Through school planning and collaborative practices, principals implement divisional and school policies and develop procedures to provide learning environments that are respectful and safe for all students. With parents/guardians as partners, educators do their best to ensure all children and youth feel safe, confident, and capable as they interact with others and develop as learners. In a safe and inclusive school, the whole school community develops awareness, knowledge, and skills that support well-being, positive relationships, and solution-focused problem solving.

Meeting the needs of trans and gender diverse students involves proactive planning and developing awareness of the specific needs to prevent and respond to transphobia and discrimination. Proactive planning enables schools to respond with understanding and information to concerns raised by cisgender members of the school community, including students, parents/guardians, educators, and community members. A whole-school approach to planning a safe, inclusive, respectful learning environment includes developing and communicating solution-focused processes to restore a sense of belonging and safety when responding to issues that arise.

A healthy, respectful, and safe school for trans and gender diverse children and youth extends beyond awareness and equal access to school programming, services, and facilities according to the students' gender identity rather than their assigned sex at birth. It involves attending to the basic human need of belonging and acceptance for all students within the school community, whether cisgender or transgender.

For more information on applying a whole-school approach to a planning process, see:

- Manitoba Education, Citizenship and Youth. *A Whole-School Approach to Safety and Belonging: Preventing Violence and Bullying.* Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005. Available online at www.edu.gov.mb.ca/k12/docs/support/guidance/whole_school_approach.html.

## Planning for Student Diversity and Inclusion of Trans and Gender Diverse Children and Youth in School Settings

"Schools should work to foster environments that challenge binary representations and, in turn, embrace the fluidity of sex, sexuality, and gender" (Wells, Roberts, and Allan 33).

An effective whole-school approach to inclusion will contribute to creating and sustaining a positive school climate for the diversity of students and people in the school community, including trans and gender diverse students, staff, parents/guardians, and community members.

The following diagram provides a summary of a whole-school approach to supporting trans and gender diverse students, through a comprehensive school health perspective, with actions and initiatives addressing five areas:

- School Policies, Practices, and Organization
- Curriculum, Teaching, and Learning
- Community Partnerships and Services
- Social and Physical Environments
- Partnerships with Parents/Guardians

A Whole-School Approach to Supporting Trans and Gender Diverse (T/GD) Students

School Policies, Practices, and Organization

Curriculum, Teaching, and Learning

Community Partnerships and Services

Social and Physical Environments

Partnerships with Parents/Guardians
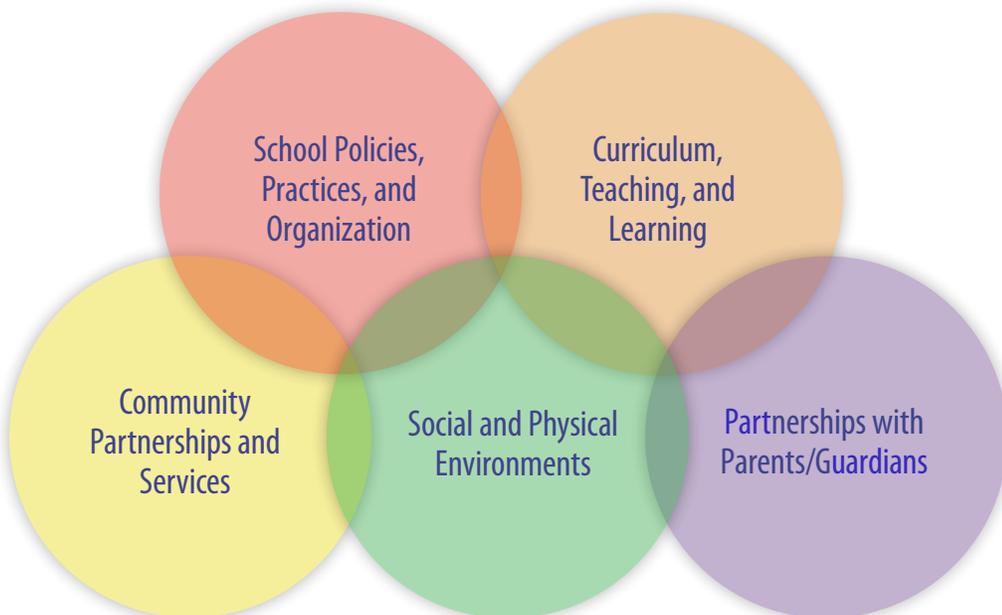
School Policies, Practices, and Organization

- Implement a whole-school approach.
- Support T/GD students by developing and implementing human diversity policies.
- Build capacity by developing staff awareness, skills, and knowledge related to T/GD students.
- Protect privacy.
- Maintain records consistent with gender identity.
- Support accommodation requests and gender transition plans.

Curriculum, Teaching, and Learning

- Integrate T/GD topics, themes, and content (including learning resources).
- Affirm T/GD identities and expressions.
- Provide opportunities for the expression of gender identity and related experiences.
- Challenge T/GD stereotypes, prejudice, and discrimination.
- Implement tiered planning for identified T/GD students.
- Implement integrated digital citizenship.
- Limit sex-segregated learning activities.
- Apply strength-based approaches.

Community Partnerships and Services

- Collaborate with service providers and identify key contacts.
- Facilitate appropriate and individually managed referrals and support, including links to other services.
- Plan and implement tiered supports based on student needs.
- Participate in projects with T/GD support groups, experts, and networks.

Social and Physical Environments

- Develop inclusive and welcoming environments where diversity is valued.
- Model respect for and use of preferred names and pronouns.
- Provide opportunities for T/GD-inclusive gay-straight alliances (GSAs) and other student groups.
- Limit sex-segregated programs and activities.
- Communicate T/GD-friendly messaging and resources.
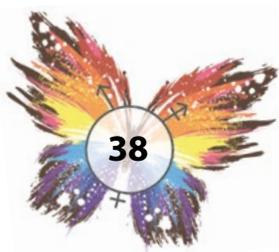
Partnerships with Parents/Guardians

- Provide T/GD resources/awareness sessions for parents/guardians.
- Welcome and engage families and communities.
- Work to understand the perspectives of parents/guardians.
- Involve parents/guardians in planning for T/GD inclusion (e.g., parent council).

Notes