

E2 SOCIETY FOR TWICE-EXCEPTIONAL LEARNERS POLICIES

Approved: August 18, 2018
Amended:
Section: Student Policies

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Welcoming, Caring, Respectful and Safe School Policy

OBJECTIVE

WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation;

WHEREAS multiculturalism describes the diverse racial and cultural composition of Alberta society and its importance is recognized in Alberta as a fundamental principle and a matter of public policy;

WHEREAS it is recognized in Alberta as a fundamental principle and as a matter of public policy that all Albertans should share in an awareness and appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity;

E2 Academy will provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for every enrolled student, students' families, and every employed staff member. This policy serves to respect the obligation under subsection 45.1(1) and correlates with our code of conduct for students that addresses bullying behaviour(s). *School Act, 45.1(2)*

E2 Academy Board affirms the rights, as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms, of each staff member employed by E2 Academy and each student enrolled in E2 Academy. Students enrolled in E2 Academy and staff employed by E2 Academy will not be discriminated against as provided for in the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms. *School Act 45.1(3)*

DEFINITIONS

Harassment: Any conduct, comment, gesture or physical contact that a reasonable person should know would be unwelcome, inappropriate or otherwise offensive to an individual or group of individuals, whether or not it occurs within the school building, during the school day, by electronic means;

Bullying: Bullying means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation. Bullying behaviour may be, but is not limited to, physical, verbal, social, and is so defined whether or not it occurs within the school building, during the school day, and/or by electronic means.

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POLICY

1. RESPONSIBILITIES UNDER THE SCHOOL ACT, SECTION 45.1 (INCLUDES SECTION 16.1)

1.1 Support for student organizations (*School Act*, 16.1(1))

If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:

(a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and

(b) subject to subsection (4), within a reasonable time from the date that the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

1.2 16.1(3) The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.

1.3 16.1(3.1) For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.

1.4 16.1(4) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in subsection (1), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

1.5 16.1(6) The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1):

(a) is limited to the fact of the establishment of the organization or the holding of the activity, and

(b) is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.

1.6 The principal shall ensure all staff members, employees, board members and officers adhere to all legislation, such as *Personal Information Protection Act*, which govern the disclosure of personal information.

2. LEADERSHIP

2.1 The Principal shall ensure all aspects of this policy are clearly communicated to all staff, students, and families;

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- 2.2 ensure staff address and provide appropriate remedial consequences for all interactions involving the use of comments, behaviours and actions that present as homophobic, transphobic, and/or sexist, whether they occur in person or in digital form;
- 2.3 ensure staff know their professional responsibility to identify discriminatory attitudes and behaviours, and create welcoming, caring, respectful and safe learning environments;
- 2.4 ensure awareness and adherence to all district policies with respect to diversity, equity, human rights, sexual orientation, gender identity, discrimination, prejudice, and harassment;
- 2.5 ensure staff use language and educational resources and approaches that are inclusive, age-appropriate, and respectful of diverse sexual orientations, gender identities, and gender expressions;
- 2.6 provide inclusive and respectful services and supports to sexual and gender minority students and families;
- 2.7 ensure staff work proactively to eliminate systemic inequities and barriers to learning for all students and employed staff, including sexual and gender minority students, staff and families;
- 2.8 ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity;
- 2.9 ensure discriminatory behaviours and complaints will be taken seriously, documented and dealt with expeditiously; and
- 2.10 ensure all staff recognize the confidentiality of the sexual orientation and gender identity of all students and protect them from unwanted disclosure of such information.

3. STAFF

- 3.1 E2 Academy is a safe and respectful working environment where diversity is valued and embraced and staff are treated with respect and supported.
 - 3.1.1 All staff share responsibility for creating and maintaining a work environment that is free of discrimination and harassment. Complaints of discrimination and harassment shall be promptly investigated and resolved.
- 3.2 E2 Academy engages in employment practices which:
 - 3.2.1 are free of bias resulting from any prejudice, including prejudice related to sexual orientation and gender identity; and
 - 3.2.2 ensure equal opportunity for employment and advancement.
- 3.3 E2 Academy will:
 - 3.3.1 provide professional learning opportunities to assist all staff to acquire the knowledge, skills, attitudes necessary for their roles in the school environment;
 - 3.3.2 ensure appropriate teaching practices create safe, inclusive, equitable, and respectful schools for all staff and students.

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4. TEACHING AND LEARNING RESOURCES

4.1 Teaching and learning resources shall be chosen and/or updated to promote critical thinking and include age-appropriate materials that accurately reflect the diversity of Canada's families, cultures, and communities, including sexual and gender minorities.

5. SCHOOL-COMMUNITY PARTNERSHIPS

5.1 Wherein the principal identifies that a need exists and to foster community involvement, a Sexual Orientation and Gender Identity Advisory Committee will be established.

6. GENDER IDENTITY AND GENDER EXPRESSION

To support the safety, health, and educational needs of students who identify as, or are perceived to be, transgender or transsexual persons, all staff and employees shall adhere to the following recommended practices wherever possible and appropriate:

6.1 Names and Pronouns

A student or staff member has the right to be addressed by a name and pronoun that corresponds to his or her consistently asserted gender identity.

6.2 Official Records and Communication

6.2.1 When requested by an independent student, or the parent/guardian, the student's official record will be changed to reflect their preferred name, sex, and/or gender.

6.2.2 All school forms and records shall be changed to ensure that a student's preferred name and sex or gender is current on class lists, timetables, student files, identification cards, etc.

6.3 Gender-Segregated Activities

To the greatest extent possible, E2 Academy shall reduce or eliminate the practice of segregating students by gender;

6.3.1 In classroom activities or school programs where students are segregated by gender, all students shall be given the option to be included in the group that corresponds to their consistently asserted gender identity.

6.4 Athletics, Locker Room, and Change Room Access and Accommodation

6.4.1 E2 Academy shall proactively review their student athletic policies to ensure they are inclusive of sexual and gender minority students.

6.4.2 Transgender and transsexual students shall not be asked or required to have Physical Education outside of assigned class time, and shall, subject to safety considerations, be permitted to participate in any gender-segregated activities in accordance with their consistently asserted gender identity, if they so choose.

6.4.3 All students shall, subject to safety considerations, have access to locker room facilities that correspond to their consistently asserted gender identity.

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6.4.3.1 In locker rooms that require undressing in front of others, students who desire increased privacy for any reason (e.g., medical, religious, cultural, gender identity, etc.) shall be provided with accommodations that best meet their individual needs and privacy concerns.

6.5 Restroom Accessibility

6.5.1 All students, employed staff, and family members of students shall have access to the restroom that corresponds to their consistently asserted gender identity.

6.5.2 Staff shall consistently demonstrate sensitivity to the needs and safety with respect to restroom access.

6.5.3 The Principal shall ensure that individual solutions to restroom access are implemented with respect and discretion should alternative restroom solutions be requested.

6.6 Dress Code

6.6.1 All students have the right to dress in a manner consistent with their gender identity or gender expression.

6.7 Resolving Conflict

6.7.1 The Principal shall be the final determiner of disputes that may arise with regard to a transgender or transsexual student's participation in educational or athletic activities.

6.7.2 The principal shall ensure that the resolution of any conflict ensures reasonable accommodation and inclusiveness.

7. Code of Conduct

7.1. As legislatively mandated by section 45(5) of the School Act, the Code of Conduct herein set out has the following purpose of identifying that E2 Academy serves individuals with complex learner needs therefore modifications and accommodations are essential to ensuring a welcoming, caring, respectful, and safe learning environment for all learners.

7.2. In order to ensure that students conduct themselves in an appropriate manner at all times, the students attending the School shall be subject to this Code of Conduct.

7.3. Students with the support of parents, teachers and the educational team shall conduct themselves so as to reasonably comply with the following Code of Conduct:

- i. be diligent in pursuing their studies;
- ii. attend school regularly and punctually;
- iii. co-operate fully with everyone authorized by the board to provide education programs and other services;
- iv. comply with school rules;
- v. be accountable to their teachers for their conduct;
- vi. respect the rights of others;
- vii. ensure that they contribute positively to the environment and culture of the School;

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viii. refrain from, report, and not tolerate bullying or bullying behaviour directed to others in the school, whether or not it occurs within the school building, during the school day, or by electronic means.

7.4. Activities that may constitute a violation of this Code of Conduct include, but are not limited to, bullying whether in person during the school day or by electronic means, physical harm or assault upon others, harassment, hazing, gang activities, weapons in school, drug and alcohol use, and improper conduct on busses or on field trips.

7.5 The School must ensure that support is provided for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour. Unacceptable behaviors are supported through multidisciplinary supports addressing deficiencies in skill sets due to cognitive, physical, or social-emotional impairments. Structured interventions provide the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution, and social skills development.

7.6 IPPs are designed to facilitate learning, encourage positive behaviours, and address unacceptable behaviours caused by complex physical, communication, or neurodevelopment profiles. Students who receive interventions designed to address unacceptable behaviours have the right to access:

- i. A therapeutic environment
- ii. Services which promote personal wellness
- iii. Treatment by experienced personnel from many disciplines and experiential backgrounds, both internally and externally, including staff trained in Low Arousal Approaches to Challenging Behaviour (Studio 3)
- iv. Programs that teach functional skills specific to each student
- v. Behavioural assessments, and ongoing evaluation, in a variety of settings
- vi. Individualized treatment procedures that are not punitive in nature

7.7 Unacceptable behaviors including but not limited to self-injurious or aggressive behaviors, destruction or property, or elopement or will be addressed through Environmental and Positive Behavioral Supports. Behavioral Plans established by the learning team must be approved by the parents. Dependent upon the degree and severity of behavior, Behavioral Support Plans will also be reviewed by other members of the E2 Academy team and or developed with the support and input from external medical professionals.

7.8 When a student engages in unacceptable behaviour, consequences may include, but are not limited to:

- i. temporary assignment of a student to an alternate supervised area within the school;
- ii. temporary assignment of a student to an alternate learning location;
- iii. short term removal of privileges including removal from school-related extracurricular activities and/or groups;
- iv. interventions such as positive behaviour supports, contracts, counselling, restorative practices;

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7.9 Where applicable, the response to behaviors must align with the individuals cognitive, physical and social emotional abilities to understand the nature of intervention and adjust personal behavior specific to consequence. In the assessment of the potential consequences of unacceptable behaviour, the School shall also consider a student's age, maturity, individual circumstances, and frequency of the misconduct. In addition, the specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour. Where applicable, unacceptable behavior could be grounds for modifications to service delivery.

7.10 This Code of Conduct shall be made publically available on the School website and shall be provided to all staff, students, and parents.

7.11 This Code of Conduct shall be reviewed each school year.

Alberta Human Rights Act

Alberta Teachers' Association Code of Professional Conduct

Alberta Teachers' Association Declaration of Rights and Responsibilities

Canadian Charter of Rights and Freedoms

United Nations Convention on the Rights of the Child

School Act