



Wild Rose School Division

DRAFT

Policy 20

Welcoming, Caring, Respectful and Safe Learning and Working Environments

Background

The Board is both committed and obligated to ensuring each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging. All individuals within the division have the right to work and learn in settings that promote equality of opportunity, dignity, and respect regardless of race, age, ancestry, place of origin, colour, religious beliefs, gender, gender identity, gender expression, physical or mental disability, marital status, family status, socioeconomic status, and sexual orientation.

Specifically

1. Wild Rose School Division values all members of our educational community where everyone is treated with dignity and respect. We value and respect diversity and strive to treat others with kindness, caring, and tolerance by appreciating and accepting all those we encounter in our school community.
2. The Board acknowledges that the Government of Alberta has passed amendments to Bill 10 that include gender identity, gender expression and sexual orientation into the Alberta Bill of Rights as protected from discrimination. The Board acknowledges its responsibility to ensure all students and staff are provided a welcoming, caring, respectful and safe learning and working environment regardless of their gender, gender identity, gender expression or sexual orientation. This includes those who identify, or are perceived to be lesbian, gay, bisexual, transgender, queer, two-spirited, or questioning their sexual orientation or gender identity (LGBTQ) as well as those who identify as heterosexual according to their biologically assigned sex at birth (Gender Straight).
3. Issues of concern regarding gender identity and sexual orientation will be addressed on an individual, case by case basis, taking into consideration the context and safety of all students.

Where appropriate, consideration may be given to the Guidelines for Best Practices and the resources contained therein, with the ultimate goal in mind of ensuring all students, families and staff are made to feel welcome, cared for, respected and safe.

4. The Board supports the creation of voluntary student organizations that promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. Students may select a respectful and inclusive name for the organization including Gay-Straight Alliance or Queer-Straight Alliance, after consulting with the school principal.
5. The Board is committed to protect all those involved in the Division from harassment, discrimination, bullying, intimidation, and violence during the Division's work and school-related activities. The Board acknowledges its responsibility to support and assist any employee, volunteer, person providing goods and services, or student who is subjected to harassment or violence within its schools or workplaces. All those involved with the Division including trustees, employees, students, parents, volunteers, contractors, and visitors must be instrumental in creating a welcoming, caring, respectful and safe working and learning environment.
6. To this end, the Board will not tolerate harassment, discrimination, bullying, intimidation, and violence and encourages reporting of all incidents of this nature, regardless of the identity of the alleged harasser or offender. In addition, the Board requires the reporting of allegations of harassment, discrimination, bullying, intimidation, or violence to be investigated in a timely and respectful manner.
7. Application of this policy includes, but is not limited to, trustees, employees, students, parents, volunteers, visitors, and contractors. This policy covers behaviour not only at Division schools and offices, but also at any Board or school-related function including field trips, conferences, training sessions, work done off site, and social functions. This applies whether the contact is face-to-face, by phone, fax, e-mail, Internet or by any other means of communication.

Reference:

School Act - Sections 45.1 and 16.1

Alberta Human Rights Act

Administrative Procedure 140: Network, Computer, and Email Acceptable Use

Administrative Procedure 350: Student Behaviour and Conduct

Administrative Procedure 451: Harassment

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