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ADMINISTRATIVE PROCEDURE 172

172 AP SEXUAL ORIENTATION AND GENDER IDENTITY

Background
The District is committed to establishing and maintaining a safe and positive learning environment for all students and employees including those who self-identify as a member of a sexual and gender minority (including but not limited to those who identify as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or who are questioning their sexual orientation, gender identity or gender expression). The District recognizes and reaffirms its commitment to the anti-discrimination principles and values contained in the Alberta Human Rights Act, Canadian Human Rights Act, Canadian Charter of Rights and Freedoms. It also recognizes the need to provide a safe environment, free from harassment and discrimination, while ensuring that sexual and gender minority students, employees, and families are treated with respect and dignity while being welcomed and included in all aspects of education and school life.

Procedures

1. Conduct

All students, employees, contractors, visitors, or any other persons who use District facilities shall be expected to conduct themselves in accordance with the District’s commitment to non-discrimination, human rights, and cross-cultural understanding as set out in Administration Procedure 351, CRPS Code of Conduct and this Administrative Procedure.

In order to reflect the District’s commitment to supporting anti-homophobia, anti-transphobia non-discrimination, human rights, and cross-cultural understanding, the District shall expect:

a. all employees will be sensitive to individual discriminatory attitudes and behaviors towards individuals who self-identify as a part of a sexual or gender minority so that all students are treated with fairness and respect;

b. allegations of homophobic or transphobic language, behavior, or discrimination will be reported to the Teacher/Principal in the case of students, and to the immediate supervisor in the case of employees;

c. schools will discuss age appropriate language and behavior with students and staff;

d. school and classroom environments are free of homophobia, transphobia and heterosexism;
e. staff and students will use language and behaviour that does not degrade, label, stereotype, and incite hatred, prejudice, discrimination or harassment towards others on the basis of their real or perceived sexual orientation, gender identity or gender expression.

2. Maintaining School Records

Official school records must reflect student's legal name as registered under the Vital Statistic Act.

The school staff, upon request of a student, can use a student’s chosen (i.e. preferred name) on report cards, Student Learning Plans and other school issued documents.

3. Self - Identification

Students:

a) have a right to be addressed by chosen name/pronoun
b) peers consistently use chosen name and pronouns in the way student has requested

Staff:

a) consistently use chosen name and pronouns in the way student has requested

District:

a) will inform students about limitations around requirement to use legal name designation in specific circumstances
b) will be aware of protection of privacy and personal information including, where possible, having a student’s explicit permission before disclosing information to peers, parents, guardians or other adults in their lives
c) will ensure gender designation is not included beside individual names when creating student/staff/school lists

Dress Codes

Schools and school authorities will ensure existing dress codes are flexible, gender inclusive and respectful of the fact that all students and staff have a right to dress in a manner that is consistent with their gender identity or gender expression.
4. **Curriculum**

The district will encourage staff to:

adapt and include current learning resources and strategies to provide opportunities for all students and staff to develop positive awareness with respect to human rights, anti-discrimination and cultural diversity related to sexual and gender minorities.

Schools will reduce gender-segregated activities to the greatest extent possible.

a. all students participate in curricular/extra-curricular activities that are comfortable and supportive of diverse sexual orientations, gender identity and gender expressions:

For example:

i) students are not gender separated for human sexuality instruction

ii) students can participate on sport teams divided by gender that best reflects their gender identity and expression

iii) students can choose to participate in extra-curricular activities, including competitive and recreational athletic teams that best reflects their gender identity and expression

iv) phys ed classes: all students participate in all curricula in ways that are comfortable and supportive of their diverse sexual orientation, gender identities and gender expressions

5. **Washrooms/Change Rooms**

a) Students/staff have access to a single stall washroom

b) Students/staff will be offered privacy options in relation to change rooms

c) When travelling for outside events, staff should ensure accommodations for changing, showering and washroom facilities for students and staff

6. **Overnight Trips**

All students are to be included on school field trips and overnight field trips and shall be housed in a safe and respectful manner. Accommodation arrangements for overnight field trips shall be addressed on a case by case basis and numerous factors may be considered.

7. **Staff and Student Training**

a) The District will provide staff with support and opportunities for training so that they are informed and familiar with expectations pertaining to human rights, anti-
homophobia, anti-transphobia, discrimination, cultural diversity, and harassment as well as to be sensitive to sexual and gender minority students and those with sexual and gender minorities in their families.

b) The District will provide support and opportunities for training for all staff, elected trustees, and School Councils to develop their knowledge, skills, awareness and behaviors to identify and eliminate homophobic, transphobic, and heterosexist practices and to foster dialogue that creates understanding and respect for diversity, equity, and human rights.

8. School and Community Relations

a) The District will continue to develop partnerships that promote effective participation in the education process by representative organizations and sexual and gender minority communities that are committed to the mission of the Board.

b) The District will continue to support the existence of Gay/Straight Alliance Clubs (GSAs) in schools.

9. Employment

a) Conduct consistent with this Administrative Procedure is considered to be a term and condition for employment for all staff.

b) The District is committed to taking reasonable steps to ensure that District employees responsible for personnel selection shall be provided with training to enhance their sensitivity to human rights issues, including sensitivity to sexual and gender minority issues.

c) The District will ensure that the confidentiality of the sexual orientation and gender identity of staff will be protected. Employees who self-identify as a sexual or gender minority will be given the support they require to do their work in a safe, inclusive and respectful environment.
## Resources to Support the Inclusion of Students and Staff

<table>
<thead>
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<th>Resource</th>
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<tr>
<td>Gay-Straight or Queer Straight Alliances in Schools</td>
<td><a href="https://education.alberta.ca/media/142740/gay-straight_alliances_in_schools.pdf">https://education.alberta.ca/media/142740/gay-straight_alliances_in_schools.pdf</a></td>
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<tr>
<td>Starting a Gay-Straight or Queer Straight Alliance in your School: A Tip Sheet for Students</td>
<td><a href="https://education.alberta.ca/media/142741/starting-a-gay-straight-alliance-in-your-school.pdf">https://education.alberta.ca/media/142741/starting-a-gay-straight-alliance-in-your-school.pdf</a></td>
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<td>Role of School and School Authority Leaders in Supporting Gay-Straight/Queer Straight Alliances</td>
<td><a href="https://education.alberta.ca/media/142739/gs-qsa_role_of_leaders.pdf">https://education.alberta.ca/media/142739/gs-qsa_role_of_leaders.pdf</a></td>
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<tr>
<td>Gay-Straight/Queer Straight Alliances in Faith-Based Schools</td>
<td><a href="https://education.alberta.ca/media/142737/gs-qsa_in_faith-based_schools.pdf">https://education.alberta.ca/media/142737/gs-qsa_in_faith-based_schools.pdf</a></td>
</tr>
<tr>
<td>Sexual Orientation and Gender Identity Policy Brochure</td>
<td><a href="http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%25">http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Diversity,%20Equity%20and%20Human%</a></td>
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<td>Here Comes Everyone</td>
<td><a href="http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/MON-3_Here%20comes%20everyone.pdf">http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/MON-3_Here%20comes%20everyone.pdf</a></td>
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<tr>
<td>Safe and Caring Schools for Two-Spirit Youth</td>
<td><a href="http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf">http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf</a></td>
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<tr>
<td>Safe and Caring Schools for Transgender Students</td>
<td><a href="http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf">http://resources.safeandcaring.ca/wp-content/uploads/2014/05/Two-Spirit-Youth.pdf</a></td>
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Definitions

Ally

A person, regardless of their sexual orientation or gender identity, who supports the sexual rights of sexual and gender minority.

Gender

A system that operates in a social context to classify people, often based on their assigned sex. In many contexts this takes the form of a binary classification as ‘man’ or ‘woman’ and in other contexts this includes a broader spectrum.

Gender Expression

The way a person represents/expresses gender in a particular context. This includes but is not limited to clothing, speech, body language, hairstyle, voice and/or emphasis or de-emphasis of bodily characteristics which are often associated with masculinity or femininity. The ways gender is expressed are culturally specific and may change over time. Synonymous terms are gender presentation or gender performance.

Gender Identity

A person’s internal experience of gender. This includes a person’s internal sense of being a man, woman, androgynous, neither or some other gender. A person’s gender identity may or may not correspond with social expectations associated with the sex they were assigned at birth.

Gender Minority

Individuals who do not identify as either male or female.

Gender nonconforming

An individual who demonstrates a range of gender expression. It reinforces the notion that gender is not binary, but a continuum, and many individuals express their gender identity in multiple ways. Other synonymous terms are gender variant, gender creative and gender nonconforming.

Gay Straight Alliance (GSA)

Student organized termed GSA are clubs or support groups and typically involve teacher(s) who serve as faculty advisors providing support for LGBTTQ students.
Heterosexism
The belief that everyone is, or should be heterosexual. This includes assuming others are heterosexual, and that heterosexuality is superior to other sexual orientations.

Homophobia/Biphobia/Transphobia
Fear and/or hatred of any gay and lesbian people (homophobia), bisexual people (biphobia), and transgender people (transphobia).

Intersex
A term used to describe biological variations in sexual and reproductive development in which a person is born with that does not fit the typical definition of male or female.

LGBTQQ*
An acronym for Lesbian, Gay, Bisexual, Transgender, Two-Spirit and Queer/Questioning.

The asterisk represents other minority gender identities and sexual orientations.

Preferred Gender Pronoun
The pronoun a person prefers to use. Many transgender and gender nonconforming people may adopt gender neutral pronouns including, he/him/his; she/her/hers; they/them/ theirs; xe/xem/xyr; ze/zhe; hir/hirs or no pronoun.

Queer
Deemed offensive historically but has been reclaimed by members of the LGBTQQ* community as a term of empowerment.

Sexual Orientation
A term that classifies a person’s potential for emotional, intellectual, spiritual, intimate, romantic and/or sexual interest in other people, often base on their sex and/or gender.

Transgender
A person who does not identify either fully or in part with the gender conventionally associated with the sex assigned to them at birth. Transgender or ‘trans’ is an umbrella term to represent a wide range of gender identities and expressions.
**Transition(ing)**

The process in which a person goes from living and identifying as one gender to living and identifying as another gender.

**Transsexual**

A person who does not identify with the gender conventionally associated with the sex assigned to them at birth. This is most frequently associated with movement from one gender to another through medical procedures.

**Two Spirit**

An umbrella term that reflects the man words used in indigenous languages to affirm the interrelatedness of multiple aspects of identity including gender, sexuality, community, culture and spirituality.

**References:**

- West Vancouver Board of Education Administrative Procedures Manual, Administrative Procedure 171
- Winnipeg School Division: Safe and Caring Policy Transgender and Non-Conforming Students and Staff
- School Act – Section 45(8)
- Alberta’s Amended School Act
- Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender identities and Gender Expressions (Alberta Government)
- Alberta Human Rights
- Canadian Charter of Rights and Freedoms
- Alberta Teachers’ Association Code of Professional Conduct
- Canadian Rockies Administrative Procedure 170, 171, 351, 380, 409
- Canadian Rockies Public Schools Code of Conduct
- Bill 24 An Act to Support Gay-Straight Alliances

Amended: May 2018
340 AP STUDENT CODE OF CONDUCT

Background

The Division accepts the responsibility of providing students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.

Procedures

Students Rights and Responsibilities

1. Students have the responsibility under The School Act to respect the rights and dignity of others and to proactively participate in promoting and fostering positive relationships while:

   a) on CRPS property
   b) participating in school activities
   c) engaging in any electronic communication both on or off CRPS property
   d) in any other circumstances that may impact the school environment

2. CRPS expects students to exhibit socially responsible and respectful behaviours so that teaching and learning are maximized.

3. Discrimination, bullying and harassment in any form will not be tolerated. Students may be held accountable for behaviour that impacts the school beyond the hours of school operation when their conduct detrimentally affects the personal safety and well-being of individuals, the learning environment, or the effective operation of the school.

4. Students are accountable for demonstrating respect for:

   a) authority
   b) others and their property
   c) school property, equipment and textbooks
   d) differences in ethnicity, race, religion, gender and sexual orientation

5. Students must comply with the School Act including:
a) being diligent in their studies  
b) attending school regularly and punctually  
c) cooperating fully with everyone authorized by CRPS to provide education and other services  
d) accounting to the student’s teachers for the student’s conduct  

**Unacceptable behaviour**  
Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, on school grounds, off school grounds on an approved school related activity, or on the school bus, during the day or by electronic means.  

6. Examples of unacceptable behaviour include, but are not limited to:  
   a) disruptive or dangerous behaviour and defiance of authority  
   b) encouraging unacceptable conduct and engaging in conduct which endangers others  
   c) use or display of improper, obscene or abusive language, messages, gestures or pictures  
   d) theft  
   e) willful damage to school or others’ property  
   f) use, distribution of illicit drugs  
   g) discriminatory behaviour  
   h) bullying, cyber-bullying and use of technology such as computers, cameras, cell phones or other digital equipment for purposes that are illegal, unethical, inappropriate  

**Intervention Strategies**  
CRPS is committed to working towards providing a safe and welcoming learning community. Responses to student behaviour must reflect a consistent and district-wide approach that ensures a range of fair and predictable response to unacceptable behaviour. Schools will respond with interventions that are logical, restorative (where appropriate and possible) and take into account a student’s developmental stage and range of special needs when determining responses. The following examples are responses that may be considered, but not limited to:  
   a) discussions with those involved  
   b) conference that may include students, staff, parents and/or other divisional personnel  
   c) a plan that may include counselling, mentoring, mediation, or outside agency support  
   d) supports, whether academic or social/emotional, required for the student demonstrating inappropriate behaviour as well as supports for the student impacted by the inappropriate behaviour  
   e) time out: a ‘cooling off’ period  
   f) student detention  
   g) withdrawal of privileges  
   h) making restitution  
   i) development of a behavior contract
j) suspension: in-school or out-of-school
k) possible risk assessment
l) expulsion

References
School Act Sections 12, 16, 16.2, 20, 24, 25, 45, 45.1, 51, 60, 61, 113
Bill 24
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Canadian Rockies Public Schools APs 170, 171, 172, 341, 351, 380
CRPS District Code of Conduct

Amended: May 2018
341 AP STUDENT CONDUCT ON SCHOOL BUSES

Background

The Division accepts the responsibility of providing students and staff with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

CRPS will ensure safe, reliable, and effective transportation for students.

Students riding in a school bus shall be under the immediate supervision of the driver, who shall report all cases of student misconduct to the Transportation Manager and then to the Principal of the school if necessary.

Procedures

1. Students are responsible to the driver of a school bus in the same way that they are responsible to the teacher of a classroom. Students must obey instructions or directives promptly.

   Students riding on a school bus shall be under the immediate authority of the driver. The driver shall exercise such action as is deemed necessary to maintain safety and order on the bus. Any student who disrupts the bus driver or who fails to comply with the rules of conduct on the bus will be reported to the Transportation Manager who will bring it to the attention of his/her Principal if necessary. The Principal will use the Student Code of Conduct to determine responses to unacceptable behaviour. The Principal can suspend the student from bus transportation.

2. Drivers will be instructed to maintain established schedules. Students must be on time.

3. A student, having boarded a school bus, shall remain on the bus until it reaches its destination or designated home stop unless:
   a. The parent has communicated with the Transportation office any changes in the students stop.
   b. The student’s parent personally meets the bus and removes the student therefrom.

4. The driver will assign the seat which the student will occupy. The student is responsible for the seat assigned by the driver.

5. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, on school grounds, off school grounds on an approved school related activity, or on the school bus, during the day or by electronic means. The
examples of unacceptable behaviour as listed in the AP Student Code of Conduct are the same.

6. Students responsibilities include, but are not limited to:
   a. Follow the directions of the driver
   b. Classroom voices and behavior expected
   c. Treat others and their property with respect
   d. Stay in your seat until the bus comes to a complete stop
   e. Move away from the “danger zone” immediately
   f. No eating on the bus

7. Damage by students to the bus will be reported by the bus driver to the Transportation Office who will then contact the Principal. The parents of the students involved will be responsible for any damage to the bus.

8. When entering or exiting from the bus, students must obey the directions of the driver and always pass in front of the bus.

9. Students carrying loose articles must ensure that these do not constitute a danger to other passengers or in any way obstruct the aisles or exits.

13. Except in exceptional circumstances, students shall not leave their seats while the bus is in motion.

14. Personal listening devices with earphones are permitted on the bus.

References

School Act Sections 12, 16, 16.2, 20, 24, 25, 45, 45.1, 51, 60, 61, 113
Bill 24
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
CRPS Administrative Procedures 170, 171, 172, 340, 351, 380
Traffic Safety Act
Student Transportation Regulation 250/98(Amended AR 125/2005)

Amended: May 2018
351 AP SAFE AND CARING SCHOOL CULTURE

Background

A safe and caring school exists with the full support and assistance of all members of the school community. We seek to develop a just, peaceful and democratic society in our schools, in accordance with the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act and the School Act. The Division commits to ensure that all are treated with respect and dignity, and where everyone feels they belong. The Division expects employees, students, volunteers, parents, community members - any person - who visits Division facilities to conduct themselves in a manner which promotes and protects the best interests of student, staff, and colleagues.

Definitions

1. A positive school culture is one in which each individual is valued, trusted, respected and involved. The operating ethos is one of collaboration, high expectations, mutual trust, caring and support for all individuals.

2. An Inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for all students.

3. A safe and caring school learning environment is one that is physically, emotionally and psychologically safe, characterized by:
   a. respect for the uniqueness of each individual
   b. respect for democratic values, rights and responsibilities
   c. appropriate modelling by staff and students
   d. clear, consistent expectations for behavior
   e. appropriate responses to misconduct which are clearly communicated

4. Bullying is a conscious, persistent and repeated behaviour by one or more people, which is intended to harm others. Bullying takes many forms and can include a variety behaviours and can include physical, verbal, social and cyber bullying. Bullying is the assertion of power through aggression.

Cyber bullying includes the use of email, cell phones, text messages, and internet sites to threaten, harass, embarrass, socially exclude, or damage reputations and friendships.

Bystander is a person who observes a conflict or unacceptable behavior. This group includes everyone, other than the bully and victim, who is present during a bullying incident.
5. *Harassment* means any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Please refer also to AP 172: Sexual Orientation and Gender Identity.

7. *Defamation* is any action that attacks or injures the reputation or honour of an individual or group by false and malicious statements.

**Responsibilities**

1. The Superintendent shall:

   - Ensure all schools are safe and caring for all students and staff; and visitors.
   - Develop, implement and regularly evaluate policy, procedures, programs and practices to support safe and caring schools.
   - Provide support for education and training for staff, elected trustees, and parents to develop their knowledge, skills, awareness and behaviours to create and maintain safe and caring schools.

2. The Principal shall:

   - Ensure their school is safe and caring for all by working in collaboration with parents, students, schools staff and community agencies: verify teachers complete PD required by the district.
   - Work in collaboration with the Crisis Response Team, to support a safe and caring school environment.
   - Provide information on school expectations that support a safe and caring environment.
   - Establish learning environments where students and staff feel physically, psychologically, socially and culturally safe.

3. Teachers shall:

   - Create and maintain classroom environments that are safe and caring for all.
   - Provide information on school expectations that support a safe and caring environment: complete PD required by the District.
   - Support, model and uphold the expected behaviours and guide students to do the same.
   - Establish learning environments where students feel physically, psychologically, socially and culturally safe.

4. Support Staff, and Bus Drivers shall:

   - Work in partnership to ensure school, bus or field trips are environments where students feel physically, psychologically, socially safe.
5. Parents are responsible for:

- Understanding school expectations for student behavior.
- Supporting the school in the upholding of these expectations, procedures and regulations at all school functions, both on-campus and off campus or by electronic means.
- instilling in their child respect for the rights and the property of others
- respecting the authority of the school staff to provide a safe, respectful, and caring environment

6. Students are responsible for:

- Conducting themselves in a manner that supports a safe and caring environment for all.
- Conducting themselves so as to comply with the code of conduct specified in Section 12(a-f) of the School Act.

**Intervention Strategies**

Developmentally appropriate responses to inappropriate choices will be based on what the student can learn from the incident and how to support a safe and caring environment for all. The goal is to encourage empathy, to make amends and to help students associate power with kindness and pro-social activities. Responses may include:

- an Interview with students
- problem solve with all parties involved with the goal of restoring the relationship(s)
- verbal warning
- detention
- temporary removal from class
- Parent communication and/or meeting
- outside agency involvement (Child and Family Services, Mental Health, RCMP, etc as necessary or required by law)
- counselling
- restitution
- In school /out of school suspension
- expulsion to alternative education program

**References:**

School Act
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Canadian Rockies Public Schools Administrative Procedures 170, 171, 172, 352, 380, 409
Prairie Land School Division Administrative Procedure 310
Edmonton Public Schools
Lord Selkirk School Division
Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities, and Gender Expressions (Alberta Government)
Canadian Rockies Public Schools Code of Conduct
Canadian Charter of Rights and Freedoms
Freedom of Information and Protection of Privacy Act
Bill 24 - An Act to Support Gay Straight Alliances

Amended: May 2018
380 AP SUPPORT FOR STUDENT ORGANIZATIONS

Background

The Division encourages the principal and professional staff to make available the opportunity for students to experience belonging to formal and informal associations which operate within the school setting and are under the guidance of a professional staff member(s) and which are responsible to the Principal.

Procedures

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 16.1 subsection (4) of The School Act, 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

2. 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.

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

3. 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 16.1 subsection (1) of The School Act, 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.

4. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in 16.1 subsection (1) of The School Act is limited to the fact of the establishment of the organization or
the holding of the activity and is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.

References:

School Act
Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities, and Gender Expressions (Alberta Government)
Canadian Rockies Public Schools Administrative Procedures 170, 171, 172, 351
Canadian Rockies Public Schools Code of Conduct
Alberta Human Rights
Canadian Charter of Rights and Freedoms
Freedom of Information and Protection of Privacy Act
Bill 24 - An Act to Support Gay Straight Alliances

Amended: May 2018
1 POLICY DIVISION VISION, MISSION STATEMENT AND BELIEF STATEMENTS

Vision Statement:
To empower students to be their finest – Today and Tomorrow.
Encourager les élèves à faire de leur mieux aujourd'hui et demain.

Mission Statement:
Creating dynamic learning environments that ensure student success.

Belief Statements:
We believe student learning thrives when:

- The needs of students are recognized and come first.
- Each student’s knowledge, skills, attributes and interests are identified and developed.
- The learning environment is physically and emotionally safe and secure for all students including LGBTQ students.
- Opportunities are provided for challenge, discovery, action and reflection.
- Each school and the district as a whole function as a Professional Learning Community – engaged together in ongoing learning.
- Parents are well informed and have meaningful opportunities to participate in their child’s education.
- There are healthy connections between the schools and their communities.
- Relationships between the board, staff, students, and community model mutual respect and support.

Amended/Revised: October 2015, May 2018