

MyGSA.ca

Safe and Caring Schools – A Resource for Equity and Inclusion in Manitoba Schools

A MESSAGE FROM
HONOURABLE JAMES ALLUM
MINISTER OF EDUCATION AND ADVANCED LEARNING



James Allum, Minister of Education and Advanced Learning

Manitoba Education and Advanced Learning and our school partners throughout Manitoba have worked diligently to make all our schools safer and more inclusive for all students. This new publication, *Safe and Caring Schools: A Resource for Equity and Inclusion in Manitoba Schools*, will serve to enhance the work of our school leaders, administrators, teachers, students, and parents in making our schools safe, respectful, and equitable for all.

We believe that Manitobans want our communities and schools to be welcoming of diversity and places where we can all feel safe, regardless of our origins or who we are. Bullying and other forms of harassment and social exclusion have no place in our communities or schools.



Nancy Allan, Legislative Assistant for Safe Schools

Schools should be places where all our children feel welcomed and safe. Unfortunately, for some students this is often not the reality. No student deserves to be excluded, bullied or harassed because of their gender identity, sexual orientation or any other aspect of who they are. Through social media, school bullying has the potential to extend beyond the school day and site into our homes and our communities. For some children, bullying and social exclusion is experienced 24 hours a day, 7 days a week.

In 2004, Manitoba took significant steps towards ensuring that all our schools are safer and caring places to learn with the passage of the *Safe Schools Charter*. The Charter requires all schools to have appropriate and current safety policies that include a code of conduct and an emergency response plan.

However, we recognize that school safety and inclusion requires constant attention and we need to respond to new understandings and forms of bullying. Recent amendments to *The Public Schools Act* build on our past efforts to improve our schools by making them safer and more accepting places for our children. The amendments were designed to address bullying, especially cyber-bullying, promote respect for human diversity, and accommodate the creation of Gay-Straight Alliances in schools.

While this resource provides valuable information and strategies that will help schools become safer and more inclusive from the perspective of diversity of sexual orientation and gender identity, it is ultimately a resource that will help all students feel safer and included.

The information included in this resource builds and extends on the work that Egale Canada Human Rights Trust has undertaken in recent years throughout Canada. We are pleased to have had the opportunity to partner with Egale, Safe Schools Manitoba, and other partners in developing and offering this resource to schools in Manitoba.

We trust that school leaders, administrators, educators, students, and parents will use the information provided in this resource to guide their work and inspire action. Together, we know we can make all of our schools even better places to learn and more caring environments that will allow all children to flourish and grow.

MESSAGE FROM EGALE

THANKS FOR READING THIS SAFE AND CARING SCHOOLS - A RESOURCE FOR EQUITY AND INCLUSION IN MANITOBA SCHOOLS



Through our Safe Schools Campaign, 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.

The Safe Schools Campaign features resources for facilitating change in Canadian learning environments. In addition to this Equity and Inclusive Education Resource Kit, we have also launched the national LGBTQ safer schools and inclusive education website, *MyGSA.ca*. Additionally, Egale has an anti-

heterosexism, anti-homophobia, anti-biphobia, anti-transphobia, and intersectionality workshop series. If you have questions about any of these initiatives, or if you would like to get involved or to book a workshop for your school or school board, please contact us at mygsa@egale.ca or 1.888.204.7777 (toll-free).

In addition to the brief overview of significant terms and concepts you'll find in this introduction, there is a much lengthier section devoted to definitions further on as well as a section on role models and symbols. All of this information should be helpful when planning events, assemblies, and projects in conjunction with the significant dates on the Queer Calendar. The Gay-Straight Alliance (GSA) Guide provides strategies for starting and maintaining student groups interested in addressing LGBTQ matters.



Throughout this document, the acronym LGBTQ references all people with diverse sexual orientations and/or gender identities, including those who identify as lesbian, gay, bisexual, trans, two spirit, queer or questioning. In addition, the acronym LGBTQ will commonly be used except when an alternative acronym appears in a direct quote or an excerpt from another resource.



Egale Canada Human Rights Trust is Canada's only national charity promoting lesbian, gay, bisexual and trans (LGBTQ) human rights through education, research and community engagement.

Welcome to the Manitoba GSA Kit. In 2013, Amendments to The Public Schools Act concerning Safe and Inclusive Schools included the requirement that schools develop a respect for human diversity policy that must (among other things) “accommodate pupils who want to establish and lead activities and organizations that promote (a-iv) the awareness and understanding of, and respect for, people of all sexual orientations and gender identities, and (b) use the name Gay-Straight Alliance or any name consistent with the promotion of a positive school environment that is inclusive and accepting of all students.”

See <http://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php>

This kit, created in collaboration with Manitoba Education and Advanced Learning is a resource to help you – students, staff and parents– understand more about, be able to talk about, and be able to create GSAs in your schools.

It is filled with lots of useful information that will help you:

- Understand more about why a GSA is helpful to raise awareness and increase safety for all students, not just LGBTQ students;
- Understand the acronym LGBTQ and what all the letters mean
- Understand what a GSA is and what types of things you may want to do as a club;
- Get some answers to questions that may come up, all with Manitoba legislation in mind;
- Learn terms and concepts;
- Discover LGBTQ role models; and
- Access resources

There is also a section each specifically for teachers, guidance counsellors, administrators, and parents to assist you in understanding your role, and the importance of GSAs in helping to create a positive school climate.

ACKNOWLEDGEMENTS:

SAFE AND CARING SCHOOLS – A RESOURCE FOR EQUITY AND INCLUSION IN MANITOBA SCHOOLS

We would like to acknowledge the help of the following individuals in the creation of this resource:

MANITOBA PARTNER ORGANIZATIONS AND EXPERTS

Todd Clarke, Executive Director Crime Prevention Branch, Children and Youth Opportunities

Laura Crookshanks

Shannon Eisbrenner, Volunteer & Programming Coordinator, Rainbow Resources Centre

Anat Ekhoiz, Teacher, Judaic Studies, Gray Academy

Dr. Mary Hall, Executive Director, Safe Schools Manitoba

Patricia Knipe, Communications Director Manitoba Human Rights Commission

Naomi Kruse, Executive Director, Manitoba Association of Parent Councils

Manitoba Safe Schools Advisory Committee

Albert Macleod, Co-Director, Two-Spirited People of Manitoba Inc.

Terry Price, Staff Officer, Professional Issues, Manitoba Teachers' Society

Sandra Severi, School Counsellor, Kelvin High School

Chad Smith, Former Executive Director, Rainbow Resource Centre

Shelley Smith, Consultant, Human Sexuality, Manitoba Healthy Living and Seniors

Jared Star, Youth Programming Coordinator / YEAH Program Coordinator, Rainbow Resource Centre

Dr. Catherine Taylor, Professor, Faculty of Education and Department of Rhetoric and Communications, University of Winnipeg

Bradley Tyler-West, LGBT* Program Facilitator, Sexuality Education Resource Centre, Manitoba

MANITOBA EDUCATION AND ADVANCED LEARNING

Allan Hawkins, Manager, Clinical Counselling, Program and Student Services Branch

Anne-Marie Lapointe-Lafond, Consultant, Student Services-Français, Program and Student Services Branch

Myra Laramée, Aboriginal Awareness Consultant, Aboriginal Education Directorate

Joanne Muller, Analyst, Education Administration Services Branch

Paul Paquin, Consultant, Physical Education and Health, Bureau de l'éducation française Division

Helen Robinson-Settee, Director, Aboriginal Education Directorate

Tony Tavares, Diversity and International Languages Consultant, Instruction, Curriculum and Assessment Branch

We also acknowledge the following people who were helpful in the creation of the original Equity and Inclusive Education Resource Kit for Ontario High Schools, on which this kit is based:

Suhail AbualSameed, Newcomer Community Engagement Coordinator, Sherbourne Health Centre

Advocates for Youth

Ahmed Ahmed, ReachOUT, Griffin Centre

Alberta Teachers' Association (ATA)

Emma Beltrán, Former Coordinator, Teens Educating and Confronting Homophobia (T.E.A.C.H.) Programme

Nicola Brown, Researcher, Central Toronto Youth Services (CTYS)

Marilyn Byers, President, PFLAG Canada—York Region

Canadian Teachers' Federation (CTF)

Aaron Chan, Teacher

Zahra Dhanani, Legal Director, Metropolitan Action Committee on Violence against Women and Children (METRAC)

Susan Diane, PhD Candidate, Ontario Institute for Studies in Education (OISE), University of Toronto

Elementary Teachers' Federation of Ontario (ETFO)

Rachel Epstein, LGBT Parenting Network, Sherbourne Health Centre

Michael Erickson, Teacher

Indigo Esmonde, Assistant Professor in Mathematics Education, Department of Curriculum, Teaching, and Learning, Ontario Institute for Studies in Education (OISE), University of Toronto

Jennifer Fodden, Former Executive Director, Lesbian Gay Bi Trans Youth Line

Ann Gagne, PhD Candidate, University of Western Ontario

Gay, Lesbian, and Straight Education Network (GLSEN)

Ernie Gibbs, Mental Health Counsellor for GLBTTQ Youth, Centretown Community Health Centre

Loralee Gillis, Research & Policy Coordinator, Rainbow Health Ontario

GLBT History Month

GLSEN/Colorado

Tara Goldstein, Associate Chair of Research and Development and Associate Professor, Department of Curriculum, Teaching, and Learning, Ontario Institute for Studies in Education (OISE), University of Toronto

Greater Victoria School District (GVSD)

Rebecca Hammond

Daniel Hunter, Training for Change

Angela Kalligeris, Student

El-Farouk Khaki, Immigration Lawyer

Paul Lomic, Ridout & Maybee LLP

Tim McCaskell, Writer, Educator, and Activist

Lance McCready, Assistant Professor of Urban Education, Ontario Institute for Studies in Education (OISE), University of Toronto

LeeAndra Miller, Coordinator of Counselling Services, Central Toronto Youth Services (CTYS)

Michelle Miller, PhD Candidate, York University

Kate Moore, Former Executive Director, Ten Oaks Project

Jordan Muszynski, Drop-In Coordinator, Supporting Our Youth (SOY)

Clare Nobbs, Program Coordinator, Supporting Our Youth (SOY)

Ontario English Catholic Teachers Association (OECTA)

Ontario Human Rights Commission (OHRC)

Ontario Secondary School Teachers' Federation (OSSTF)

Ontario's Ministry of Education

Anna Penner, Coordinator, Teens Educating and Confronting Homophobia (T.E.A.C.H.) Programme

Marnie Potter, Around the Rainbow

Rainbow Resource Centre

Martin Rochlin

Vanessa Russell, Teacher and Curriculum Leader, Oasis Alternative Secondary School

Zack Russell, Executive Assistant, Central Toronto Youth Services (CTYS)

Safe Schools Coalition

Schools OUT

Steven Solomon, School Social Worker, Human Sexuality Program, Triangle Program

Chy Ryan Spain, Youth Program Coordinator, Buddies in Bad Times Theatre

David Stocker, Educator, Activist, and Author

Stonewall

Toronto District School Board (TDSB)

Stephanie Vail, Program Director, Rainbow Youth Niagara

Vancouver School Board (VSB)

Chris Veldhoven, LGBT Parenting Network, 519 Church Street Community Centre

Helen Victoros, Teacher

Gerald Walton, Assistant Professor, Faculty of Education, Lakehead University

Andy Wang, Teacher

Jocelyn Wickett, Teacher

Joey Wright, Student

Jessica Yee, Director, Native Youth Sexual Health Network

We'd also like to thank Egale's Education Committee, Legal Issues Committee, Board and Staff Members, interns, volunteers, and donors for their ongoing commitment to the Safe Schools Campaign.

If we have mistakenly made any errors or omissions with regard to you or your organization and the valuable work you do, please let us know so that we can ensure all of our electronic records are accurate. Thank you!

Out of respect for people's privacy, not everyone who has contributed to this project is mentioned here—our heartfelt gratitude to all of you!

CONTENTS



Introduction

- Getting Started 4
- What Does LGBTQ Mean? 5
- Aboriginal Perspectives on Diversity of Sexuality and Gender Identity 8
- What is Intersectionality? 13
- What is a GSA? 15
- LGBTQ Awards, Scholarships, Bursaries 16



GSA Guide

- Assess Your School’s Environment 5
- Follow All School and School Board Policies and Guidelines 32
- Find a School Staff Advisor /Sponsor 33
- Speak to Your School Administration 33
- Inform Guidance Counsellors, Social Workers, Librarians, and Other Resource People 34
- Find a Meeting Place 34
- Establish a Plan and Guidelines 35
- Advertise Your Group 44
- Provide Incentives 47
- Activities 48



Questions & Answers about LGBTQ Human Rights Legislation and Policy in Manitoba

- Q1. 4
Everyone at my school says “that’s so gay” or “you’re so gay” when they mean they don’t like something. When I asked my teacher why he never intervenes, he said it wasn’t hurting anybody and that I should lighten up. What can I do?
- Q2. 9
I’m trans and I get called names like “he-she” and “tranny.” Students in my class even have a song going. I asked my teacher to intervene, but she said they’re not saying anything offensive unless they use racist or homophobic terms like “paki” or “faggot.” Is this right?
- Q3. 13
My dad gave birth to me before he transitioned from female-to-male (FTM). My teacher insists on calling him my mother, and talks about me as having lesbian parents, which I don’t—I have a mom and a dad. What can I do?

- Q4. 16
There is graffiti all over the boys' washrooms. Most of it is stuff like "Akim f**ks arse" and "John is a faggot." Shouldn't the school be removing all of this?
- Q5. 20
I come from a First Nation community that is not accepting of diversity of sexuality, which made it very hard to come out as a gay person at school. If First Nations and Inuit people were so inclusive of LGBTQ people before Europeans arrived on Turtle Island, why are some Aboriginal communities today so homophobic and intolerant of diversity?
- Q6. 21
I have two moms. My non-biological mom has adopted me. My teacher knows they are both legally responsible for me, but he still keeps asking me which one is my "real" mom. Is this appropriate?
- Q7. 25
When somebody in my class asked about my sexual orientation, I referred to myself as "queer" and I got punished by my teacher. Surely that's wrong?
- Q8. 28
When I was walking by the principal's office the other day, I heard a parent of one of the other students saying something about not finding it appropriate to have a "dating club" at our school and that certain movies should not be shown in classrooms. I didn't hear the principal's response. What should she have said?



Role Models & Symbols

- Advocacy 4
Arthur Blankstein, Karen Busby, El-Farouk Khaki, Richard North, Jared Kevin Star, Chris Vogel
- Arts & Entertainment 12
Trey Anthony, Billy Merasty, Rick Mercer, Tegan and Sara Quin, Lucas Silveira, Michel Tremblay, Dany Turcotte
- Business 24
Barbara Bruce, Jan Lederman, Dr. James Makokis
- Education 29
Kristine Barr, Manny Calisto, Albert McLeod, Paul Sherwood, Catherine Taylor,

Politics Georgina Beyer, Jennifer Howard, Glen R. Murray, Jim Rondeau	38
Religion Rev. Dr. Brent Hawkes, C.M.	44
Sports Angela James, Mark Tewksbury, Sarah Vaillancourt	45



Information and Resources for Educators

· Did You Know...?	5
· What Can You Do to Make Manitoba's Schools Safer and More Inclusive Spaces?	11
· An Educator's Guide to Surviving Anti-LGBTQ Harassment	50
· Suggested Learning Activities for Classes and Schools	54
· How to Handle Harassment in the Hallway in 3 Minutes or Less!	56
· 10 Faith-Based Reasons to Support LGBTQ-Inclusive Education	57
· Human Rights	59
· Lessons	68
· Manitoba Teachers' Society Equity Policy	78



Resources for Guidance Counsellors

· LGBT Youth Suicide Prevention Guide	5
· Some Possible Warning Signs of Suicidal Ideation	8
· Suicide and Two-Spirit People	13
· Violence and Sexual Orientation	15
· Debunking Myths	18
· Issues Faced by GLBTTQ ¹ Families	23
· LGBTQ Youth Programs	26
· Policies	43
· Taking Action To Create Trans-Positive Schools	47
· Recommendations for Professionals Working with LGBTQ Youth	48
· Summary of Suggestions from Kids of LGBTQ Parents about What Helps at School	50

¹ The GLBTTQ acronym is used here as it appears in Around the Rainbow's Toolkit for Educators and Service Providers which has been reproduced with permission from Family Services à la Famille Ottawa.



Information for Administrators & Executive Summary of Egale’s Final Report on the First National School Climate Survey: *Every Class in Every School*

· Making Manitoba’s Schools Safer and More Inclusive Spaces	4
· Did You Know... ?	22
· From Questions & Answers About LGBTQ Human Rights Legislation and Policy in Manitoba	25
· Responses to Egale Canada’s First National School Climate Survey	30
· Safe Schools Quiz	32
· Executive Summary of <i>Every Class in Every School: Final Report on the First National Climate Survey on Homophobia, Biphobia and Transphobia in Canadian Schools</i>	35



Information and Resources for Parents and Guardians

· Introduction	4
· Safe and Caring Schools Initiatives	6
· LGBTQ Youth and Bullying	8
· Suicidal and LGBTQ Youth	14
· Facts and Myths about Anti-Homophobia, Anti-Biphobia and Anti-Transphobia Education	17
· Talking to Children and Youth about Homophobia, Biphobia and Transphobia	22
· Supporting a Child Who Would Like to Start a GSA or Another Student-Led Safe Space Group	25
· Supporting a Child Who is ‘Coming Out’	29
· Being an Ally: How to be an Allied Parent/Guardian at your Child’s School	32
· Parents/Guardians as Partners: Collaborating with Educators and School Leaders	37



Terms & Concepts



LGBTQ and LGBTQ-Friendly Organizations, Programmes, and Resources: Provincial & National

· LGBTQ Manitoba	6
· Two-spirit Resources	18
· LGBTQ National	23



RESOURCES

FOUND IN THE CORRESPONDING COLOUR-CODED SECTION OF THIS KIT!

GSA Guide

	School Climate Questions	8
	10 Faith-Based Reasons to Support LGBTQ Inclusive Education	14
	Answering Adults' Concerns	16
	Becoming an Ally	18
	Selections from a Proposal for the Establishment of a Gay-Straight Alliance (GSA)	24
	How to Run a GSA Meeting—Meeting Formats and Ideas	36
	Sample Safe Space Protocol	41
	Icebreakers	42
	Suggested Movies	50
	Sample School Division Policies	56
	Heterosexual Questionnaire	87
	Unpacking the Invisible Knapsack II—Sexual Orientation and Gender Identity	89
	13 Recommended LGBTQ Books for Young Adults	94
	A Sociometry of Oppressions	102

Information and Resources for Educators

	Rainbow Classroom	24
	Similarities and Differences: Racism, Sexism, and Homophobia	46
	Power Triangle Activity & Circles of Ourselves	48



