

Edmonton Catholic Schools is committed to building nurturing Catholic learning and working communities that are inclusive and welcoming to all of their members. All efforts to support the inclusive, safe, and caring learning and working communities within our District must be in accordance with the teaching of the Catholic Church and shall be grounded in the understanding of the person as a whole. As part of that commitment, the employees and students of the District will conduct themselves in a manner which is consistent with the following:

A. Building A Culture of Acceptance:

1. Assistant Superintendents, Principals, and other staff as designated from time to time shall:
 - a. communicate, monitor, and address all aspects of this regulation with their staff, students, and parents/guardians on an annual basis;
 - b. provide regular messaging on inclusivity/ discrimination prevention;
 - c. develop a resource pool/network with current and varied information on promoting inclusive, safe, caring, and nurturing learning/working environments;
 - d. ensure that the School Conduct Policy, if applicable, is reviewed annually with staff and students and that it explicitly addresses expectations for inclusive behaviors and language;
 - e. take ongoing action to create and maintain an inclusive, safe, caring, and nurturing learning/working environment;
 - f. provide access to training on diversity and sensitivity;
 - g. identify staff leaders for appropriate training on diversity and sensitivity; and,
 - h. support the establishment of school clubs/groups/committees (*School Act*, s.16.1(1)(a)), supervised by a teacher or administrator (*School Act*, s.16.1(1)(b)), that focus on equality and non-discrimination, social justice, peer support and human rights concerns from a Catholic holistic approach as outlined in the *Lived Inclusion For Everyone (LIFE) Framework (attached)*.
2. Staff are expected to:
 - a. explore and model the theological understanding of inclusivity, that everyone is to be welcomed as they are, and of trending issues in a comprehensive and appropriate way, calling upon our District Chaplains and other resources to inform themselves;
 - b. support students to help them develop an understanding of themselves as children of God, therefore fostering a sense of self-worth;
 - c. model inclusive language and behaviors at all times; and,
 - d. hold each other accountable for their language and behaviors, and report instances of language and behavior that result in exclusion or discrimination to their immediate supervisor.

B. Reporting Language and Behavior in Contravention of this Regulation:

1. Assistant Superintendents, Principals, and other staff as designated from time to time shall:
 - a. review and communicate annually the mechanism within their sites for reporting language and behaviors that result in exclusion or discrimination;



- b. thoroughly investigate all reports of language and behaviors that result in exclusion or discrimination in a timely manner;
- c. address all substantiated reports of language and behaviors that result in exclusion or discrimination in a timely manner; and,
- d. gather and respond to data on language and behaviors that result in exclusion or discrimination on an ongoing basis.

In circumstances where parties feel that issues have not been adequately addressed at the school level, they may wish to review the following: Administrative Policy and Regulation 111 – “Student and Parent Appeals of Decisions”, Administrative Policy and Regulation 132 – “Dealing with Parent-School Conflict Management Policy”, any applicable Codes of Conduct, and Administrative Policy 212-“Harassment Policy” and Administrative Regulations 212.1 and 212.2 – “Harassment Regulation”.

C. Student Programming:

1. The District shall:
 - a. allow for Student Records to reflect the preferred name of students (i.e. report cards, IPPs, and class lists and PowerSchool: Teacher reports)¹;
 - b. ensure that gender designations only appear in administrative databases (PowerSchool: Administration)²; and,
 - c. support schools in an advisory capacity as requested in cases requiring special considerations for students;
2. School Based staff shall:
 - a. share information about students and/or parents/guardians only with staff members involved with providing service to that student, always respecting the privacy and confidentiality of the student and/or parents/guardians;
 - b. involve key advisors with consent (i.e. consultants, mental health providers, medical providers, Family School Liaison Workers, classroom teachers, School Operations Services) as needed in a family-centred case conference approach to programming for students who need special considerations;
 - c. provide the agreed upon special considerations for students in a caring, pastoral and inclusive manner;
 - d. provide for the needs and physical privacy of students in a pastoral manner, with a view at all times to maintaining their dignity and safety;
 - e. provide the option of single use washroom/change-room facilities for staff and students whenever possible;
 - f. consult with students and families with respect to accommodating individual needs, protecting the privacy and confidentiality of students, and allowing students to participate

¹ A student who wishes to have his or her name changed on Alberta Education documents is required by Alberta Education to have a legal name change.

² Alberta Education does not require documented proof for change of sex or gender in their Student Information System (SIS) and Provincial Approach to Student Information (PASI) system. Edmonton Catholic Schools does not require documented proof for change of sex or gender or a medical diagnosis.



Commitment to Inclusive Communities in Edmonton Catholic Schools


Administrative Regulation

- in fieldtrips or overnight field trips without the requirement to disclose personal information to determine the best practice and rationale for all individuals involved;
- g. determine best practice and rationale for all individuals involved with respect to student participation in curricular and extra-curricular activities including intramurals and athletics. Based on specific student circumstances, educators address additional needs in consultation with the principal and district leadership. Athletic eligibility for all high school students participating in school sports is determined by the Alberta Schools' Athletic Association (ASAA, <http://www.asaa.ca/resources/asaa-bylaws-policy>) and/or local division athletic associations. Eligibility at secondary level reflects criteria of these associations to ensure consistency and alignment;
- h. provide age appropriate education to students on inclusive language and behaviors permeated through all aspects of the school day/life; and,
- i. ensure that activities or practices that segregate or differentiate children based on ability, gender, or other characteristics are reduced to the greatest extent possible.

D. The Role of Students and Families:

As part of the membership of the Edmonton Catholic Schools inclusive community, the expectations for students and their families in all interactions that pertain to the District are that they:

- a. conduct themselves in a manner which upholds the dignity and worth of all members of the school community;
- b. be aware of and adhere to their school's Student Conduct Policy; and,
- c. report instances of language or behavior that is in contravention of this policy to their school principal immediately.

Reference:	<i>Canadian Charter of Rights and Freedoms</i> <i>Alberta Bill of Rights</i> <i>Alberta Human Rights Act</i> <i>Education Act</i> <i>School Act</i> <i>Occupational Health and Safety Act</i> Edmonton Catholic School District Foundation Statement, Lived Inclusion For Everyone (LIFE) Framework Council of Catholic Superintendents of Alberta (CCSSA), a Pastoral Approach to Supporting and Guiding Students in Inclusive Communities – Gender Identity and Expression Catechism of the Catholic Church Governance Policy #14	Approved:	
		Date Approved:	January 5, 2015
Cross-reference:	AP 104, 109, 111, 132, 212, 217, AR 104, 109, 111, 132, 212.1, 212.2, 217	Date(s) Revised:	March 17, 2016; May 31, 2016; September 21, 2016