

## **INCLUSIVE PRACTICES – STUDENTS AND STAFF**

### **Background**

To have high quality education for all, it is critical that our education system is equitable and inclusive. This means that each and every student, including those who self-identify as Aboriginals, those of minority cultures in Canada, those with diverse sexual orientations, gender identities and gender expressions, has the educational opportunities and supports needed to be successful in school, and in life.

Creating an education system that is truly inclusive requires all schools to identify and implement evidence-based strategies that ensure the safety, belonging and full participation of all members of the school community.

### **Procedures**

1. These practices for supporting students and staff are consistently identified as effective and appropriate in the creation of learning environments that are welcoming, caring, respectful and safe for students, staff, families and all other members of the school community.
2. Inclusive practices include:
  - 2.1 Providing supports that respond to a student's individual needs.
  - 2.2 Defining appropriate expectations, behaviors, language and actions in order to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.
  - 2.3 Ensuring that discriminatory behaviors and complaints are taken seriously, documented and dealt with expeditiously.
  - 2.4 Respecting an individual's right to self-identification.
    - 2.4.1 School Staff shall consistently use students' preferred name and pronouns and respect an individual's right to change this.
    - 2.4.2 If a student identifies their sexual orientation or gender identity to a staff member in confidence, staff must respect their privacy until they are given permission to share.
  - 2.5 Maintaining school records in a way that respects privacy and confidentiality.
    - 2.5.1 When so requested, the student's official record is to be changed to reflect their preferred name or gender; all school forms and records will be congruent.
  - 2.6 Ensuring dress codes respect an individual's culture, gender identity and gender expression.
  - 2.7 Eliminate gender-segregated curricular activities.

- 2.7.1 All students are to be given the option to be included in the group that corresponds to their gender identity.
  - 2.8 Enabling all students to have full, safe and equitable participation in curricular and extra-curricular activities.
    - 2.8.1 Students may participate in school sports teams based on their gender identity, as supported by The Alberta Schools' Athletic Association Handbook. When necessary, the Principal will work with ASAA to make the final decision with regard to student participation in athletic activities.
  - 2.9 Providing safe access to washroom and change-room facilities.
    - 2.9.1 Individual solutions to washroom access are to be implemented with respect and discretion, in ways which demonstrate sensitivity to the needs and safety of all students; allowing for appropriate privacy in a manner that does not significantly disrupt the school environment.
    - 2.9.2 In change rooms that require undressing in front of others, students who desire increased privacy for any reason (medical, religious, cultural, gender identity) shall be provided with accommodations that best meet their individual needs and privacy concerns, subject to safety considerations.
  - 2.10 Providing professional learning opportunities that build the capacity of staff to understand and support Aboriginal learning and culture, diverse sexual orientations, gender identities and gender expressions.
  - 2.11 Using a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour.
  - 2.12 Ensuring students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.
  - 2.13 Ensuring all families are welcomed and supported as valued members of the school community.
  - 2.14 Ensuring that school staff have work environments where they are protected from discrimination based on their race, color, sexual orientations, gender identities, gender expressions and beliefs.
3. These inclusive practices are mutually supportive and interdependent.
  4. The Principal shall ensure that the resolution of any conflict involves reasonable accommodation and inclusiveness.
  5. Learning environments and school communities will continue to evolve; inclusive practices may also change and evolve.

Adopted/Revised/Reviewed: JUN 2016/NOV 2019/OCT 2021/JAN 2023

Reference: Section 11, 21, 31, 33, 35.1, 32, 52, 53, 58.1, 58.2, 68, 196, 197, 204, 222, 225 Education Act  
Alberta Bill of Rights  
Alberta Human Rights Act

Ministerial Order on Student Learning 001/2013  
Guide to Education ECS to Grade 12  
Canadian Charter of Rights and Freedoms  
Truth and Reconciliation Commission Final Report  
Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientation,  
Gender Identities and Gender Expressions