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**HORIZON SCHOOL DIVISION NO. 67**

<b>Policy Code:</b>	IHF
<b>Policy Title:</b>	Welcoming, Caring, Respectful, and Safe Learning Environments
<b>Cross Reference:</b>	EBCB, GCA, GCAG, HGB, HNB, IFC, IFCH, IFCL, IFGA, IFH, IG, IGAA, IGD, IHEB, IO, JB
<b>Legal Reference:</b>	<u>Education Act</u> 31,33
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**POLICY HANDBOOK****POLICY**

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION IS COMMITTED TO PROTECTING THE RIGHTS OF ALL MEMBERS OF THE SCHOOL COMMUNITY AS IS GUARANTEED UNDER THE *CANADIAN CHARTER OF RIGHTS AND FREEDOMS*, *ALBERTA HUMAN RIGHTS ACT*, AND *ALBERTA SCHOOL ACT* AND TO PROVIDE A WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS THAT RESPECT DIVERSITY, FOSTER A SENSE OF BELONGING, AND PROMOTES STUDENT AND STAFF WELL BEING. THE BOARD BELIEVES ALL STUDENTS AND STAFF HAVE THE RIGHT TO LEARN AND WORK IN AN ENVIRONMENT FREE FROM BULLYING, DISCRIMINATION, HARASSMENT, AND VIOLENCE. THESE RIGHTS SHALL BE PROTECTED SO THAT ALL MEMBERS OF THE SCHOOL COMMUNITY MAY WORK TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

**DEFINITIONS****Welcoming, Caring, Respectful, and Safe Learning Environments**

A welcoming, caring, respectful, and safe learning environment is one where students and staff are protected from bullying, discrimination, harassment, and violence within school facilities, on school grounds, on school buses, and during school sponsored/authorized co/extra-curricular activities. This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication. All those involved with the jurisdiction including trustees, staff (employees, volunteers, and contractors), students, parents, and visitors must share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board prohibits bullying, harassment, discriminatory, and violent behaviours and expects allegations of such behaviours to be investigated in a timely and respectful manner.

**Bullying**

Repeated and hostile or demeaning behaviour by an individual where the behaviour is intended by the individual to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. Bullying tends to be subtle and consists of an accumulation of many small incidents, each of which, when taken in isolation and out of context, seem trivial. Bullying may include:

Verbal Bullying—name calling, sarcasm, teasing, spreading rumors, threats, discriminatory references, unwanted comments.

Social Bullying—mobbing, scapegoating, excluding others from a group, humiliating others, gossiping, gestures or graffiti intended to put others down.

Physical Bullying—hitting, poking, pinching, chasing, shoving, coercing, destroying.

Cyber Bullying—using the internet or text messaging to intimidate, threaten, put down or spread rumors about someone.

## **Policy IHF – Welcoming, Caring, Respectful and Safe Learning Environments, Cont’d.**

### **Discrimination**

Negative differential treatment of a person or group on the basis of the prohibited grounds of discrimination set out in the *Canadian and Alberta Human Rights Act*; mainly, race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

### **Harassment**

Improper conduct (physical or verbal behavior) by any individual that is directed at and offensive to or humiliates another individual, and that the individual knew or ought reasonably to have known would cause offence or harm. It comprises objectionable act(s), comment(s) or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat. It also includes discrimination within the meaning of the *Canadian and Alberta Human Rights Acts*. Harassment consists of repeated and persistent behaviours towards an individual to torment, undermine, frustrate or provoke a reaction from that person. It is the synergy and repetitive characteristic of the behaviours that constitute the conduct as harassment. However, one single incident can constitute harassment when it is demonstrated that it is severe and has a significant and lasting impact on the complainant. Harassment also includes:

Personal Harassment – disrespectful behavior that is unwelcomed and demeans or embarrasses a person and not based on one of the prohibited grounds within the *Canadian and Alberta Human Rights Acts*

Sexual Harassment – offensive or humiliating behavior that is related to a person’s sex, as well as behavior of a sexual nature that creates an intimidating, hostile, or “poisoned” work/learning environment or that could reasonably be thought to put sexual conditions on a person’s educational advancement, job or employment opportunities.

### **Violence**

Harassing behavior that has as an element the use, attempted use or threatened use of physical force or substantial risk that physical force may be used against a person or property of another.

### **Independent student**

Means a student who is

- (i) 18 years of age or older, or
- (ii) 16 years of age or older and
  - a. who is living independently, or
  - b. who is a party to an agreement under section 57.2 of the Child, Youth and Family Enhancement Act;

## **GUIDELINES**

1. The *Canadian Human Rights Act*, and *Alberta Human Rights Act* protect individuals from discrimination.
  - 1.1. No person shall discriminate or exhibit an intention to discriminate against a person or a class of persons, or is likely to expose a person or a class of persons to hatred or contempt because of the race, religious beliefs, color, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.
2. The *Canada Labour Code* protects staff from sexual harassment.
  - 2.1. Every employee is entitled to employment free of sexual harassment.
  - 2.2. Every employer shall make every reasonable effort to ensure that no employee is subjected to sexual harassment.
  - 2.3. The employer will take such disciplinary measures as the employer deems appropriate against any person under the employer’s direction who subjects any employee to sexual harassment.
3. The *Criminal Code* protects individuals from violence including physical and sexual assault.

## **Policy IHF – Welcoming, Caring, Respectful and Safe Learning Environments, Cont’d.**

4. The *School Act* addresses bullying behavior and protects students from bullying behavior.
  - 4.1. A student, as a partner in education, has the responsibility to refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
  - 4.2. No person shall
    - 4.2.1. disturb or interrupt the proceedings of a school,
    - 4.2.2. disturb or interrupt the proceedings of a school meeting or board meeting,
    - 4.2.3. loiter or trespass in a school building or on property owned by a board, or
    - 4.2.4. conduct themselves in a manner detrimental to the safe operations of a school.
5. The Board’s regulations are founded on the following principles:
  - 5.1. Parents have a right and a responsibility to make decisions respecting the education of their children as per the *School Act*;
  - 5.2. The rights and needs of all students, staff, and families need to be respected
  - 5.3. All Students, staff, and families have the right to:
    - 5.3.1. Be treated with dignity;
    - 5.3.2. Be open about who they are, including expressing their identity without fear of discrimination and/or harassment;
    - 5.3.3. Have the right to privacy and confidentiality; and
    - 5.3.4. Are actively included in the collaborative decision-making process that supports their rights and needs.
6. Principals shall ensure that all school policies and procedures are consistent with and adhere to the philosophy and intent of this welcoming, caring, respectful, and safe learning environments policy.
7. Supervisory and performance evaluation actions and processes undertaken in good faith in accordance with Horizon School Division policy and procedures, the *School Act*, or Ministerial Orders do not fit under the definition of bullying, discrimination, or harassment.

## **REGULATIONS**

1. The Board expects that all trustees, employees, students, parents, volunteers, visitors, and contractors shall show responsibility, understanding, sensitivity and concern for the well being of others and actively participate in maintaining a welcoming, caring, respectful, and safe learning environment.
  - 1.1. The Principal shall:
    - 1.1.1. Ensure staff know their professional responsibility when dealing with discriminatory attitudes and behaviours, and creating caring, respectful and safe learning environments;
    - 1.1.2. Address requests for supports on a case-by-case basis;
    - 1.1.3. Ensure staff are inclusive, and respectful of all members of the school community;
  - 1.2. Staff shall:
    - 1.2.1. Act in loco parentis, that is to say, as responsible caring parents in relation to students. In exercising their authority under the *School Act*, staff must always consider the educational interests and fundamental rights of students.
    - 1.2.2. When needed or requested, help students and/or their family identify and access appropriate resources and supports along the continuum of supports within or beyond the school;
    - 1.2.3. Comply with Section 50.1 of the *School Act* as it relates to notice to parents; and
    - 1.2.4. Utilize provincial and locally approved, by division office, teaching and learning resources that respect Canada’s diversity.
  - 1.3. Counsellors shall:
    - 1.3.1. Ensure parents are informed and have provided consent prior to children receiving ongoing counseling.

**Policy IHF – Welcoming, Caring, Respectful and Safe Learning Environments, Cont’d.**

2. This policy covers inappropriate behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
3. The Board prohibits bullying, harassment, discriminatory, and violent behaviours
  - 3.1. The Board expects students to adhere to policy IFC student conduct and the schools' code of conduct.
  - 3.2. Policy IG addresses student discipline.
4. The Board encourages reporting of all incidents of bullying, discrimination, harassment, or violence regardless of the identity of the respondent or offender. Reports should be made promptly to a trusted adult, the Principal, the individual’s supervisor, or the Superintendent.
  - 4.1. Staff shall report any bullying discrimination, harassment, or violence that may constitute a contravention of the *School Act*, to the school Principal who shall inform the Superintendent.
5. The Board expects all reported incidents of bullying, harassment, discrimination, or violence to be investigated in a timely and respectful manner as per Appendix A.
6. Individuals engaging in bullying, discriminating, harassing, and/or violent behaviour and those willingly making false claims regarding such behaviour may be subject to appropriate disciplinary action up to and including expulsion, termination, and/or criminal prosecution.
7. The Superintendent or Principal may contact the police who may lay a charge when conduct is considered a criminal offense, governed by the Criminal Code, or is believed to contravene the *School Act* and warrants such action.
8. Following any incident of bullying, discrimination, harassment, and/or violence, the Superintendent or designate or school principal will evaluate the level of potential harm and implement appropriate action (i.e. Threat Assessment, Bullying Protocol, parent contact, etc.).
9. The Superintendent or designate shall ensure that the Handbook for the Prevention and Management of Critical Incidents is maintained and reviewed regularly, and revised as required.
  - 9.1. All staff shall adhere to the procedures outlined in the Horizon School Division Handbook for the Prevention and Management of Critical Incidents.
  - 9.2. Critical incident reports shall be completed and filed with the Superintendent or designate immediately following an incident. (See Handbook for the Prevention and Management of Critical Incidents p. 115)
10. The Superintendent will develop, maintain, review annually, and revise as required a School Division safety plan.
11. Principals shall develop, maintain, review annually, and revise as required a school safety plan.
12. Schools shall have measures in place to prevent bullying, discrimination, harassment, and violence, which may include one or more of the following:
  - 12.1. school policy development on related topics to be communicated to students, parents, and staff;
  - 12.2. a program designed to develop and maintain a positive school climate;
  - 12.3. conflict resolution programs;
  - 12.4. access to a counsellor or family school liaison counsellor;
  - 12.5. curricular instruction; and/or
  - 12.6. special presentations on relevant topics.

**Policy IHF – Welcoming, Caring, Respectful and Safe Learning Environments, Cont'd.**

13. To support the rights and needs of all students/staff including those who identify as, or are perceived to be, transgender or transsexual persons, jurisdiction staff shall adhere to the following recommended practices wherever possible and appropriate:
  - 13.1. **Names and Pronouns**- Individuals have the right to be addressed by a name and pronoun that corresponds to his or her consistently asserted gender identity.
  - 13.2. **Official Records and Communication** - When requested by an independent student, or a student and the parent/guardian, the student's school record and school issued documents will be changed to reflect the student's preferred gender. Note: a legal name change is required for official Alberta Education documents to reflect a new name.
  - 13.3. **Confidentiality** - Ensure staff respect students' and family's with diverse sexual orientations, gender identity and gender expression's right to confidentiality with regard to unwanted disclosure to other staff and/or students.
  - 13.4. **Student Organizations** - Support the establishment of all voluntary student organizations including clubs that promote non-discrimination such as a Gay-Straight Alliance, or anti-bullying club, as per Section 16.1 of the School Act, where interest by students has been expressed;
  - 13.5. **Gender-Segregated Activities** – To the extent possible, schools should reduce or eliminate the practice of using gender to segregate students for the sole purpose of creating two groups within curricular activities. Schools may continue to offer gender specific courses (e.g. Physical Education, Health and Life Skills). The Principal will determine the best practice and rationale for individuals involved.
  - 13.6. **Locker Room, Change Room, Rest Room Access and Accommodation**
    - 13.6.1. Student athletic policies are to be inclusive in ways that are comfortable, respectful, and supportive for all students to the best extent possible.
    - 13.6.2. All students who desire increased privacy, regardless of the reason (e.g. medical, religious, cultural, gender identity, gender expression) shall, to the best extent possible, be provided with accommodations, that best meet their individual needs and privacy concerns (e.g. access to a non-gendered, single-stall washroom).
      - 13.6.2.1. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom access.
      - 13.6.2.2. The Principal shall ensure that individual solutions to restroom access are implemented with respect and discretion.
      - 13.6.2.3. Students seeking accommodations should request such accommodations from school administration and solutions will include conversations with parents/guardians and be based on a case-by-case basis while respecting the needs of all students.
14. Principals shall ensure that students and staff are familiar with the school safety plan and receive training and, where appropriate, practice in implementation of crisis response procedures.

## APPENDIX A

### PROCEDURE

#### Reporting

1. Students and staff who believe they or a student or staff have been subjected to bullying, harassment, discrimination, or violence have a duty to report the harassment to a trusted adult, teacher, counsellor, supervisor, principal, or the Superintendent if the complaint involves their supervisor or principal.
  - 1.1. This report may be informal/verbal or formal/in written form.
  - 1.2. These persons shall respect the complainant's confidentiality and shall provide support, guidance, and assistance throughout the resolution process.
  - 1.3. In the case of students being the respondent, staff must always be aware that they stand in loco parentis (in place of the parent) to all students.
2. Employees are required to report suspected cases of harassment and/or violence that could be considered child abuse, as required by policy IHEB and the *Child, Youth and Family Enhancement Act*, to the proper authorities.
3. Although a verbal report is acceptable, staff or students who have experienced bullying, discrimination, harassment, and/or violence are encouraged to:
  - 3.1. keep a written record of the date, time, nature of the behavior, names of people who may have witnessed the incident, and the action taken to stop the harassment; and
  - 3.2. advise the offender, either verbally or in writing, that his/her behavior constitutes bullying, discrimination, harassment, and/or violence, is unacceptable and unwelcome, and ask him/her to stop.
4. Principals or supervisors shall make every reasonable attempt to arrange a meeting with the complainant and the respondent(s), with the intent of reaching a satisfactory resolution.
5. If the respondent continues the behavior or if you do not feel you can speak directly to the person, speak to a trusted adult, teacher, counsellor, supervisor, principal, or the Superintendent if the complaint involves your supervisor or principal or file a formal complaint.

#### Mediation

1. Can come before a formal investigation
2. Mediation is a process by which a neutral third party helps the people involved in the complaint reach a solution that is acceptable to both parties.
3. The mediator must be acceptable to both parties
4. Either party has the right to refuse mediation
5. The mediator may be from within the school or jurisdiction or from outside
6. The mediator must not otherwise be involved in the complaint
7. Both parties have the right to be accompanied and assisted during the mediation sessions by someone with whom they feel comfortable.

#### Formal Complaint

1. If the informal route (including mediation) for resolving a harassing situation does not succeed or is not appropriate, a formal complaint may be filed.

2. If the report is formal/in written form, it must be specific and detailed and should contain the following information:
  - 2.1. the complainant's name and position if any
  - 2.2. who the respondent(s) was/is/were/are,
  - 2.3. where the alleged incident(s) took place;
  - 2.4. when the alleged incident(s) took place;
  - 2.5. the nature of the alleged incident(s);
  - 2.6. names of witnesses (if any); and
  - 2.7. what, if anything, was done to stop the bullying, discriminatory, harassing, or violent behaviour.
3. The trusted adult, teacher, counsellor, or supervisor, upon receiving a verbal or written report shall report the complaint to the principal or supervisor, or if the complaint involves the principal or supervisor, the Superintendent, who shall fully investigate the complaint.
  - 3.1. The principal, supervisor, or the Superintendent may refuse to take action on a complaint which is deemed to be frivolous or vexatious.
  - 3.2. The principal or supervisor's decision may be appealed to the Superintendent.
  - 3.3. The Superintendent's decision may be appealed to the Board.
4. The resolution of substantiated formal written complaints will adhere to the following process, namely:
  - 4.1. If appropriate, the principal, supervisor, or Superintendent may attempt to resolve the complaint in an informal manner (e.g. through mediation with both parties). If the parties do not agree to such an informal process, or if the principal, supervisor, or Superintendent believe that an informal process is not appropriate or practicable, having regard to all the circumstances, then subparagraph (4.2) shall be complied with.
  - 4.2. If informal resolution is inappropriate, fails, or is not agreed upon, or is impractical, the principal, supervisor, or Superintendent may impose appropriate disciplinary measures after taking such other investigative steps as may be required by this policy and in the event this policy is silent, such further investigative steps as the principal, supervisor, or Superintendent deems appropriate in the circumstances. In any event, the principal, supervisor, or Superintendent shall provide the person accused of bullying, discriminating, harassing, or violence with an opportunity to respond to the complaint.
  - 4.3. Should the complainant so request, the investigation shall be stopped at any point except where the respondent requests the investigation continue. (This might arise where an investigation had involved obtaining records, etc., and where the person(s) against whom the complaint had been made wished to "clear their names(s).") In such latter circumstances the request shall be considered by the principal, supervisor, or Superintendent and the decision shall be final and binding.
5. At any time, the principal, supervisor, or Superintendent may choose to close or to suspend the investigation. Such a decision may be appealed as per policy.
6. All staff and students have the responsibility to cooperate in an investigation.
7. In the course of the investigation the investigator shall investigate the details of the complaint and will hear from complainants, respondents, and any witnesses and recommend solutions to identified problems.
  - 7.1. In the case of a complaint involving staff, the investigator shall ensure that all documents submitted by the complainant be provided to the other party. The investigator may wish to secure additional information from files and records or other sources maintained by the Board of Trustees, and in such event any such information will be secured in conformity with any Board policies governing access to such information. Additionally, if such information is obtained both parties shall be notified of the information and be given the opportunity to respond thereto. The investigation to be conducted by the investigator shall be conducted in a period not to exceed one month from the receipt of the initial complaint.

8. The investigator will also identify all possibilities for resolving the situation, and will recommend one or more courses of action. If bullying, discriminatory, harassing, and/or violent behaviour has occurred, the supervisor will then decide (in consultation with senior management, if necessary) what remedies will be provided to the victim; the disciplinary action to be imposed on the harasser; and whether the people in question can continue to function in the current environment.
9. Complainants have the right to
  - 9.1. file a complaint and have it dealt with promptly, without fear of embarrassment or reprisal
  - 9.2. have a person of their choice accompany them during the process
  - 9.3. make sure that no record of the complaint is placed on their personnel/student file, as long as it was made in good faith
  - 9.4. be informed about the progress of their complaint
  - 9.5. be informed of the type of corrective measures that will result from the complaint
  - 9.6. receive fair treatment
10. The principals, supervisor, or Superintendent may initiate an evaluation of the employee's performance in order to determine the validity of concerns if they are related to the employee's performance or competence relative to assigned responsibilities.
11. The Superintendent shall take whatever action is considered appropriate to protect the employee and may access legal counsel regarding measures and remedies available.

**If you are accused of bullying, discriminatory, harassing, or violent behaviour**

1. It is your responsibility to change your behavior if it is not in alignment with a welcoming, caring, respectful, and safe learning environment.
2. You are encouraged to contact your union or professional association for advice and support.
3. Keep written notes of any conversations where someone suggests that your actions are not in alignment with a welcoming, caring, respectful, and safe learning environment (record the conversation and date, how you felt, and what you did, if anything). Also make notes of your version of the alleged incident(s), the date(s) it/they occurred, and who else, if anyone, was present.
4. You have the right
  - 4.1. to be informed of the complaint
  - 4.2. to be given a written statement of the official allegations, and to respond to them
  - 4.3. to have a person of your choice accompany you during the process
  - 4.4. to be informed about the progress of the complaint
  - 4.5. to receive fair treatment
5. If the investigation shows that you did bully, harass, discriminate, and/or commit violence, you will be expected to change your behavior. You may also be subject to disciplinary action.

**Decision**

1. The investigator will decide whether, on a balance of probabilities, there is enough evidence to conclude that bullying, discrimination, harassment, and/or violence occurred. A person who has been bullied, discriminated against, harassed, and or experienced violent behaviour may receive one or more of the following remedies, depending on the severity of the action and what he or she lost because of it:
  - 1.1. an oral or written apology from the harasser and/or the jurisdiction;
  - 1.2. lost wages;
  - 1.3. a job or promotion that was denied;



- 1.4. compensation for any lost employment benefits, such as sick leave; and/or
  - 1.5. a commitment that he or she will not be transferred, or will have a transfer reversed, unless he or she chooses to move.
2. Someone who has bullied, discriminated, harassed, or committed violence against another person, retaliated against a person who has filed a complaint, or filed a complaint in bad faith may be subject to one or more of the following forms of discipline, depending on the severity of their action(s):
    - 2.1. Requirement to cease any bullying, discriminatory, harassing, or violent behavior.
    - 2.2. Students may receive
      - 2.2.1. a verbal reprimand identifying the inappropriate behavior;
      - 2.2.2. a formal request to talk to or meet parents/guardians;
      - 2.2.3. a written reprimand, recorded in their student record;
      - 2.2.4. a suspension;
      - 2.2.5. a transfer; and/or
      - 2.2.6. a recommendation for expulsion
    - 2.3. Staff may receive
      - 2.3.1. a verbal reprimand identifying the inappropriate behavior;
      - 2.3.2. a written reprimand, recorded in his/her personnel file;
      - 2.3.3. a fine;
      - 2.3.4. a suspension, with or without pay;
      - 2.3.5. a transfer;
      - 2.3.6. a demotion; and/or
      - 2.3.7. dismissal/termination.
  3. Corrective action, remedies, and changes in work/learning environment will be instituted within one week of the people involved being informed of the decision.
    - 3.1. The principal, supervisor, or Superintendent may decide to assign the complainant and/or respondent to a different work area/learning environment during the mediation and/or investigation.
  4. When the investigation reveals bullying, discrimination, harassment, and/or violence occurred, the incident and the discipline that is imposed on the respondent will be recorded in the respondent's file.
  5. When the investigation is closed, the principal, supervisor, or Superintendent shall make a full report indicating:
    - 5.1. that the respondent is guilty or not guilty of the allegation;
    - 5.2. that the respondent is disciplined or that other action be taken;
    - 5.3. whether the matter has been referred to an appropriate outside agency (e.g., Child Welfare, police services, or the Alberta Human Rights Commission);
    - 5.4. whether administrative or other changes were made in order to avoid re-occurrence; and/or
    - 5.5. that the complainant deliberately and knowingly made false allegations in an attempt to cause harm to the respondent, and what specific sanctions were imposed on the complainant.
  6. The principal, supervisor, or Superintendent shall communicate the decision to the complainant and respondent. Any sanctions imposed by the principal, supervisor, or Superintendent will be set out in the written notification.

### **Unsubstantiated complaints**

1. If a person, in good faith, files a complaint that is not supported by evidence gathered during an investigation, that complaint will be dismissed, and no record of it will be put in the respondent's file/student record.
2. As long as the complaint was made in good faith, there will be no penalty to the person who complained, and no record of a complaint, investigation, or decision will go in the complainant's personnel file/student

record, if the complaint was made in good faith. Any unfavourable work review, or comments that were placed in the complainant's personnel file because of the harassment will be removed from the file.

### **Complaints made in bad faith**

1. In the complaint was made in bad faith, the person making it had absolutely no basis and deliberately and maliciously filed the complaint, that person will be disciplined and a record of the incident will be put in their personnel file/student record.
2. Penalties for someone who complains in bad faith will be the same as for a case of harassment and will depend on the seriousness of the situation.
3. Compensation for the person falsely accused may include steps to restore any lost reputation, and any of the remedies that would be available in a case of bullying, discrimination, harassment, or violence.

### **Confidentiality**

1. The Board recognizes the difficulty of reporting bullying, discriminating, harassing, and/or violent behaviour, and understands that confidentiality is important to complainants.
2. Confidentiality will be maintained throughout the complaint procedure, including information relating to the complaint, the identity of the parties involved, or any circumstances related to a complaint. Information will only be disclosed to the extent necessary to investigate the complaint or take disciplinary action related to the complaint, or as required by law.

### **Retaliation**

1. Retaliation is considered a serious disciplinary breach. The Board will not retaliate against an individual who reports bullying, discrimination, harassment, or violence, nor permit any staff or student to do so.
2. Retaliation against an individual
  - 2.1. for invoking this policy on their own or on another person's behalf;
  - 2.2. for participating in or cooperating with an investigation under this policy; or
  - 2.3. for associating with a person who has invoked this policy;shall be subject to disciplinary measures.

### **Appeal/Grievance**

1. Students and/or their parents may appeal as per Policy IFH Formal Parent/Student Appeals.
2. The Alberta Teachers Association and C.U.P.E. has procedures allowing staff to bring a grievance in certain cases as per collective agreements.

### **Further Complaints**

1. This policy does not preclude the complainant (staff or student) from making a complaint regarding the bullying, discriminatory, harassing, and/or violent behaviour directly to the Police, Alberta Teachers' Association, C.U.P.E. and/or Alberta Human Rights Commission.

Alberta Human Rights Commission  
427-7661 (Edmonton) 297-6571 (Calgary)

Toll Free  
1-800-432-1838 (Within Alberta)

- 1.1. Any complaint filed under the *Individual's Rights Protection Act* must be lodged within one year of the alleged incident.
- 1.2. Either party has the right to seek redress through the Civil Courts.
- 1.3. Staff may file a complaint with their union or professional association.