THOMPSON RIVERS UNIVERSITY

Creating Welcoming, Caring, Respectful, Safe and Inclusive Learning Environments For

Transgender Students: An Analysis of District Policy in Alberta Schools

by

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ABSTRACT: *Creating Welcoming, Caring, Respectful, Safe and Inclusive Learning Environments For Transgender Students: An Analysis of District Policy in Alberta Schools* (Rachel Taylor-Fergusson)

This paper explores the legal and moral responsibility of schools in creating inclusive learning environments that recognize, respect and support transgender students. The responsibility for creating an inclusive environment is the responsibility of the educational system, rather than the responsibility of individual transgender students seeking accommodation within that system. Research shows that transgender students experience a disproportionate level of harm within the school context resulting from being denied their gender identity and expression, including inaccessible bathroom and changeroom access, and failure to be addressed with affirming names and pronouns. These harms have negative health and mental health outcomes for transgender students, but they can be mitigated through environmental changes, including inclusive policies and best practice documents. GLSEN's research (2021) showed that only 12.5% of schools had official policies or guidelines to specifically support transgender students. A comparative analysis of school policies and best practice documents across the province of Alberta shows 31% of districts in Alberta have specific policies to support transgender students, including 43% of public school districts in Alberta and 0.06% of separate school districts in Alberta, revealing inconsistencies in approaches to transgender students' rights. The paper concludes by offering recommendations for future policy development, emphasizing the need for unified and forward-thinking strategies to ensure the well-being and dignity of all students within Alberta schools.

Keywords: Inclusive, Transgender Students, Gender Identity, Gender Expression, School Policies, Harm

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Chapter 1: Introduction

"An action with the property of harm brings badness to an individual, whereas an action that benefits them brings them goodness" (Taylor-Fergusson, 2022, p.1).

My inquiry into mitigating harm experienced by transgender kids in the school system is rooted in the context of my own professional and personal experiences. Professionally, I have taught within the Gender and Sexuality Studies departments in two post-secondary institutions, as well as investigated the concept of harm as the topic of my master's thesis in moral philosophy. Personally, I am the parent of a transgender eleven-year-old girl, and continue to advocate on her behalf for inclusion and gender affirmation.

Professional Background:

My first undergraduate degree was in Philosophy, where I truly began to understand the value of questioning all assumptions. Critical thinking requires the universality of truths to apply to all people at all times. Simultaneously, I earned my second undergraduate degree, while studing diversity and equity within the Women's Studies department. I learned alternative viewpoints that were not represented in the history I had learned. Unable to reconcile the two, I saw the ivory tower of Western knowledge being generalized to everyone, but leaving many experiences behind. This cognitive dissonance, along with the meager employment landscape of academic philosophers, led me to pursue a Bachelor of Education rather than a Masters and PhD in Philosophy. I could still learn and teach, but with a wider net of job prospects.

The majority of my career was spent working at Bow Valley College in Access and Inclusion, as a Learning Coach, where I worked with students who have a diagnosed disability on time management, organization and study strategies. By 2016, the day-to-day monotony, the golden handcuffs of my boring stable job, and the bad luck of graduating amidst an economic collapse weighed heavily on me. I made the decision to pursue my Master of Arts in Philosophy,

where I was captivated by the philosophical concept of harm. In my thesis I argued for an account of harm that differentiated between a harmful characteristic and characteristic in a harmful environment.

As I complete the Master of Education at Thompson Rivers University, I bring several professional elements to my capstone project, including: a framework of understanding privilege, discrimination and equity; a deep understanding of the philosophical concept of harm; and professional experience implementing academic accommodations under duty to accommodate legislation.

Personal Background:

My personal life provided me with the lived experience of parenting a transgender girl. While I was advancing my formal education, I was also navigating changes in my own family. I would not have anticipated how much there was to learn (and unlearn) in order to be a trans ally, but I have approached the task with humility and an open mind. I gained firsthand experience searching for policies – including school bathrooms, public swimming pools, camp groupings and healthcare providers – along with advocating for inclusion. I've shared her lived experience of exploring her gender expression. Slowly and surely, we have made our way through a variety of issues that arise from having a diverse gender identity, including pronoun changes from he/him to they/them to she/her, seeking positive trans representation in literature, transphobia in the family, joining inclusive swim nights put on by the local not-for-profit, finding trans-affirming counselling, and of course, navigating policies and procedures just to exist in the community.

Argument:

In this paper, I claim that schools have a legal and moral responsibility to create inclusive learning environments that recognize, respect and support gender diversity. This paper examines the topic of transgender student inclusion beyond the framework of accommodating for difference, to examine limitations of full inclusion within the theoretical frameworks of heteronormativity and cisnormativity. I identify how the responsibility for creating an inclusive environment is the responsibility of the educational system, rather than the responsibility of individual transgender students seeking accommodation within that system. There must be an active embrace of diversity, moving beyond tolerance toward true inclusivity.

In Chapter 2 I show that transgender students experience a disproportionate level of harm within the school context. The National School Climate Survey (NSCS) found that "transgender and nonbinary students experience especially unsafe and hostile school climates" (GLSEN, 2021, p. 1). These harms, resulting from denying gender identity and expression, are demonstrated through negative school environments, including inaccessible bathroom and changeroom access (GLSEN, 2021; Price-Feeney et al., 2020; Kosciw, et. al., 2020), and failure to be addressed with affirming names and pronouns (GLSEN, 2021). These harms, which have negative health and mental health outcomes for transgender students (Pollitt et. al., 2021), can be mitigated through environmental changes, including inclusive policies and best practice documents (GLSEN, 2021).

In Chapter 2 I also outline the legal rights of transgender students and how difference can be accommodated. Within the legal framework, gender identity and expression are protected legal rights under The Alberta Human Rights Act (2000), The Canadian Human Rights Act (Government of Canada, 2024) and The Canadian Charter of Rights and Freedoms (Government

of Canada, 2022). Schools have a Duty to Accommodate (Alberta Human Rights Commission, 2024c) individuals with diverse gender identity, which is one of several protected grounds (Alberta Human Rights Commission, 2024a). Although there is a legal framework, I argue that the responsibility for creating an inclusive environment is with the educational system not on individuals seeking accommodation within that system. Schools have a responsibility to create inclusive environments for transgender students.

In Chapter 3 I provide a comparative analysis of school policies and best practice documents across the province. Alberta is made up of a combination of public schools, separate schools (Catholic schools), charter schools and independent schools (private schools). I focus on public school and separate school jurisdictions for a comparative analysis of school policies. My findings show that 43% of public school districts in Alberta and 0.06% of separate school districts in Alberta have specific policies to support transgender students. A comparative analysis of inclusion policy quickly reveals inconsistencies in approaches to transgender students' rights.

In Chapter 4 I conclude the paper by offering recommendations for future policy development, emphasizing the need for unified and forward-thinking strategies to ensure the well-being and dignity of all students within Alberta schools. The implications resulting from the paper include: (1) further research into the other school authority types in Alberta, (2) a deeper analysis of the inclusion policies for transgender students, and (3) separate school board analysis and recommendations. Although the research showed 31% (16 out of 52) of districts in Alberta have specific policies to support transgender students, significantly more than GLSEN's research (2021) which showed that only 12.5% of schools had official policies or guidelines to specifically support these students, further policies will need to continue to be developed to mitigate the harm to transgender students in unwelcoming school environments.

Chapter 2: Literature Review

Discrimination Against Transgender Students in Schools

Transgender students experience a disproportionate level of harm within the school context. Discrimination against transgender students stems from a misunderstanding of the difference between sex and gender, which impacts their access to bathrooms and changerooms. Additionally, transgender students often face adversity when revealing their chosen name and gender-affirming pronouns. "Schools often enforced adherence to traditional gender norms, including being: prevented from using bathrooms aligned with their gender identity, prevented from using their chosen name or pronouns, and prevented from wearing clothes considered 'inappropriate' based on gender" (Kosciw, et. al., 2020, p. 39). Transgender students experience school as a hostile environment, and often experience negative health and mental health outcomes.

Sex and Gender

The terms 'sex' and 'gender' are "are often used interchangeably" (Government of Canada, 2023, para. 1), although they have different definitions. Clearly understanding the difference in meaning between sex and gender is the framework for understanding the definition of the term 'transgender'.

Sex. This refers to the biological characteristics found in humans and animals, and "is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy" (Government of Canada, 2023, para. 2). The National Institute of Health (n.d., para. 2) defines sex as "a multidimensional biological construct based on anatomy, physiology, genetics, and hormones". The term 'biological' is used as a descriptor, and when combined with the term 'sex', 'biological

sex' is used to describe a set of biological attributes typically categorized as male or female. Additionally, sex is also assumed to represent a binary, where there are only two typical sex classifications, M and F, and anything outside of these presentations is atypical, unusual or odd. Variation can occur between the biological categories of female or male, which are "known as intersex conditions" (The National Institute of Health, n.d., para. 2). However, "[a]s many as 1.7% of people are born with an intersex trait" (GLADD, 2024, para. 3).

Planned Parenthood (2024, para. 3), an openly LGBTQIA+ affirming health and education organization, describes the term 'sex' as a label that an individual is "assigned by a doctor at birth based on the genitals [they are] born with and the chromosomes [they] have". Many people use the term 'sex assigned at birth' in place of 'biological sex', as "assignment of a biological sex may or may not align with what's going on with a person's body, how they feel, or how they identify" (para. 3). The strict authority of doctors to assign sex at birth is challenged by LGBTQIA+ affirming health and education organizations, leading to organizations like Gay and Lesbian Alliance Against Defamation, GLADD, (2024, para.3) using the term 'sex at birth'. "Infants are assigned a sex at birth, 'male' or 'female,' based on the appearance of their external anatomy, and an M or an F is written on the birth certificate. However, the development of the human body is a complex process, and sex is not solely determined by anatomy, nor is it strictly binary".

Gender. This refers to the social roles and identities exhibited by humans. The Government of Canada (2023, para. 3) describes 'gender' as "the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people". While it is often the case that males are socialized to become men and females are socialized to become women, it is not a necessity that sex, or sex characteristics, aligns with gender. Gender,

including the roles, behaviours, expressions and identities, are "along a continuum and can change over time" (para. 3). The National Institute of Health (n.d., para. 7) also suggests that the term 'gender' "encompasses gender identity and expression, as well as social and cultural expectations about status, characteristics, and behavior as they are associated with certain sex traits".

Gender identity. This refers to the gender an individual believes aligns with who they are. GLADD (2024, para. 4) describes gender identity as: "[a] person's internal, deeply held knowledge of their own gender". Whan a child is born, they are assigned a sex at birth, and often their gender identity matches their sex. When an individual's gender identity aligns with the sex assigned at birth, they are cisgender. For some individuals, they are assigned a sex at birth, but their gender identity does not match their sex. When an individual's gender identity does not align with the sex they were assigned at birth, they are transgender or trans. Since gender identity is an internal set of beliefs and feelings, it is "not visible to others" (para. 4). Additionally, an individual's gender identity is "self-identified, may change throughout their life, and may or may not correspond to a society's cultural expectations based on their biological sex traits" (National Institute of Health, n.d., para 3).

Gender expression. This refers to how an individual presents their gender identity to the outside world. Gender can be expressed in many ways, including "through a person's name, pronouns, clothing, haircut, voice, and/or behavior" (GLADD, 2024, para. 5). Style and behaviour can be interpreted as masculine or feminine, but gender norms change over time and are not consistent between different cultures. For example, long hair is a sign of femininity in some cultures and a sign of masculinity in others. Cisgender people are socialized to exhibit the gender norms deemed appropriate for the gender that aligns with their sex assigned at birth.

However, "[m]ost transgender people seek to align their gender expression with their gender identity to resolve the incongruence between their knowledge of their own gender and how the world 'sees' them" (GLADD, 2024, para. 5). Gender expression is the way an individual expresses their gender identity, which may or may not align with the sex they were assigned at birth.

Transgender. This refers to an individual whose gender identity does not align from the sex they were assigned at birth. Many people who are transgender will transition from the gender expression that they were socialized with, to the gender expression that matches their gender identity. "Transition is the process a person undertakes to bring their gender expression and/or their body into alignment with their gender identity" (GLADD, 2024, para. 10). Transition can take many forms, including: social transition, legal transition and medical transition. Social transition is the process of sharing who an individual is with their friends, family and colleagues, often including using a self-identified name and pronouns, and showing their gender expression through hairstyle, clothing and behaviour. Legal transition is the process of changing an individual's name and sex on legal documents, such as driver's license, passport and bank accounts. Medical transition is the process of undergoing hormone replacement therapy or surgical alternations. (2024, para. 11-13). Typically, transgender students in schools are experiencing the process of social transition.

Bathroom and Changeroom Access

Historically, "[m]ost public washrooms and changerooms are designated for a single gender, namely, 'men' or 'women'" (Harwood-Jones, et. al., 2023, p. 62). The symbol of a man is denoted by a round ball for a head, two arms and two legs. The symbol for a woman is the same, with the addition of a triangle skirt covering the upper parts of her legs. Although

bathrooms and changerooms are generally used for the same purpose, people are designated into one or the other, depending on their sex assigned at birth. The system of identifying usage based on identity or sex characteristics is particularly problematic for transgender individuals.

Transgender students experience a disproportionate level of harm within the school context. Limiting bathroom and changeroom access is one forms of discrimination faced by transgender students. As individuals conflate biological sex and gender, transgender students find themselves unwelcome in the bathroom and changeroom that fits their sex assigned at birth and that which fits their gender identity or gender expression. The National School Climate Survey (NSCS) found that 58.1% of transgender students were required to use the bathroom of their sex assigned at birth, and 55.5% of transgender students were required to use the changeroom of their sex assigned at birth (GLSEN, 2021, p. 1). Price-Feeney et al. (2020) also outline an example of discrimination faced by transgender individuals as "the denial of access to appropriate bathrooms" (p. 1143). Sex-segregated spaces, including bathrooms and changeroom, are unsafe for transgender student, and many avoided these spaced while at school (Kosciw, et. al., 2020).

Limited access to bathrooms that align with an individual's gender identity is not only a form of discrimination, but also a major cause of chronic stress for transgender students, leading to poor health outcomes. "Policies and practices that restrict bathroom access may have a particularly damaging impact on LGBTQ youth, including physical health complications if students are forced to avoid using the bathroom during the school day" (Kosciw, et. al., 2020, p. 42). In addition to physical health complications, transgender students also face an increased risk of poor mental health outcomes resulting from being denied access to appropriate bathrooms.

The few studies that have examined mental health outcomes among transgender

and nonbinary (TGNB) youths, those whose sex assigned at birth is different from

their current gender identity, find that they are at increased risk of poor mental

health outcomes compared with their cisgender peers... [which] are thought to

stem from chronic stress as a result of the marginalized social status that TGNB

individuals have in society (Price-Feeney et. al., 2020, p. 1143).

Studies have shown that transgender students face poor physical and mental health outcomes

when they are not provided with access to the bathroom and changeroom aligning with their

gender identity.

According to GLSEN's research (2021), very few schools and districts have official

policies or guidelines to specifically support transgender students. Only 12.5% of students went

to schools that had a policy or guidelines "to specifically support transgender and nonbinary

students" (p. 2). One of the most common protections listed in the official policies or guidelines,

within the schools and districts that did have these in place, was "[a]ccess to bathrooms

corresponding to one's gender" (p. 2). When schools have gender-affirming policies in place,

transgender students feel safer and experience less gender dysphoria. "Access to bathrooms that

match their gender identity affords broad benefits including prevention from harm and reduced

dysphoria. Specifically, providing gender-neutral bathrooms or allowing youths to use the

bathroom that corresponds to their gender identity can be viewed as part of gender-affirming

support and care" (Price-Feeney et. al., 2020, p. 1143). The poor physical and mental health

outcomes faced by transgender students can be mitigated when anti-discrimination policies and

procedures are in place in schools.

Gender can be expressed in many ways, two of the most significant are a person's name and pronouns. A person who is cisgender, someone whose gender identity aligns with the sex they were assigned at birth, will not experience a disconnect between how the world perceives them and how they perceive themselves. Their name and pronouns will most often be the ones given at birth. A person who is transgender, someone whose gender identity does not align with the sex they were assigned at birth, often will experience a disconnect between how the world perceives them and how they perceive themselves. Their gender identity does not match the sex they were assigned at birth, and they may choose to transition. During a social transition, a transgender person will take steps to align their gender identity with their gender expression, also known as affirming their gender identity. One step will be to choose a name and pronouns that fits better with their gender identity, replacing the ones given at birth (Renley, et. al. 2021). However, it is important to note that not all transgender people choose a name different from their birth name (Pollitt, et. al, 2021).

Within the school context, many transgender students experience a disproportionate level of harm. A form of discrimination faced by transgender students in schools is continuing to use their birth name and pre-transition pronouns. The National School Climate Survey (NSCS) found that 44.5% of transgender students were prevented from using their self-identified name and pronouns (GLSEN, 2021, p. 1). Best practice, as outlined by Martino et. al. (2022) is "[o]nce a person shares their affirmed name, there is no need to refer to their previous name or gender identity, and doing so invalidates a person's affirmed identity by tying them to a name that they have explicitly distanced themselves from" (p. 768). However, very few schools and districts have official policies or guidelines to specifically support transgender students. Only 12.5% of

students went to schools that had a policy or guidelines "to specifically support transgender and nonbinary students" (GLSEN, 2021, p. 2). One of the most common protections listed in the official policies or guidelines, within the schools and districts that did have these in place, was "[s]tudents' use of chosen name/pronoun" (p. 2).

Use of chosen names and pronouns is beneficial to transgender students, creating a safer school environment and improving mental health outcomes. The National School Climate Survey (NSCS) found that transgender students displayed increased levels of school belonging when supportive resources were present in school (GLSEN, 2021). A study by Pollitt et. al. (2021) found that transgender "[y]outh reported higher self-esteem, lower depressive symptoms, and less negative suicidal ideation when they were able to use their chosen name in more contexts" (p.335). School policies or guidelines that support the use of supporting transgender students by using their chosen name and pronouns work to mitigate negative mental health outcomes. Pollitt et. al. "suggest[s] that support and validation of transgender youths' chosen name buffer negative mental health outcomes" (p.335).

Schools as Safe Spaces for LGBTQIA+ Students

Transgender students experience a disproportionate level of harm within the school context which can be mitigated through environmental changes. In 2019 the National School Climate Survey (NSCS) was conducted, revealing that "transgender and nonbinary students experience especially unsafe and hostile school climates" (GLSEN, 2021, p. 1). Based on their gender, these students were more likely to have felt unsafe, experienced higher levels of victimization, were more likely to miss school due to feeling unsafe or uncomfortable, and felt less like they belonged (p. 1). Environmental changes, such as supportive school clubs, supportive school personnel, inclusive curricular resources and comprehensive anti-bullying/

harassment policies, while not eliminating the harms, significantly mitigated them. Overall levels of school belonging increased significantly in environments where these supports were present, compared to those where they were not (p. 5).

Transgender Rights are Human Rights

Transgender students have the right to be free from discrimination within the school setting. Gender identity and expression are protected legal rights (The Alberta Human Rights Act, 2000; The Canadian Human Rights Act, Government of Canada, 2024; The Canadian Charter of Rights and Freedoms, Government of Canada, 2022), which puts a legal responsibility on schools to accommodate transgender students within existing systems. An alternative to providing accommodations to transgender students is to create inclusive school spaces. A framework that accommodates for transgender student inclusion puts the responsibility on individual transgender students, seeking accommodation within a system that discriminates. Alternatively, an inclusive framework recognizes systems that discriminate and aim to create environments that do not need accommodations.

The Legal Framework of Human Rights

Gender identity and expression are protected legal rights under The Alberta Human Rights Act (2000), The Canadian Human Rights Act (Government of Canada, 2024) and The Canadian Charter of Rights and Freedoms (Government of Canada, 2022). Provincially, "[t]he Alberta Human Rights Act protects against discrimination based on one or more protected grounds...[including] gender, gender identity or gender expression" (Alberta Human Rights Commission, 2024a, Subheading). The Alberta Human Rights Commission describes discrimination as "an action, policy, practice, or decision that has a negative effect on an individual or group and is related to certain personal characteristics such as race, age, disability,

gender, religious beliefs, family status, or sexual orientation" (Alberta Human Rights Commission, 2024b, What is discrimination?). Federally, "[i]n Canada, proposed amendments to the federal *Canadian Human Rights Act* (CHRA) to add 'gender identity' and 'gender expression' attracted activist attention as well as scrutiny from opponents" (Singer, 2020, p. 297). Under Section 3.1, prohibited grounds of discrimination, The Canadian Human Rights Act (Government of Canada, 2024) has been updated as follows:

> For all purposes of this Act, the prohibited grounds of discrimination are race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender identity or expression, marital status, family status, genetic characteristics, disability and conviction for an offence for which a pardon has been granted or in respect of which a record suspension has been ordered. (Part 1 Proscribed Discrimination)

Additionally, The Canadian Charter of Rights and Freedoms (Government of Canada, 2022) outlines Equality Rights, under Section 15 as follows: "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability" (Equality Rights - Section 15, para. 2). Although not specifically outlined, gender representation and gender identity fall under Section 15 of The Canadian Charter of Rights and Freedoms. Historically, the courts have used Section 15 to prohibit discrimination on the grounds of other characteristics that are not specifically named, including sexual orientation, marital status, or citizenship. "The Supreme Court of Canada has stated that the purpose of section 15 is to protect those groups who suffer social, political, and legal disadvantage in society." (Equality Rights - Section 15, para. 7). As

transgender people meet the criteria of facing disadvantage in society, the courts would prohibit discrimination on the grounds of characteristics.

Duty to Accommodate

Individuals who require accommodation resulting from a protected ground under human rights legislation can request an accommodation under Duty to Accommodate legislation (Alberta Human Rights Commission, 2024c). "The goal of accommodation is to provide an equal opportunity for an individual or group to participate" (2024c, para 3). Accommodation requires that individuals inform their employer, service provider, or landlord of their needs, and what protected ground they are requesting accommodations under (2024c). Putting accommodations in place to access the bathroom and changeroom that aligns with a transgender person's gender identity requires them to share their sex assigned at birth as well as their identity as a transgender person with the school. The school then makes a decision that impacts the individual's opportunities to belong within the school. Although gender identity is protected right, the responsibility is placed on the individual under this framework.

Inclusive School Environments

The responsibility for creating an inclusive environment is the responsibility of the educational system, rather than the responsibility of individual transgender students seeking accommodation within that system. Martino, Kassen and Omercajic (2022) conducted a study that outlines a system where accommodation is used to ensure the protection of transgender students' human rights in schools. However, they illustrate the work of critical trans scholars, including Spade (2015), Brown (1995) and Namaste (2000), who call for a change to the systemic forces of cisnormativity and cisgenderism, creating the environment that excludes, erases as invalidates the identity of transgender students. Martino, Kassen and Omercajic (2022)

build upon critical trans scholars, applying it directly to the school environment, illustrating the need to approach school policy and practice through a lens that challenges cisgenderism and cisnormativity on a systemic level, rather than providing individual accommodation on an individual level.

One example of creating an inclusive environment is to remove gender-based signage for bathrooms and changeroom, replacing them with use-based signage. Harwood-Jones, et. al. (2023) outlines the concept of inclusive design, and provide detailed recommendations for bathroom facilities in post-secondary institutions. Considering how the space is designed, rather than expecting the individual to navigate an environment that privileges cisgender identity, is one step towards creating a safer school environment for transgender students.

Summary

Within the school system, transgender students experience a disproportionate level of harm resulting from gender identity and/or gender expression-based discrimination. These forms of discrimination result from a misunderstanding of the difference between sex and gender, which impacts transgender students' access to bathrooms and changerooms, as well as being prevented from using their chosen name and gender-affirming pronouns. Transgender students have a legally protected right to be free from discrimination. Accommodation is one way to ensure that the harm student experience in the school is minimized, yet creating an environment that is gender-affirming and inclusive to all is preferable to accommodating on an individual basis.

Chapter 3: Application

Creating Welcoming, Caring, Respectful and Safe Learning Environments for Transgender Students

The Alberta School Act (2000) outlines that "students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self" (Preamble). Section 12(g) and Section 16.2(b) specify that both students and their parents have a responsibility to ensure their conduct contributes to welcoming, caring, respectful and safe learning environments. Additionally, Section 20(a) outlines that the principal must provide a welcoming, caring, respectful and safe learning environments, and Section 16.1(1) specifies that administration must provide support for voluntary student organizations with this aim.

Alberta Education (2016) recognized the need to create welcoming, caring, respectful and safe learning environments for "every student, including those with diverse sexual orientations, gender identities and gender expressions" (p. 1). While most schools have policies for creating welcoming, caring, respectful and safe learning environments, additional recommendation have been made to support the needs of transgender students. In 2016, Alberta Education (2016) published "Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions", recognizing the expertise of sexual and gender minority groups. These best practices advance the Alberta School Act's (2000) mandate of providing welcoming, caring, respectful and safe learning environments, outlining the specific needs of transgender students.

Alberta Education (2016) outlines the purpose of their Guidelines for Best Practices document to: review and revise the existing policies, as well as identify opportunities for creating

new policies. Additionally, the Guidelines for Best Practices document supports educational staff in informing professional development and communicating more effectively with and on the behalf of LGBTQIA+ students (2016).

Gender Identity and Expression

Identifying which students are in need of support within the school context can be a challenge when implementing support for transgender students. Unlike other accommodations that may require documentation to prove an individual is part of an equity-deserving group, self-identification is sufficient proof for transgender students. "For the purpose of accommodating the diverse needs of students and staff in a school, an individual's self-identification is the sole measure of their sexual orientation, gender identity or gender expression" (Alberta Education, 2016, p. 5).

Bathroom and Changeroom Access

Access to bathrooms and changerooms have been a contentions topic, as all "students are entitled to *welcoming, caring, respectful and safe learning environments* [emphasis added] that respect diversity and nurture a sense of belonging and a positive sense of self" (the Alberta School Act, 2000, Preamble). What is considered welcoming, caring, respectful and safe for transgender students has been challenged as creating an unwelcoming and unsafe environment for cisgender students. Transgender students can face limitations placed of bathroom use from school staff (Price-Feeney, 2020). Access to bathrooms and changerooms is undeniably a component of a welcoming, caring, respectful and safe learning environment, yet the Alberta School Act (2000) does not provide guidance for how to achieve this for transgender students.

Additional recommendations have been made to support the needs of transgender students when it comes to creating a welcoming, caring, respectful and safe learning

environment. One criterion identified by the Alberta Government (2015) in Creating welcoming, caring, respectful & safe learning environments; The walk around: Teacher companion tool is "[g]ender inclusive washrooms and change rooms [that] are available and respectfully identified" (p. 3). Alberta Education (2016) makes a similar suggestion in Guidelines for best practices: Creating learning environments that respect diverse sexual orientations, gender identities and gender expressions. "Students with diverse sexual orientations, gender identities and gender expressions have a right to accommodation when it comes to the use of washroom and change-room facilities that are congruent with their gender identity" (p. 9). Guidelines for best practice indicates that bathrooms and changerooms must be available to transgender students in order to create welcoming, caring, respectful and safe learning environments.

Some cisgender students, or their parents, object to sharing a washroom with a transgender student. As some individuals conflate biological sex (or sex assigned at birth) and gender, they may discriminate against transgender students. Often this occurs by claiming that a transgender student is not the gender they identify with, and should be using the bathroom or changeroom that aligns with their sex assigned at birth. However, transgender students may also find themselves unwelcome in the bathroom and changeroom that fits their sex assigned at birth, especially if they have taken steps to undergo a social transition, as this will no longer fit with their gender identity or gender expression. Limiting bathroom and changeroom access is one form of discrimination faced by transgender students. Alberta Education (2016) recognizes the need for both students to have a welcoming, caring, respectful and safe learning environment, and makes the recommendation to accommodate the offended student rather than the transgender student. "A student who objects to sharing a washroom or change-room with a student who is trans or gender-diverse is offered an alternative facility (this scenario also applies when a parent

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or other caregiver objects to shared washroom or change-room facilities on behalf of their child)" (p. 9). The recommendation by Alberta Education makes it clear that discrimination against transgender students by limiting bathroom and changeroom access is not an option when creating a welcoming, caring, respectful and safe learning environment.

Names and Pronouns

Another form of discrimination faced by transgender students in schools is continuing to use their birth name and pre-transition pronouns. Use of self-identified names and pronouns for transgender students are also a contentions topic, as the Alberta School Act (2000) outlines that all "students are entitled to welcoming, caring, respectful and safe learning environments that *respect diversity and nurture a sense of belonging and a positive sense of self* [emphasis added]" (Preamble). A welcoming, caring, respectful and safe learning environment for transgender students includes respecting gender diversity, creating a sense of belonging within the school environment and creating a positive sense of self, yet the Alberta School Act does not provide guidance for how to achieve this for transgender students.

Additional recommendations have been made to support the needs of transgender students when it comes to creating an environment that respects diversity and nurtures a sense of belonging and a positive sense of self. The Alberta Government (2015) claims that treating others with dignity and respect within the school means "[p]eers and staff use a student's chosen name and pronoun" (p.4). Similarly, Alberta Education (2016) claims "[a]ll individuals have the right to be addressed by their chosen name and to choose pronouns that align with their gender identity and/or gender expression" (p. 5).

One objection to using a transgender student's chosen name and pronouns is that their chosen name will be different than their legal name. A student's legal name is used for reporting,

including on transcripts, credentials and provincial assessments, as well as in Vital Statistics, Student Information System (SIS) and Provincial Approach to Student Information (PASI) system (Alberta Education, 2016). However, when requested by a student, school staff are encouraged to use a student's chosen name and pronouns "on report cards or individualized program plans or other school issued documents" (Alberta Education, 2016, p. 6). The recommendation by Alberta Education makes it clear that discrimination against transgender students by refusal to use their chosen name and/or pronouns is not an option when creating a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging and a positive sense of self.

Locating School Policies and Guidelines in Alberta

Schools and districts typically have a policy in place to ensure a welcoming, caring, respectful and safe learning environment. Section 20(a) of the Alberta School Act (2000) outlines that the principal must provide a welcoming, caring, respectful and safe learning environment. However, according to GLSEN's research (2021), very few schools and districts have official policies or guidelines to specifically support transgender students. Only 12.5% of students went to schools that had a policy or guidelines "to specifically support transgender and nonbinary students" (p. 2). Given that GLSEN's research is conducted out of the US, it would be expected to have some difference than the policies and guidelines in Alberta.

Method

Most schools and districts have their policies for creating welcoming, caring, respectful and safe learning environments accessible on their website. Some schools and districts also have expanded on these policies to support the needs of students based on their sexual orientation and gender identity.

In order to locate these policies, I used Alberta Education's School Jurisdiction Maps (2024) to create a set of collated lists of school districts serving student populations from kindergarten to grade 12 in Alberta. These school authority types are: Charter, Private Operator, Federal First Nations, Francophone, Private, Provincial, Public and Separate. I excluded ECS Private Operators, as these schools served students younger than my intended demographic, and Provincial, as these schools served adult students older than my intended demographic. I decided to limit my scope for my capstone project, as gathering data from the remaining six would be challenging to fit into the time requirements. From the school authority types, I focused on two collated lists of school districts: Public and Separate. "Alberta has one publicly funded education system that includes public schools and separate schools" (Government of Alberta, 2024, Public and separate schools). This provided me with a total of 59 school districts, operating over 1996 schools (Alberta Education, 2024).

I used Google to find the website of each school board. Once on the board website, I used three strategies to find the welcoming, caring, respectful and safe learning environments policy: I used the website's search bar along with the words "welcoming, caring and safe"; I used the website's search bar along with the word "policy" then a visual scan of the policies under the "student" section; I scanned the drop-down menus for documents and policies, then proceeded with a visual scan of the policies under the "student" section. For the policies I was able to locate, I coded the data by adding the title of the policy and a hyperlink to the original document or website. For the boards I was not able to locate a policy on welcoming, caring, respectful and safe learning environments, I coded the data with the phrase "unable to locate".

While on the board websites, I also searched for policies or guidelines to support the specific needs of transgender students. I used the website's search bar along with the word

"transgender". For the boards that I was able to locate policies to support the specific needs of transgender students, I coded the data by adding the title of the policy and a hyperlink to the original document or website. For the boards that I was able to locate best practice guidelines or FAQs to support the specific needs of transgender students, I coded the data by adding the title of the guideline or FAQ and a hyperlink to the original document or website. For the boards I was not able to locate a policy or guideline to support the specific needs of transgender students, I coded the data with the phrase "unable to locate".

Findings in Public Schools

The publicly funded education system in Alberta includes public schools (Government of Alberta, 2024). In Alberta, the public school system is composed of 42 school districts, including 1570 schools (Alberta Education, 2024). I was able to locate both a policy on welcoming, caring, respectful and safe learning environments, and a more specific a policy or guideline to support the specific needs of transgender students for 18 out of 42 public school districts, which is 43% (see Appendix A). Although far from ideal, this is substantially more than 12.5% outlined in GLSEN's research (2021).

In 7 of the 42 school districts, I was not able to locate a policy on welcoming, caring, respectful and safe learning environments. For 2 of these 7 school districts I would suspect that there is a policy on welcoming, caring, respectful and safe learning environments, as they did have a policy on sexual orientation and gender identity. For the other 5 of these 7 school districts, I was not able to locate a general policy on welcoming, caring, respectful and safe learning environments, nor a more specific policy or guideline to support the specific needs of transgender students.

In 35 of the 42 school districts, I was able to locate a policy on welcoming, caring, respectful and safe learning environments. For 17 of these 35 school districts, I was not able to

locate a more specific policy or guideline to support the specific needs of transgender students. For 15 of these 35 school districts, I was able to locate a more specific a policy to support the specific needs of transgender students. For 3 of these 35 school districts, I was able to locate a best practice guide or FAQs page to support the specific needs of transgender students.

Findings in Separate Schools

The publicly funded education system in Alberta also includes separate schools, which are established to integrate the values of the religious minority (Government of Alberta, 2024). In Alberta, the separate school system is composed of 17 school districts, including 426 schools (Alberta Education, 2024). I was able to locate both a policy on welcoming, caring, respectful and safe learning environments, and a more specific policy or guideline to support the specific needs of transgender students for only 1 out of 17 separate school districts, which is 0.06% (see Appendix B). This is substantially less than 12.5% outlined in GLSEN's research (2021), and significantly less than 43% I recorded in the public school districts.

In 2 of the 17 school districts, I was not able to locate a policy on welcoming, caring, respectful and safe learning environments. For the other 15 of these 17 school districts, I was able to locate a general policy on welcoming, caring, respectful and safe learning environments. I was only able to locate a more specific policy to support the specific needs of transgender students for 1 of the 17 school districts. I was unable to locate a best practice guide or FAQs page to support the specific needs of transgender students for any of the separate school districts.

Although I was only able to find 1 policy to support the specific needs of transgender students within the separate school districts, this is promising as it can be used to guide other institutions for supporting transgender students within the context of a faith-based school.

Summary

Schools have policies in place to ensure students have a "welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self" (Alberta School Act, 2000, Preamble). However, most schools do not have policies or guidelines to support the needs of transgender students. GLSEN's research (2021) showed that very few schools and districts (only 12.5%) have official policies or guidelines to specifically support transgender students. A policy analysis of Alberta's publicly funded schools shows 43% of public school districts and 0.06% of separate school districts have official policies or guidelines in place to support the needs of transgender students. In the conclusion of the paper, I offer recommendations for future policy development, specifically the integration in policy for the separate school divisions in order to ensure the well-being and dignity of all students within Alberta schools.

Chapter 4: Conclusion

Argument Summary

In this paper, I claimed that inclusive learning environments are a legal and moral responsibility of schools. These inclusive learning environments must recognize, respect and support gender diversity. While most school boards in Alberta have a policy on welcoming, caring, respectful and safe learning environments, many do not have a specific policy to support transgender students. Having a specific policy in place allows for transgender students to be included without having to be individually accommodated for difference.

I showed, in Chapter 2, that transgender students experience a disproportionate level of harm within the school context. The National School Climate Survey (NSCS) found that "transgender and nonbinary students experience especially unsafe and hostile school climates" (GLSEN, 2021, p. 1). Inaccessible bathroom and changeroom access (GLSEN, 2021; Price-Feeney et al., 2020; Kosciw, et. al., 2020), as well as failure to be addressed with affirming names and pronouns (GLSEN, 2021), are significant ways that these harms are demonstrate a denial of gender identity and expression within the school environment. Additionally, these harms have been proven to have negative health and mental health outcomes for transgender students (Pollitt et. al., 2021). However, the negative health and mental health outcomes can be mitigated through environmental changes, which, according to GLSEN (2021), are inclusive policies and best practice documents.

I also outlined the legal rights of transgender students, in Chapter 2. Under The Alberta Human Rights Act (2000), The Canadian Human Rights Act (Government of Canada, 2024) and The Canadian Charter of Rights and Freedoms (Government of Canada, 2022), gender identity and expression are protected legal rights. Additionally, individuals with diverse gender identity

are protected under Duty to Accommodate (Alberta Human Rights Commission, 2024c), as gender identity is one of several protected grounds. Schools, therefore, have a duty to accommodate transgender students under this legislation.

I provided a comparative analysis of school policies and best practice documents across the province, in Chapter 3. Public schools and separate schools make up the majority of schools in Alberta, which is why I focused on these two jurisdictions for a comparative analysis of school policies. In my findings, 43% of public school districts in Alberta and 0.06% of separate school districts in Alberta have specific policies to support transgender students. This analysis demonstrates that the majority of schools do not have a specific policy to support the needs of transgender students. A comparative analysis of inclusion policy quickly revealed inconsistencies in approaches to transgender students' rights, as most schools have no policy for transgender students.

In this final chapter, I conclude the paper by outlining the success of the paper, as well as offering recommendations for future research in policies for transgender student inclusion, emphasizing the need for unified and forward-thinking strategies to ensure the well-being and dignity of all students within Alberta schools.

The Success of the Paper

In this paper, I conducted a comparative analysis of inclusion policy of public and separate schools in Alberta, consisting of 59 school districts, operating over 1996 schools (Alberta Education, 2024). This analysis showed that the majority of schools do not have a specific policy to support the needs of transgender students. According to GLSEN's research (2021), only 12.5% of students went to schools that had a policy or guidelines "to specifically support transgender and nonbinary students" (p. 2). In my findings, 31% (16 out of 52) districts

in Alberta have specific policies to support transgender students - 43% (15 out of 35) of public school districts and 0.06% (1 out of 17) of separate school districts. This analysis demonstrates that the majority of schools do not have a specific policy to support the needs of transgender students. However, the compilation of these policies (Appendix A and Appendix B) does provide a variety of models to draw from for future policy development. The major success of this paper was to compile these policies.

The Implications of the Paper

Although I was able to create a large compilation of the inclusion policies for transgender students, this project opened up a variety of areas of further investigation. There are several implications resulting from the paper, which include further research into the other school authority types in Alberta, a deeper analysis of the inclusion policies for transgender students, and separate school board analysis and recommendations.

Further Research into Other School Authority Types in Alberta

The school authority types in Alberta are: Charter, ECS Private Operator, Federal First Nations, Francophone, Private, Provincial, Public and Separate. During my research, I excluded ECS Private Operators, as these schools served students younger than my intended demographic, and Provincial, as these schools served adult students older than my intended demographic. Due to the time constraint of the capstone project, I was unable to gather data on all the school boards in Alberta, so I decided to limit my scope. I focused on two collated lists of school districts: Public and Separate. However, to get a full and complete view, it would be beneficial to gather data from Charter, Federal First Nations, Francophone and Private schools. Further research into the inclusion policies for transgender students from Charter, Federal First Nations, Francophone and Private schools would provide a full and complete picture of this issue in Alberta.

Deeper Analysis of the Inclusion Policies for Transgender Students

During my research, the three main areas that emerged as areas of inclusion for transgender students, that should be reflected in policies were: (1) self-identification as an acceptable determinant of gender, (2) bathroom and changeroom access that aligns with gender identity and (3) use of chosen names and pronouns. Although I was able to find that 43% of public school districts in Alberta and 0.06% of separate school districts in Alberta have specific policies to support transgender students, this research does not determine what these policies say. A deeper comparative analysis between these policies, according to the three main areas that emerged in my research would provide further insight into best policy development across the province.

Separate School Board Analysis and Recommendations

Although I was only able to find 0.06% (1 out of 17) of separate school districts in Alberta with specific policies to support transgender students, I found this policy to be a welcome surprise. I did not expect to find any policy, as separate schools (Catholic schools) are not known to be inclusive of LGBTQIA+ issues. However, this one policy provides a useful framework for developing an inclusion policy that aligns with Catholic values, making it useful as an exemplar for further policy development. A deeper analysis of the one inclusion policy for transgender students found at separate school board would provide a framework for integrating transgender student inclusion and Catholic values, which could then be used to make future recommendations for other separate school boards.

Conclusion

This paper compiled inclusion policies for transgender students across public and separate schools in Alberta. This research showed that Alberta school districts are substantially

more inclusive to transgender students than the finding in GLSEN's research (2021) indicate. This research showed 31% (16 out of 52) districts in Alberta have specific policies to support transgender students, while GLSEN's research (2021) showed only 12.5% of school had official policies or guidelines to specifically support transgender students. Although this is showing positive change, further policies will need to continue to be developed if we want to mitigate the harm to transgender students in unwelcoming school environments.

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Appendix A

Public Schools

	School	Welcoming, Caring, Respectful and Safe Learning Environment Policy	Policy that Supports Transgender Students	Other documents that Support Transgender Students
1.	Lloydminster Public School Division	Unable to locate	Administrative Procedure 312: Sexual Orientation and Gender Identity	
2.	Aspen View School Division	Welcoming, Caring, Respectful and Safe Environments	Unable to locate	
3.	Battle River School Division	Safe and caring schools and worksites policy	Unable to locate	
4.	Black Gold School Division	welcoming, caring, respectful, safe and healthy learning and working environments	Unable to locate	
5.	Buffalo Trail School Division	Welcoming, Caring, Respectful and Safe Workplace & Learning Environments	Unable to locate	
6.	Calgary School Division	Welcoming, Caring, Respectful and Safe Learning and Work Environments	Unable to locate	FAQ: Frequently asked questions for parents/guardians: Guidelines for best practices for 2SLGBTQ+ students, parents/guardians and staff

				Guideline: Creating the Conditions to Thrive: Guidelines for attending to Gender Identity, Gender Expression and Sexual Orientation in our Schools
7.	Canadian Rockies School Division	Welcoming, safe, respectful and caring school culture	administrative procedure 172: sexual orientation and gender identity	
8.	Chinook's Edge School Division	Welcoming, Caring, Respectful and Safe Learning Environments	Sexual Orientation and Gender Identity	
9.	Clearview School Division	Welcoming, Caring, Respectful and Safe Environments	Unable to locate	
10.	Edmonton School Division	Safe, caring and respectful learning environments	Administrative Regulation: Sexual Orientation and Gender Identity	
11.	Elk Island School Division	Welcoming, caring, respectful and safe learning environments for students	Unable to locate	FAQ: Frequently asked questions for parents/guardians: practices for LGBTQ students, parents/guardians and staff

12.	Foothills School Division	Safe, Caring, Respectful, and Inclusive Learning Environments that Foster A Place for All	Unable to locate	
13.	Fort McMurray School Division	Policy 20: Student Conduct / Welcoming, Caring, Respectful and Safe	Policy 19: Sexual Orientation and Gender Identity	
14.	Fort Vermilion School Division	Unable to locate	Unable to locate	
15.	Golden Hills School Division	Safe and caring environments, student conduct and discipline	Unable to locate	
16.	Grande Prairie School Division	Welcoming, Caring, Respectful, and Safe Learning Environments	Unable to locate	
17.	Grande Yellowhead School Division	Safe and caring schools	Unable to locate	
18.	Grasslands School Division	Welcoming, Caring, Respectful and Safe Learning and Working Environments	Sexual Orientation and Gender Identity	
19.	High Prairie School Division	Welcoming, caring, respectful and safe learning environments	Unable to locate	
20.	Horizon School Division	Welcoming, Caring, Respectful, and Safe Learning Environments	Unable to locate	

21.	Lethbridge School Division	Welcoming, Caring, Respectful and Safe Learning Environments	Sexual Orientation, Gender Identity and Gender Expression	
22.	Livingstone Range School Division	Welcoming, caring, respectful, and safe learning environment	Unable to locate	FAQ: Frequently Asked Questions for Parents/Guardians: Guidelines for best practices for LGBTQ students, parents/guardians, and staff
23.	Medicine Hat School Division	Welcoming, caring, respectful and safe learning environments	sexual orientation and gender identity	
24.	Northern Gateway School Division	Welcoming, Caring, Respectful and Safe Learning Environment - Inclusive Practices	Sexual Orientation, Gender Identity and Gender Expression	
25.	Northern Lights School Division	Unable to locate	Unable to locate	
26.	Northland School Division	Welcoming, caring, respectful, safe and healthy learning and working environments	Sexual orientation and gender identity	
27.	Palliser School Division	Safe and Caring School Environments	Unable to locate	
28.	Parkland School Division	Unable to locate	Unable to locate	

29.	Peace River School Division	Unable to locate	Unable to locate	
30.	Peace Wapiti School Division	Unable to locate	<u>Safe and Caring Learning Environment (Diverse Sexual Orientation, Gender Identity and Gender Expression)</u>	
31.	Pembina Hills School Division	<u>Welcoming, Caring, Respectful and Safe Learning Environment</u>	Unable to locate	
32.	Prairie Land School Division	<u>Policy 2 – welcoming, caring, respectful and safe, learning and work environments</u>	Unable to locate	
33.	Prairie Rose School Division	Unable to locate	Unable to locate	
34.	Red Deer School Division	<u>welcoming, safe, caring, inclusive and respectful learning and working environments</u>	<u>sexual orientation, gender identity and gender expression</u>	
35.	Rocky View School Division	<u>Welcoming, caring, respectful and safe learning and working environment</u>	<u>learning environments that respect diverse sexual orientations, gender identities, and gender expressions</u>	
36.	St. Albert School Division	<u>A-110: Welcoming, Caring, Respectful and Safe Learning</u>	<u>A-160: Sexual Orientation and Gender Identity</u>	

		and Working Environments		
37.	St. Paul School Division	Welcoming, caring, respectful, safe and inclusive learning communities	Unable to locate	
38.	Sturgeon School Division	Welcoming Inclusive, Safe and Healthy Environments	712: Sexual Orientation and Gender Identities	
39.	Westwind School Division	Board policy 19: welcoming, safe, caring & respectful schools	Administrative procedure 176: supporting and guiding students in inclusive communities: gender identity and expression	
40.	Wetaskiwin School Division	Welcoming, caring, respectful, safe learning and working environments	Unable to locate	
41.	Wild Rose School Division	Policy 20 - Welcoming, Caring, Respectful and Safe Learning and Working Environments	Unable to locate	
42.	Wolf Creek School Division	Welcoming, caring, respectful and safe learning environments	Supporting and guiding students in inclusive communities gender identity and expression	

Separate Schools

	School	Welcoming, Caring, Respectful and Safe Learning Environment Policy	Policy that Supports Transgender Students
1.	Lloydminster Roman Catholic Separate School Division	Safe and Caring Schools	Unable to locate
2.	The Calgary Roman Catholic Separate School Division	Ap 350 Welcoming, caring, respectful, and safe learning environments	Unable to locate
3.	The Christ the Redeemer Catholic Separate School Division	Welcoming, Caring, Respectful, and Safe Learning Environments	Unable to locate
4.	The East Central Alberta Catholic Separate School Division	Safe and caring learning environments for students	Unable to locate
5.	The Edmonton Catholic Separate School Division	Welcoming, caring, respectful and safe schools	Unable to locate
6.	The Elk Island Catholic Separate School Division	Inclusive catholic communities providing safe and caring learning environments	Unable to locate
7.	The Evergreen Catholic Separate School Division	Safe and caring schools	Unable to locate
8.	The Fort McMurray Roman Catholic Separate School Division	Unable to locate	Unable to locate
9.	The Grande Prairie Roman Catholic Separate School Division	Welcoming, caring, respectful and safe learning environment	Unable to locate

10.	The Greater St. Albert Roman Catholic Separate School Division	Safe and caring learning environments	Accommodating and respecting gender identity and expression
11.	The Holy Family Catholic Separate School Division	Inclusive catholic communities providing safe and Caring learning environments	Unable to locate
12.	The Holy Spirit Roman Catholic Separate School Division	Welcoming, caring, respectful, and safe Learning environments	Unable to locate
13.	The Lakeland Roman Catholic Separate School Division	Unable to locate	Unable to locate
14.	The Living Waters Catholic Separate School Division	Welcoming, caring, respectful, and safe learning environments for students and staff	Unable to locate
15.	The Medicine Hat Roman Catholic Separate School Division	Welcoming, Caring, Respectful, and Safe Learning Environments	Unable to locate
16.	The Red Deer Catholic Separate School Division	Welcoming, caring, respectful and safe learning environment	Unable to locate
17.	The St. Thomas Aquinas Roman Catholic Separate School Division	Safe, caring, welcoming and respectful learning Environments for students, employees and volunteers	Unable to locate