate education-based interventions by peaceful and positive role models;

- develop an action plan leading to the implementation of this policy and create a list of concrete actions needed to improve the school environment for LGBTQ staff, students, and their families; and,
- subsequently require all principals to facilitate the development of a school-based action plan that aligns with that of District 10.

3. School-based administrators (principal or designate) shall:

- create an inclusive and welcoming environment for sexual minority youth, parents and staff
- create an action plan to implement this policy;
- ensure that the District 10 Anti-Homophobia and Anti-Heterosexism Policy is effectively shared with all students, parents and staff;
- include the District 10 Anti-Homophobia and Anti-Heterosexism Policy statement (as well as a link to the full document) in the preface of their school agenda and in their school-based Positive Learning & Working Environment Plan (P.L.E.P);
- support the formation of a school-based Gay-Straight Alliance (G.S.A.) when interest is expressed by a student or staff member; and,
- aid all staff by providing the necessary support and/or education to ensure that individuals who behave in a prejudicial manner towards LGBTQ individuals receive age-appropriate education-based interventions.

MONITORING:

Method:

Frequency:

APPENDIX I – DEFINITIONS

ALLY: A person, regardless of his or her sexual orientation, who supports the human, civil, and sexual rights of sexual minorities.

BISEXUAL: An individual who is physically, romantically and emotionally attracted to both males and females.

GAY: A person who is physically, romantically and emotionally attracted to someone of the same sex. The word gay can refer to both males and females, but is commonly used to identify males only.

GENDER IDENTITY: An individual's sense of being male or female, which may or may not be the same as one's biological sex.

GENDER VARIANT: A term to refer to individuals whose expressions of gender do not conform to the stereotypical gender norms of masculinity and femininity.

HETEROSEXISM: The assumption that everyone is heterosexual, and/or the belief that sexual minorities are abnormal. Heterosexism is a barrier to inclusion and prevents the affirmation of LGBTQ individuals.

HETEROSEXUAL: A person who is physically, romantically and emotionally attracted to someone of the opposite sex.

HOMOPHOBIA: The fear, and/or hatred, and/or repulsion of homosexuality in oneself or in others, often exhibited by self-hatred, prejudice discrimination, bullying or acts of violence.

INCLUSION: (Inclusive Education): "...defined broadly, supports the equality mandates of the Charter of Rights and New Brunswick's human rights code" (McKay Report).

"Inclusive education is about educating all students in a way that allows them to reach their full potential as valuable human beings while contributing to and enhancing their communities.

It includes but is not just about students with disabilities, but rather all students— boys, girls, Aboriginals, Francophones, Anglophones, new Canadians, high achievers, the disenfranchised, students with mental or physical limits, religious or cultural groups, people of differing sexual orientation and those considered at risk."

"Inclusive schools are safer schools. Students are made to feel as though they belong rather than feeling alienated. Inclusion is the best antidote to violence in schools."

"Inclusive education is the model that best achieves the goals of equality for all, as articulated in the Charter of Rights, the human rights code and international commitments" (Inclusion! What is Inclusion Anyway? Questions and Answers About the MacKay Report on Inclusion).

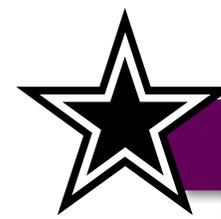
INTERNALIZED HOMOPHOBIA: A diminished sense of personal self-worth or esteem felt by an individual as a result of the experienced or presumed homophobia of others.

LESBIAN: A female who is physically, romantically and emotionally attracted to someone of the same sex.

LGBTQ: Lesbian, Gay, Bisexual, Transgender/Two-Spirited, Questioning/Queer.

SEXUAL MINORITY: Persons expressing some same-sex sexual orientation; sexual attractions to same-sex individuals; histories of sexual activity with someone of the same sex; identification as lesbian, gay, bisexual (Harvard Injury Control Research Center).

SEXUAL ORIENTATION: The emotional/romantic and physical attraction felt by an individual towards members of the same sex, the other sex or either sex.



NEW BRUNSWICK SCHOOL IMPROVEMENT INDICATORS (2014)

– RELEVANT TO LGBTQ INCLUSIVE EDUCATION



TRANSGENDER: A person whose gender identity, outward appearance, expression and/or anatomy does not fit into stereotypical expectations of male or female. Some describe it as being born into the wrong body.

TRANSPHOBIA: The fear and/or hatred, and/or repulsion of transgender individuals and is exhibited by prejudice, discrimination, intimidation, or acts of violence.

TRANSSEXUAL: A person who experiences intense personal and emotional discomfort with their assigned birth gender.

Two-Spirited: a term referring to gay, lesbian, bisexual and transgender individuals by those who follow traditional Aboriginal teachings.

TWO-SPIRIT: Some Aboriginal people identify themselves as two-spirit rather than as bisexual, gay, lesbian or transgender. Historically, in many Aboriginal cultures, two-spirit persons were respected leaders and medicine people. Before colonization, two-spirit persons were often accorded special status based upon their unique abilities to understand both male and female perspectives.

Many of the 124 indicators used when conducting School Improvement Reviews (SIR) relate directly to inclusive practice. This is because schools can only be considered effective if they are effective for all of the students they serve.

In order to broaden and deepen our understanding of inclusive practice, we engaged several groups to think of examples of what inclusion in schools looks like for their members. The resulting “look-fors” below are now part of the evidence-gathering phase for internal and external review teams conducting SIRs. SIR indicators and look-fors are updated continuously as new research and understanding is developed.

LOOK-FORS: SEXUAL ORIENTATION, GENDER IDENTITY

What do we want for the system?	#	Evidence
<p>Learning Environment</p> <p>The learning environment is welcoming and affirming for LGBTQ youth, families, and staff.</p> <p>The learning environment is purposefully created to foster openness to diversity, and is welcoming and affirming for LGBTQ youth, families, and staff.</p>	All Schools	
	(10a)	<input type="checkbox"/> School personnel have formally discussed and agreed on inclusive & gender-neutral language that will be used in the school
	(10b)	<input type="checkbox"/> Traditional gender groupings are not imposed or suggested by staff
	Middle & High	
	(10c)	<input type="checkbox"/> Symbols of support for minority students and staff are evident in the learning environment
	(10d)	<input type="checkbox"/> LGBTQ students feel they belong in the school
	(10e)	<input type="checkbox"/> LGBTQ students feel safe in the school
(10f)	<input type="checkbox"/> LGBTQ students participate in all aspects of school life	
<p>Proactive Education</p> <p>The school is proactive in helping staff, students and stakeholders to challenge stereotypes, sexist views, and other biases.</p>	All Schools	
	(11a)	<input type="checkbox"/> Inclusive & gender-neutral language is consistently used, including language on forms and communications with home & when referring to family configuration
	Middle & High	
(11b)	<input type="checkbox"/> The school has taken the initiative to provide staff members with information (in print, website, etc.) and formal opportunity for dialogue concerning issues related to gender identity, sexual orientation, sexual stereotyping, power imbalance, positions of privilege within the past two years	

GSA: Gay-Straight Alliance

VE = Very Evident ME = Mostly Evident SE = Somewhat Evident NE = Not Evident

Examples	How & Where
Learning Environment	
<ul style="list-style-type: none"> <input type="checkbox"/> Partner vs. wife/husband, First Nations, persons with disabilities, newcomer families <input type="checkbox"/> Language on forms and other materials distributed to families is gender neutral and inclusive 	<p>Products: Review the PLWEP, memos, communications with parents, forms, teacher and student handbooks/agendas and school policies, values and beliefs</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Phys. ed. teams, industrial and culinary arts, fashion design participation, “boys on the left; girls on the right” 	<p>Products: Course Scheduling</p>
Proactive Education	
<ul style="list-style-type: none"> <input type="checkbox"/> Recognition of May 17th – International Day Against Homophobia 	<p>Observations: Halls, classroom, gymnasium</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Staff members and students communicate using gender-neutral and inclusive language. 	<p>Product: TTFM Conversation: Student Forum</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Prejudices toward LGBTQ individuals are addressed by providing the necessary support/education to aid staff to deliver age-appropriate education-based interventions 	<p>Product: TTFM Conversation: Student Forum</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Participation on sports teams, student council, clubs, committees; LGBTQ athletes are treated equitably on and off the field 	<p>Conversations: Guidance, Administrators, students</p>
Proactive Education	
<ul style="list-style-type: none"> <input type="checkbox"/> Do school bullying surveys include homophobic bullying? <input type="checkbox"/> If any surveys were/are conducted, are the data on bullying reviewed, shared (staff, students, PSSC, parents) and used to inform planning? <input type="checkbox"/> How are events such as Father’s Day and Mother’s Day handled? 	<p>Observations: Review the PLWEP, memos, communications with parents, forms, teacher and student handbooks/agendas and school policies, values and beliefs</p> <p>Products: TTFM Data, review perception data (TTFM – reasons for bullying, Wellness Survey, PrevNet survey, Beyond the Hurt, NBTA Teacher Survey)</p>
<ul style="list-style-type: none"> <input type="checkbox"/> There is a process for students to provide feedback on issues or concerns within the school – student voice <input type="checkbox"/> Are derogatory words used for LGBTQ persons? If so, how do staff members respond? <input type="checkbox"/> Do students recognize inappropriate language? 	<p>Conversations: Teachers, Administrator Forum</p>

LGBTQ: Lesbian, Gay, Bisexual, Transgender / Two-Spirited, Queer/Questioning ... and their allies

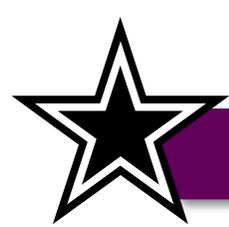
VE = Very Evident ME = Mostly Evident SE = Somewhat Evident NE = Not Evident

What do we want for the system?	#	Evidence
<p>Advocacy</p> <p>School personnel recognize their legal and ethical duty to advocate on behalf of their students to assist them to overcome barriers to their learning and development.</p>	All Schools	
	(12a)	<input type="checkbox"/> Processes are in place to provide access for all families to be involved in the school
	(12b)	<input type="checkbox"/> Respectful language is used. All staff consistently address slurs, bullying and other negative behaviour
	Middle & High	
	(12c)	<input type="checkbox"/> The school responds consistently and effectively to prejudices against LGBTQ individuals, those perceived as such and their allies
	(12d)	<input type="checkbox"/> Prejudices toward LGBTQ individuals are addressed by providing the necessary support/education to aid staff to provide age-appropriate education-based interventions
(12e)	<input type="checkbox"/> The school has an active GSA whose membership includes LGBTQ and other students <input type="checkbox"/> The GSA is afforded the same support and recognition as other school clubs, teams, and groups	

GSA: Gay-Straight Alliance

Examples	How & Where
	Products: TTFM Conversations: Parent, ESST Forum, Administrator Forum
<input type="checkbox"/> Homophobic/offensive graffiti is not present or is removed in timely manner <input type="checkbox"/> Homophobic attitudes and language are challenged (e.g., addressing underlying assumptions)	Observations: locker areas, washrooms; speak to custodians re: frequency of graffiti and procedures when found. Teacher and Support Staff Forum Questions
<input type="checkbox"/> Are derogatory words used for LGBTQ persons? How do staff members respond?	Products: Review data on absenteeism and academic performance in view of potential barriers related to gender and sexual orientation; ask administrators, guidance and the GSA facilitator what they know about their students with chronic attendance issues. Conversations: Teacher and Support Staff Forum
<input type="checkbox"/> Discipline Protocols <input type="checkbox"/> The school responds consistently and effectively to prejudices against LGBTQ individuals.	Conversations: Teacher and Support Staff Forum Observations: Classroom, Hallways, Cafeteria, School grounds
<input type="checkbox"/> Funding, space to meet, representation in newsletters, school website, in year book, awards, notices on bulletin boards	Products: List of clubs, teams, etc. Conversation: Administrator

LGBTQ: Lesbian, Gay, Bisexual, Transgender / Two-Spirited, Queer/Questioning ... and their allies



LGBTQ NEW BRUNSWICK

LGBTQ AND LGBTQ-FRIENDLY ORGANIZATIONS, PROGRAMMES, & RESOURCES IN NEW BRUNSWICK

To access direct mental health services related to suicidal ideation contact any of the following New Brunswick community mental health centres, *but please ensure that these centres are LGBTQ inclusive or have access to LGBTQ inclusive services.*

Bathurst 506-547-2038	Miramichi 506-778-6111
Campbellton 506-789-2440	Moncton 506-856-2444
Caraquet 506-726-2030	Richibucto 506-523-7620
Edmundston 506-735-2070	St. Stephen 506-466-7380
Fredericton 506-453-2132	Saint John 506-658-3737
Grand Falls 506-475-2440	Sussex 506-432-2090
Kedgwick 506-284-3431	Woodstock 506-325-4419

➔ PROVINCE-WIDE

AIDS New Brunswick/SIDA Nouveau-Brunswick

Nicholas Scott – Executive Director
65 Brunswick St.
Fredericton, NB E3B 1G5

T: (506) 459-7518
F: (506) 459-5782
Toll Free Helpline: 1-800-561-4009 (anonymous and confidential)

E: info@aidsnb.com
<http://www.aidsnb.com>
Facebook: [facebook.com/aidsnb](https://www.facebook.com/aidsnb)

AIDS New Brunswick is a provincial organization committed to facilitating community-based responses to the issues of HIV/AIDS. The aim is to promote and support the health and well-being of persons living with and affected by HIV/AIDS and to reduce the spread of HIV/AIDS in New Brunswick.

Programs/Services: AIDS New Brunswick's office is open Monday to Friday, 8:30AM to 12:30PM and 1:30PM to 4:30PM. Many of our programs/services are accessible by telephone, walk-in and/or e-mail. After hours services are available by appointment only.

AIDS New Brunswick offers services in English and French. We also have a bilingual office in Bathurst.

Chimo Helpline

Toll Free: 1-800-667-5005
T: 450-4537 (in Fredericton)

<http://www.chimohelpline.ca/>

“To serve New Brunswick by providing a competent level of crisis intervention, referrals and vital information in a caring, confidential manner.”
Chimo is a provincial crisis phone line, that is accessible 24hrs a day, 365 days a year to all residents of New Brunswick in English and French.

Jeunesse, J'écoute

Toll Free: 1-800-668-6868

<http://jeunessejecoute.ca/Teens/Home.aspx?lang=fr-ca>

Jeunesse, J'écoute est un service de consultation professionnel pour les jeunes, par telephone et en ligne, gratuit, anonyme et confidentiel. Disponible 24/7, 365 jours par annee. Peu importe le probleme.

Kids Help Phone

1-800-668-6868

<http://www.kidshelpphone.ca/teens/home/splash.aspx>

Kids Help Phone is a free, anonymous and confidential phone and on-line professional counseling service for youth. Big or small concerns. 24/7. 365 days a year.

Wabanaki Two-Spirit Alliance (Atlantic)

<http://w2sa.ca>

<http://www.youtube.com/watch?v=bgG1o-JcKdw>

A group of two-spirited people and their supporters named the Wabanaki Two-Spirit Alliance. The alliance is comprised mostly of First Nations people from the Maritimes, Quebec and New-England who identify as two-spirited. First Nations people that embody both traditional male and female roles who also identify as part of the gay, lesbian, bisexual and transgender community are considered to be two-spirited. Organize gatherings where the main goal is to create a safe space, free of drugs and alcohol, where two-spirited people can connect with their peers and feel free of social constraints regardless of their gender or sexuality. Sweats, smudging, traditional singing and craft workshops are some of the activities that take place.

➔ BATHURST

Gais.es Nor Gays Inc.

P.O. Box 983

Bathurst, NB E2A 4H8

info@gngnb.ca

<http://www.gngnb.ca>

Gais.es Nor Gays Inc. is an association of gay, lesbian, and bisexual men and women in the Bay of Chaleur region and North-Eastern part of New Brunswick. The goal of the association is to create a bond among the gay, lesbian and bisexual community. The group believes that such a network will help to break the loneliness and solitude with which people are confronted. Knowing that friends and colleagues exist mitigates the isolation resulting from the lack of services available in this area. To achieve this, the association organizes activities designed to involve the gay, lesbian and bisexual community to create greater communication and participation and, in doing so, strengthen the bond of the community.

Gais.es Nor Gays Inc. has an Executive Council that is elected at an annual general meeting. They operate a Bar in Petit-Rocher (GNG Dance Club) and dances are held on specific dates listed on their website. Dances are open to everyone 19 years of age and older. A quarterly newsletter is mailed to association members to keep them informed of news, activities and events. Gais.es Nor Gays Inc. holds an annual Gay Pride Camping Weekend on Labour Day weekend as well as other activities and events. The group has been in operation for about 10 years.

Gais.es Nor Gays Inc. offers services in French and English.

➔ DIEPPE TG Moncton

Meetings: Saturday 2-4pm

In Dieppe

To get in touch, email be_tgmoncton@live.com and put Transgender Canada in the subject line.

➔ FREDERICTON

AIDS NB Office

Nicholas Scott – Executive Director

65 Brunswick St.

Fredericton, NB E3B 1G5

T: (506) 459-7518

F: (506) 459-5782

Toll Free Helpline: 1-800-561-4009 (anonymous and confidential)

info@aidsnb.com

<http://www.aidsnb.com>

Facebook: [facebook.com/aidsnb](https://www.facebook.com/aidsnb)

AIDS New Brunswick is a provincial organization committed to facilitating community-based responses to the issues of HIV/

AIDS. The aim is to promote and support the health and well-being of persons living with and affected by HIV/AIDS and to reduce the spread of HIV/AIDS in New Brunswick.

Programs/Services: AIDS New Brunswick's office is open Monday to Friday, 8:30AM to 12:30PM and 1:30PM to 4:30PM. Many of our programs/services are accessible by telephone, walk-in and/or e-mail. After hours services are available by appointment only.

AIDS New Brunswick offers services in English and French.

Fredericton Pride

Facebook: <https://www.facebook.com/frederictonpride>

Fredericton Pride was founded to celebrate diversity in who we love and how we show it. We are group of individuals spanning different ages, races, social/economic backgrounds, and represent a diverse assortment of sexual orientations and gender identities within the greater Fredericton area. Coming together as volunteers to plan and execute fantastic events and activities, we are proud to begin the processes for Fredericton Pride Week which happens in August.

Fredericton Sexual Assault Crisis Center

(24 hour crisis line)
T: (506) 454-0437

Free 2 Be Me

T: (506) 632-5532
For youth questions regarding sexual orientation.

Spectrum (UNB)

spectrum@unb.ca
<http://www.unbf.ca/clubs/spectrum>

Meets weekly on campus to provide social support for LGBTQ youth and their allies.

Spectrum is an organization that is involved with gay, lesbian, bisexual, transgender, two-spirited, and questioning (LGBTQ) students, faculty members and staff at the University of New Brunswick and Saint Thomas University in Fredericton, New Brunswick. This group also involves members of the community and aims to create a safe and supportive environment on campus open to all, regardless of sexual orientation or sexual identification. Spectrum aims at fostering a sense of community, and encouraging healthy social relationships within and outside the organization, and promoting a sense of belonging for all members.

Spectrum aims at providing educational materials and resource information. Spectrum also aims at being a central, visible, and available presence on campus for those interested or concerned with issues surrounding sexual orientation or sexual identity. Spectrum's intent is to advocate for equal rights and fairness in dealings with government, organizations, and the universities, both for the campus community and the community at large.

Spectrum meets every Friday night during the academic year at 7:00 PM in the Sexuality Center (Room 203) of the Student Union Building on the UNB campus. They do not take attendance at their meetings, nor keep a membership list. The names of non-executive Spectrum members are held in strict confidence and new members and allies are always welcome.

Spectrum offers services in English.

The UNB Safe Spaces Project

UNB Sexuality Centre
c/o The Paper Trail
P.O. Box 4400
21 Pacey Drive
Fredericton, NB E3B 5A3
T: (506) 453-4989

safespaces@unb.ca
<http://www.unb.ca/safespaces>

The UNB Safe Spaces Project involves the placement of stickers on doors, in offices, and in residence rooms. These stickers promote an area as a “safe place” so individuals can be open about their sexual orientation without fear of homophobia or harassment. Any student, staff, or faculty member is welcome. This initiative is intended to show gay, lesbian, bisexual, transgendered, two-spirited, queer and questioning individuals (GLBTTQ) that support is all around them. It also shows those who display stickers that their support is an important and not uncommon thing. It also provides positive peer pressure towards homophobic individuals, showing them that their intolerance is not appropriate.

UNB Sexuality Centre

Sexuality Centre Coordinator
c/o The Paper Trail
PO Box 4400
Fredericton, NB E3B 5A3
Location: UNB SUB Room 203 (across from the Ballroom)
T: 452-6272

sexuality@unb.ca
Facebook: *Search UNB Sexuality Centre*

The UNB Sexuality Centre is dedicated to promoting understanding and positive attitudes through education on issues surrounding sexual health, sexual orientation and relationships. The centre strives to provide a safe space and supportive environment within the university community for people of all origins, religions, sexual orientations, genders, ages and abilities.

The UNB Sexuality Centre offers:

- A safe & supportive environment for students who self identify as gay, lesbian, bisexual, transgendered, transsexual, queer, questioning, etc.
- Information on subjects such as safer sex, HIV/AIDS, sexually transmitted infections (STIs), anti-violence, relationships, heterosexism and homophobia, etc.
- Referrals to campus and community services and organizations
- Workshops and presentations about sexual health, sexual orientation and other surrounding sexuality issues.
- A library of resources for students trying to understand sexual health, sexual orientation and relationships.

Services offered in English. Some volunteers may be able to converse in French but we do not officially offer services in French at this time.

➔ MONCTON

PFLAG Canada – Moncton Chapter

Cherie MacLeod

execdirector@pflagcanada.ca

http://www.pflagcanada.ca

PFLAG Canada is a national voice that speaks for a more accepting Canadian society by providing support, education and resources on issues of sexual orientation and gender identity. Through our PFLAG Chapter and Contact network, we actively assist in the recognition and growth of gay, lesbian, bisexual, transgender, transsexual, two-spirit, intersex, queer and questioning persons and their families and friends, within their diverse cultures and societies.

Monthly meetings and consultations between and at meetings. English speaking meetings are held the 3rd Monday of each month from 7:30

PM – 9:30 PM, except for the month of December when it meets on the 2nd Monday. Contact persons are also available for information and support.

Programs & services in English, with some information in French.

River of Pride - Riviere de Fierce Inc

Paul LeBlanc- Chairperson

riverofpridehotmail.com

www.fiertemonctonpride.ca

Facebook: *Moncton's River of Pride*

The mission of River of Pride is to guarantee the presence of the LGBT community in the Greater Moncton Area. We will defend our rights, advocate for equality and ensure greater acceptance and understanding for all. We will celebrate our gains every year by organizing festivities for our community and allies.

SIDA/AIDS Moncton

80 Weldon Street

Moncton, NB E1C 5V8

T: (506) 859-9616

F: (506) 855-4726

sidaidsm@nbnet.nb.ca

www.sida-aidsmoncton.com

SIDA/AIDS Moncton's focus and mission is to improve the quality of life of those infected and affected by HIV/AIDS and to reduce the spread of HIV and other sexually transmitted infections.

SIDA/AIDS Moncton - Safe Spaces Project

Safe Spaces is a project for gay, lesbian and bisexual, transgendered, two-spirited and questioning (GLBTTQ) youth between 14 and 25 years old.

The Safe Spaces Project, educates you and the community in general about issues that GLBTTQ youth face. This project is for you, and your participation is necessary to be able to serve you better.

Safe Space offers: support groups, resources (books and videos), workshops/presentations and referral to other professional services. The support groups meet twice a month. The meetings are informal and confidential.

Transgender Support Group

ellisk@nbnet.nb.ca

Transgender Support Group promotes the health and well-being of transgendered persons, their families and friends through:

- support; helping them to cope with an adverse society and;
- education; helping to enlighten an ill-informed public to end discrimination and secure equal human rights.

Moncton Transgender Support Group provides opportunities for dialogue about gender identity, and acts to create a society that is healthy and respectful of human diversity.

Monthly meetings and consulting between meetings. English speaking meetings are held the 3rd Sunday of each month from 1:30 PM – 3:30 PM., except in December when the meeting is held on the 2nd Sunday. Contact persons are available for information and support.

Programs & services in English with some information in French.

UBU Moncton

Facebook: https://www.facebook.com/ubumoncton?notif_t=fbpage_fan_invite

UN sur DIX

L'Université de Moncton

unsurdix@umoncton.ca

(support group): *soutienglb@umoncton.ca*

www.umoncton.ca/unsurdix

Contribuer au mieux-être des étudiant(e)s gays, lesbiennes et bisexuel (le)s du campus de Moncton.

En participant à des discussions de groupe, en siégeant sur des comités pancanadiens et en contribuant à diverses activités communautaires, UN sur DIX cherche à éduquer et à sensibiliser les pouvoirs publics et la population en générale. Nous organisons sur le campus de nombreuses conférences portant sur une panoplie de sujets reliés à l'acceptation sociale de l'homosexualité et nous offrons l'occasion aux membres de participer à des colloques de niveau national à cet effet.

L'association mène aussi des campagnes de sensibilisation contre l'homophobie en créant des messages d'intérêt public qui sont diffusés ou publiés sur le campus et à travers la province.

Pour les étudiant(e)s qui éprouvent de la difficulté à accepter et à vivre leur orientation sexuelle, un service de soutien individuel et de groupe est offert sur le campus. Des sessions sont organisées par une personne formée en relation d'aide et se déroulent dans une atmosphère de respect et de confidentialité.

UN sur DIX offre des programmes and services en français

➔ SACKVILLE

PFLAG Canada- Sackville, NB/Amherst, NS Chapter

T: (506) 536-4245

Janet Hammock : jhammock@mta.ca

Marilyn Lerch : mleerch@nbnet.nb.ca

PFLAG is an organization that provides support, education and resources on issues of sexual orientation and gender identity for gay, lesbian, bisexual, transgender, transsexual, two-spirit, intersex, queer and questioning (GLBTT2IQ) persons and their families and friends.

We meet on the second Monday of every month (sometimes July and August are exceptions) from 7:30-9:30 pm. The meeting location alternates between the Sackville and Amherst; please call for location.

This Chapter of PFLAG Canada offers its services in English.

The Catalyst Society

c/o Students' Administrative Council
152A Main St.
Mount Allison University
Sackville, NB E4L 1B4

catalyst@mta.ca

<http://www.mta.ca/clubs/catalyst/index.html>

The Catalyst Society is Mount Allison University's Lesbian, Gay, Bisexual, Transgender and Allies (LGBTQA) organization in Sackville, NB. We provide support for LGBT students as well as non-labeled or undecided people, and their friends and allies who are students at Mount Allison University. Catalyst provides information about LGBT issues for its members and the university student community.

Catalyst has organized public forums on LGBT issues, social activities, and hosted guest speakers. Catalyst meets weekly during the school terms. The main focus is social contact and support meetings for LGBT students at Mount Allison University.

Catalyst is not active from April to September.

Meetings: The Catalyst Society meets every week as a group in the Manning Room (Chapel Basement) on campus. Each meeting starts with an opportunity for group discussion about GLBTQ current events and life events. The second part of each meeting varies and may include things such as a guest speaker, planning for an upcoming event, or a movie night. New days and times will be posted in the fall once they are determined.

For more information or to be added to our weekly mailing list (with any irregular times, dates, and updates), please email the president at catalyst@mta.ca. All are welcome.

The Catalyst Society offers its services in English.

➔ SAINT JOHN

AIDS Saint John

115 Hazen Street
Saint John, NB E2L 3L3
T: (506) 652-2437
F: (506) 652-2438

aidssj@nb.aibn.com

www.aidssaintjohn.com

Founded in 1987, AIDS Saint John is a non-profit community-based organization aimed at:

- a) Improving the quality of life of those infected and affected HIV/AIDS
- b) Striving to reduce the spread of HIV by promoting healthy choices in the community at large. This will be accomplished through education and public awareness, support and advocacy.

PFLAG Canada- Saint John Chapter

Mack MacKenzie, (506) 648-9227

Wayne Harrison (506) 648-9700

saintjohnnb@pflagcanada.ca

www.pflagcanada.ca/saintjohn.html

Meetings held at: Community Health Centre, 116 Coburg St., Saint John, NB

The first Friday of every month, 7:00-9:00pm (except July & August)

PFLAG Canada - Saint John NB is a Chapter of PFLAG Canada and it deals with sexual orientation and gender identity issues from a family perspective, providing support, education and resources in the Greater Saint John area. Our compassionate volunteers open their hearts and homes and give freely of their time to listen to people in their time of crisis. If you are gay, lesbian, bisexual, transgender, transsexual, two-spirit, intersex, queer or questioning (GLBTT2IQ) or if you care about someone who is, let us help.

Monthly meetings, consulting between meetings and contact persons available for information and support.

PFLAG Canada - Saint John offers programs and services in English but we are always welcoming of members of the Acadian and other members of the francophone community to join us.

Port City Rainbow Pride Inc

Mahogany Manor

220 Germain St, Saint John, NB E2L 2G4

president@portcityrainbowpride.com

www.portcityrainbowpride.com

Port City Rainbow Pride Inc. is dedicated to supporting and empowering people of all sexual orientations and gender identities in participating in and contributing to the Greater Saint John Community, including celebrating diversity, educating the community on such issues as discrimination, violence and harassment, and promoting awareness, inclusivity and equality for all.

There is an annual PRIDE Week held in the city of Saint John. You can also become a member by contacting the group. Membership is free upon reviewing application.

Port City Rainbow Pride Inc. offers its services in English.

UNBSJ Q-Collective

University of New Brunswick, Saint John campus

Office: Oland Hall, Room G18

T: (506) 648-5737

qcollect@unbsj.ca

www.unbsj.ca/clubs/qcollective

Staff Contact: Kevin Bonner, Director of Student Services

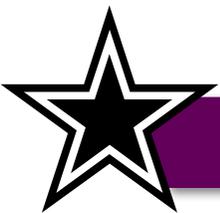
T: (506) 648-5680

F: (506) 648-5816

kbonner@unbsj.ca

The UNBSJ Q-Collective is an inclusive social and support organization for Lesbian, Gay, Bisexual, Transidentified, Questioning (LGBTQ) students, faculty and staff at UNBSJ (University of New Brunswick Saint John). The purpose of this group is to create a supportive and safe campus for anyone dealing with sexual orientation and/or gender identity issues at UNB Saint John. We work closely with the Administration, Student Services, the SRC, the Deans, many faculty members, staff, other student organizations, and the Greater Saint John LGBTQ community as well. The UNBSJ Q-Collective is what its members make it and is “open to everyone who is open”. We are proud to be a supportive and active member of for Saint John New Brunswick’s Port City Rainbow Pride Inc.

The UNBSJ Q-Collective offers some limited services and support material in languages other than English, thanks to PFLAG Canada’s Communities Encourage Campaign, *www.pflagcanada.ca*



LGBTQ AND LGBTQ-FRIENDLY ORGANIZATIONS, PROGRAMMES IN THE ATLANTIC REGION

Healing Our Nations

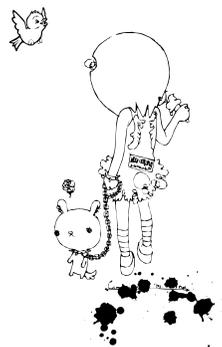
31 Gloster Court
Dartmouth, NS Canada
B3B 1X9
T: (902) 492-4255
ea@accesswave.ca
<http://www.hon93.ca/>

Our purpose is to educate First Nation people about HIV disease and AIDS. Knowing the risks associated with the spread of HIV and defining the myths and facts about AIDS is the first step to healing our nations. Eliminating the spread of AIDS in First Nation communities is not the only focus of our organization because we see this disease as only a symptom of a greater problem. Our goal is to help First Nation people rediscover their pride, traditions, and spirituality in an attempt to improve child development and eliminate family violence, substance abuse, depression, and suicide.

Wabanaki Two-Spirit Alliance

<http://w2sa.ca>
<http://www.youtube.com/watch?v=bgG1o-jcKdw>

A group of two-spirited people and their supporters named the Wabanaki Two-Spirit Alliance. The alliance is comprised mostly of First Nations people from the Maritimes, Quebec and New-England who identify as two-spirited. First Nations people that embody both traditional male and female roles who also identify as part of the gay, lesbian, bisexual and transgender community are considered to be two-spirited. Organize gatherings where the main goal is to



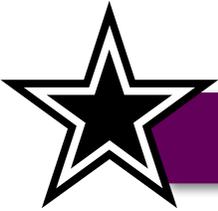
create a safe space, free of drugs and alcohol, where two-spirited people can connect with their peers and feel free of social constraints regardless of their gender or sexuality. Sweats, smudging, traditional singing and craft workshops are some of the activities that take place.

Wayves

P.O. Box 34090, Scotia Square
Halifax, NS B3J 3S1
E: *submissions@wayves.ca*
<http://wayves.ca/>

Wayves exists to inform Atlantic Canadian lesbians, gay men, bisexuals and transgender people of activities in their communities, to promote those activities and to support their aims and objectives. Programs/Services: Wayves is an independent publication, published 11 times a year, by a non-profit collective. Anyone who contributes to Wayves is automatically considered to be part of the collective and is welcome to participate in all meetings and discussions. Wayves reserves the right to refuse material that might be reasonably considered heterosexist, racist, sexist or an attack on individuals or communities.

Wayves publishes primarily in English but welcomes French articles; "Sports Briefs," a regular column, is bilingual.



TWO SPIRIT RESOURCES LIST

TWO SPIRIT RESOURCES IN CANADA AND THE USA

Canada

★ Wabanaki Two-Spirit Alliance (Atlantic)

<http://w2sa.ca>

<http://www.youtube.com/watch?v=bgG1o-JcKdw>

A group of two-spirited people and their supporters named the Wabanaki Two-Spirit Alliance. The alliance is comprised mostly of First Nations people from the Maritimes, Quebec and New-England who identify as two-spirited. First Nations people that embody both traditional male and female roles who also identify as part of the gay, lesbian, bisexual and transgender community are considered to be two-spirited. Organize gatherings where the main goal is to create a safe space, free of drugs and alcohol, where two-spirited people can connect with their peers and feel free of social constraints regardless of their gender or sexuality. Sweats, smudging, traditional singing and craft workshops are some of the activities that take place.

★ Native Youth Sexual Health Network

<http://www.nativeyouthsexualhealth.com/index.html>

The Native Youth Sexual Health Network (NYSHN) is an organization by and for Indigenous youth that works across issues of sexual and reproductive health, rights and justice throughout the United States and Canada.

★ The North American Aboriginal Two Spirit Information Pages

<http://people.ucalgary.ca/~ptrembla/aboriginal/two-spirited-american-indian-resources.htm>

A variety of information including general information and history, academic papers, movies & videos, the arts, Health and HIV/AIDS information, Internet resources, and books.

★ Two Spirit Circle of Edmonton Society

(780) 474-8092

The Two Spirit Circle of Edmonton Society aims to repatriate and enhance our traditional roles and responsibilities as two spirit people in Indigenous communities while creating supportive environments within all societies for contemporary two spirit peoples.

★ Two Spirited People of Manitoba Inc.

Winnipeg

www.twospiritmanitoba.ca

To improve the quality of life of Two Spirit (Aboriginal gay, lesbian, bisexual and transgender) people in Manitoba, which includes raising funds for and assisting in providing appropriate advocacy, education, health services, housing, employment training and cultural development.

★ 2-Spirited People of the 1st Nations

www.2spirits.com

2-Spirited People of the 1st Nations is a non-profit social services organization whose membership consists of Aboriginal gay, lesbian, bisexual, and transgender people in Toronto.

The 2-Spirits organization's programs and services includes HIV/AIDS education, outreach, prevention and support/counselling for 2-spirited people and others living and affected by HIV/AIDS.

Our vision is to create a space where Aboriginal 2-Spirited people can grow and come together as a community, fostering a positive image, honoring our past and building a future. Together we can work toward bridging the gap between 2-spirited lesbian, gay, bisexual, and transgendered communities, and our Aboriginal identity.

USA

★ Bay Area American Indian Two-Spirits

<http://www.baaits.org/>

Bay Area American Indians Two-Spirits (BAAITS) exists to restore and recover the role of Two-Spirit people within the American Indian/First Nations community by creating a forum for the spiritual, cultural and artistic expression of Two-Spirit people. BAAITS is a community-based volunteer organization offering culturally relevant activities for Gay, Lesbian, Bisexual, Transgender and Intersex Native Americans, their families and friends.

★ Dancing to Eagle Spirit Society

<http://www.dancingtoeaglespiritociety.org/about.php>

We are dedicated to the healing and empowerment of aboriginal and non-aboriginal two-spirit individuals their friends and their allies. The society seeks to honor the dignity of the individual, building personal and community self esteem by providing emotional support and spiritual needs using traditional Native American ways and culture.

★ Montana Two Spirit Society

<http://mttwospirit.org/about.html>

The Montana Two Spirit Society formed in 1996 through a joint effort by Pride Inc. (Montana's LGBT advocacy organization) and the Montana Gay Men's Task Force to conduct an annual two spirit gathering. Over the years, the gathering has grown from a handful of participants to nearly 100 attendees from not only Montana but surrounding states as well. Tribes from all over the west are represented at the gathering.

★ NativeOUT (USA)

<http://nativeout.com>

NativeOUT was originally founded in 2004 as a local social group named the Phoenix Two Spirit Society, by Corey Taber, Ambrose Nelson, and Victor Bain. Since that time, we've evolved into a national nonprofit volunteer education, multimedia, and news organization actively involved in the Two Spirit Movement. Although we are currently not incorporated, it's a goal we intend to achieve in the future.

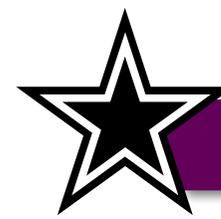
We utilize the internet, through our website, multimedia, and social networks, and in-person presentations to educate about the Indigenous LGBTQ/Two Spirit people of North America.

★ North East Two-Spirit Society (USA)

<http://ne2ss.org/>

NE2SS.org is devoted to providing information about and for lesbian, gay, bisexual, transgendered and two-spirit American Indians of New York City and the tri-state area (New York, New Jersey, and Connecticut). According to the 2000 US Census, more than any other city in the country New York City is the home to the largest urban Indian population.

NorthEast Two-Spirit Society (NE2SS) works to increase the visibility of the two-spirit community and to provide social, traditional and recreational opportunities that are culturally appropriate to the two-spirit community of NYC and the surrounding tri-state area. At the heart of the efforts by NE2SS is community development for all our peoples.



LGBTQ AND LGBTQ-FRIENDLY ORGANIZATIONS AND PROGRAMMES

★ Tribal Equity Toolkit (USA)

http://graduate.lclark.edu/programs/indigenous_ways_of_knowing/tribal_equity_toolkit/

Developed in the USA, the toolkit includes numerous resources, including a section on Education that features an Education Equality Ordinance. The developers of the resource state that “Colonization taught Tribal communities a great deal about homophobia and transphobia. As we work to consciously reclaim and return to our traditions we must also reexamine how the effects of colonization remain enshrined in Tribal Policy, Law and Structure. For Tribal Nations, LGBT Equality and Decolonization are inextricably linked, one cannot be truly be achieved without the other.’

★ Amnesty International Gay & Lesbian Human Rights Support Network

<http://www.algi.qc.ca/asso/amnistie.html>



French-language website of the Gay & Lesbian Human Rights Support Network of Amnesty International’s Canadian Section (French-speaking), based in Montréal. Includes information on obtaining French-language texts of LGBT-related AI publications, how to become a member, and information about the Network’s regular bulletin Le Dire! with news updates and action alerts.

★ Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS)

<http://www.caaws.ca>



Part of CAAWS’ mandate is to promote participation in sport by girls and women. Homophobia in sport is often an obstacle to participation, presenting barriers and challenges to individuals, both homosexual and heterosexual. In particular, many girls and women shy away from sport out of fear they will be perceived as lesbians. CAAWS has started this work to initiate discussion about addressing homophobia in sport. CAAWS views it as a first step in a longer-term strategy to reduce homophobia in Canadian sport and to make sport an inclusive and safe place for all participants.

★ Canadian Committee on the History of Sexuality (CCHS)

<http://www.cha-shc.ca/cchs>



The aim of the CCHS is to provide an organizational focus within the Canadian historical profession for all those who are

researching, writing, teaching, and otherwise interested in the historical study of sexuality. The Committee sponsors sessions at CHA annual meetings, compiles news by and about historians of sexuality, awards a prize for best article in the field, and organizes social events. The CCHS connects scholars from all parts of the country and promotes the study of sexuality as an integral aspect of the Canadian past. Our website includes resources for the study of sexuality, including bibliographies and course materials, as well as useful web links to research sites and organizations.

★ **Canadian HIV/AIDS Legal Network**

<http://www.aidslaw.ca>



The Canadian HIV/AIDS Legal Network promotes the human rights of people living with and vulnerable to HIV/AIDS, in Canada and internationally, through research, legal and policy analysis, education, and community mobilization. The Legal Network is Canada's leading advocacy organization working on the legal and human rights issues raised by HIV/AIDS.

★ **Canadian Lesbian and Gay Archives (CLGA)**

<http://www.clga.ca>



Our primary mandate is to collect and maintain information related to LGBTQ life in Canada—though we have lots from elsewhere as well. We gather material on people, organizations, issues and events. We arrange that material, record it, store it—and secure it for the future. It is also our mandate to make this information available to the public, for education and research. Over the years we have helped hundreds of people—students, artists, journalists, lawyers, filmmakers—working on various projects. We also welcome those who just want to browse. And now you can browse online. The What We've Got page of this site will lead you to our many different kinds of material. For each one you'll find further pages offering detailed descriptions and—as available—guides, directories, related documents, and ways to search contents.

★ **Canadian Professional Association for Transgender Health (CPATH)**

<http://www.cpath.ca>



: CPATH Charities

CPATH is the largest national professional organization for transgender health in the world. Our members are diverse, representing and identifying within the trans community—from medical students to social workers to psychologists. CPATH is a professional organization devoted to the health care of individuals with gender variant identities. As an interdisciplinary, professional organization, CPATH will further the understanding and health care of individuals with gender variant identities by professionals in medicine, psychology, law, social work, counselling, psychotherapy, family studies, sociology, anthropology, sexology, speech and voice therapy, and other related fields. Within this definition, we strive to include representation from community support groups and trans identifying persons on committees and the board and as members at large.

★ **Canadian Rainbow Health Coalition (CRHC)**

http://sexualhealthcentresaskatoon.ca/youth/p_crhc.php



CRHC/CSAC is a national organization whose objective is to address the various health and wellness issues that people who have sexual and emotional relationships with people of the same gender, or a gender identity that does not conform to the identity assigned to them at birth, encounter. Check out the Educational Resources and Specific Populations sections in particular. Resources are available in both English and French.

★ The Canadian Safe School Network (CSSN)

<http://www.canadiansafeschools.com>



The Canadian Safe School Network (CSSN) is a national, not-for-profit, registered charitable organization with a mandate to reduce youth violence and make our schools and communities safer.

★ Egale Canada/Egale Canada Human Rights Trust (ECHRT)

<http://www.egale.ca>



The Egale Canada Human Rights Trust (ECHRT) is Canada's national LGBT human rights charity; Egale Canada is the national LGBT human rights organization: advancing equality, diversity, education, and justice. Egale Canada is a registered not-for-profit organization that was founded in 1986 and incorporated as a federal not-for-profit organization in 1995. We have intervened before the Supreme Court of Canada in every LGBT rights case that has reached the Court, most notably the Marriage Reference, which legalized same-sex marriage throughout Canada. Egale maintains an active commitment to bringing an intersectional approach to our work, meaning that respect for each individual's full identity requires that the struggle for LGBT equality cannot be carried out in isolation from the struggle for equality of all disadvantaged communities.

In 2007, the ECHRT began the First National School Climate Survey in Canada—up to this point, no large-scale study on the extent and impacts of bullying based on sexual orientation and gender identity had ever been undertaken here. The lack of a solid Canadian evidence base has been a major impediment faced by educators and administrators who need

to understand the situation of LGBTQ students in order to respond appropriately and to assure their school communities that homophobic, biphobic, and transphobic discrimination and harassment are neither rare nor harmless, but are major problems that need to be addressed in Canadian schools today.

Through *Safer and Accepting Schools*, Egale is committed to supporting LGBTQ youth, youth perceived as LGBTQ, youth with LGBTQ parents, other family members, and friends as well as educators, librarians, guidance counsellors, education support workers, parents, and administrators and to helping make Canadian schools safer and more inclusive, respectful, and welcoming learning and working environments for all members of school communities. *Safer and Accepting Schools* features resources for facilitating change in Canadian learning environments: the national LGBTQ safer schools and inclusive education website, *MyGSA.ca*; Equity and Inclusive Education Resources; and an anti-heterosexism, anti-homophobia, anti-biphobia, anti-transphobia, and intersectionality workshop series.

★ Gay Canada

<http://www.gaycanada.com>



Founded in 1994, the Canadian Gay, Lesbian, & Bisexual Resource Directory is an organization dedicated to the collection, compilation, and distribution of information important or of relevance to the GLB communities across Canada.

★ **Kids Help Phone 1-800-668-6868**

<http://www.kidshelpphone.ca>



Kids Help Phone is Canada's only toll-free, national, and bilingual phone and web counselling, referral, and information service for children and youth. We provide immediate anonymous and confidential support, 24 hours a day, 365 days a year.

★ **MyGSA.ca**

<http://www.mygsa.ca>



MyGSA.ca is the national LGBTQ safer schools and inclusive education website. It is your link to community, safer spaces, and education and information about LGBTQ matters in Canada. Here, youth can find local Gay-Straight Alliances (GSAs), community organizations, and campus groups; discuss queer popular culture and ideas for GSA events; and organize with others around the country to make positive change in schools and communities! Educators can use MyGSA.ca to find LGBTQ classroom resources and school board policies; discuss inclusive curriculum and GSA activities; and collaborate with other teachers around the country to help make Canadian schools safer and more welcoming learning environments.

★ **Native Youth Sexual Health Network (NYSHN)**

<http://www.nativeyouthsexualhealth.com>



The Native Youth Sexual Health Network (NYSHN) is a North-America wide organization working on issues of healthy sexuality, cultural competency, youth empowerment, reproductive justice, and sex positivity by and for Native youth. The reclamation and revitalization of traditional knowledge about people's fundamental human rights over their bodies and spaces, intersected with present-day realities is fundamental to our work. We work within the full spectrum of reproductive and sexual health for Indigenous peoples.

★ **PFLAG Canada**

<http://www.pflagcanada.ca>



PFLAG Canada is a registered charitable organization that provides support, education, and resources to anyone with questions or concerns about sexual orientation or gender identity. PFLAG Canada has chapters or contacts in more than 70 communities across Canada. If you are gay, lesbian, bisexual, transgender, transsexual, two-spirit, intersex, queer, or questioning, or if you care about someone who is, our compassionate volunteers are ready to help.

★ **Report Homophobic Violence, Period (RHVP) (Toronto)**

<http://www.rhvp.ca>



Report Homophobic Violence, Period is a public awareness campaign aimed at young people, aged 13 to 25, to address reasons for homophobic attitudes and spur others to report harassment and violence to adults and police.

★ **TransParent Canada**

<http://www.transparentcanada.ca>



TransParent Canada, an associate organization of PFLAG Canada, offers support to families and friends of trans-identified individuals. You—parent, sibling, co-worker, health-care provider, member of the clergy, or anyone else—may know and wish to support a child, youth or adult on this journey to authenticity. Or you may have questions. TransParent Canada embraces human diversity and is a forum of empowerment and celebration.





ADDITIONAL CITATIONS



“Intersectionality: The Double Bind of Race and Gender,” an interview with Kimberle Crenshaw by *Perspectives* editorial board member Sheila Thomas, *Perspectives*, Spring, 2004. Copyright 2004 by the American Bar Association. Reprinted with permission. This information or any portion thereof may not be copied or disseminated in any form or by any means or stored in an electronic database or retrieval system without the express written consent of the American Bar Association.

Queer Spawn in Schools. A presentation by Rosa Brooks, Rachel Epstein, Becky Idems, and Adinne Schwartz based on a research project conducted in 2005 by the LGBTQ Parenting Network, with funding from the Wellesley Central Health Corporation, and an article entitled “Reading, Writing, and Resilience: Queer Spawn Speak Out about School” by Epstein, Idems, and Schwartz in *Who’s Your Daddy? and Other Writings on Queer Parenting*. R. Epstein, ed. Sumach Press, 2009.

Rochlin, M. “The Language of Sex: The Heterosexual Questionnaire.” *Changing Men* (Spring, 1982). Waterloo, Ontario: University of Waterloo.

Taylor, C. & Peter, T., with McMinn, T.L., Elliott, T., Beldom, S., Ferry, A., Gross, Z., Paquin, S., & 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., Schachter, K., Paquin, S., Beldom, S., Gross, Z., & McMinn, T.L. (2009). *Youth Speak Up about Homophobia and Transphobia: The First National Climate Survey on Homophobia in Canadian Schools*. Phase One Report. Toronto, ON: Egale Canada Human Rights Trust.

Toronto District School Board (TDSB). *Equity Foundation Statement and Commitments to Equity Policy Implementation*. 2000. Reproduced with permission, 2009.

Y-GAP. The Y-GAP project is committed to understanding and improving the lives of trans youth living in Toronto and across Ontario. Y-GAP researchers interviewed twenty-one youth about their challenges and triumphs. The research highlighted how particular experiences are integral in shaping, for better or for worse, the emotional and physical health and safety of trans youth. These factors included the level of family support, their ability to access responsive health care, and their success in being able to find safe school environments. “Trans Youth at School” is part of the Y-GAP Community Bulletin Series.

**New Brunswick LGBTQ Inclusive
Education Resource is part of
Egale's Safer and Accepting
Schools.**

