**LCS Student Dress Policy – Draft**

**RATIONALE**

The Student Dress Policy (“the Policy”) has been developed to provide students with learning environments that are safe, equitable, welcoming, and inclusive and recognizes that decisions about dress reflect individual expression of identity, socio-cultural norms, and economic factors and are personal and important factors to a person’s health and well-being.

Historically, school dress codes have been written and enforced in ways that disproportionately and negatively impact: female-identified students, racialized students, gender diverse, transgender, and non-binary students, students with disabilities, socioeconomically marginalized students and Indigenous, First Nation, Métis, and Inuit students. Focused, explicit, persistent, and determined action is required to challenge and overcome this history. The Student Dress Policy draws on the principles of equity, anti-oppression, anti-racism, non-discrimination, equitable and inclusive education.

**OBJECTIVE**

* To establish fair and equitable standards and practices for student dress in all schools.
* To ensure that these standards and practices centre student engagement and student voice.
* To recognize that students have both the right to express themselves and the shared responsibility to maintain respectful, safe, and positive school climates.
* To recognize that students primarily experience school as a learning environment and a social environment.
* To recognize that dress plays a fundamental role in how students build healthy relationships and explore self-identity.
* To ensure that the design, application, and enforcement of the student dress code does not reinforce or increase marginalization or oppression of any individual or group based on race, colour, creed, culture, ethnicity, linguistic origin, disability, socio-economic status, age, ancestry, nationality, place of origin, sex, gender Identity, gender expression, sexual orientation, citizenship, immigration status, family status, and marital status or body type/size.

**THE POLICY**

**Shared Rights and Responsibilities for Student Dress**

Students:

* The primary responsibility for a student’s attire resides with the student and their *parent(s) or guardian(s).*
* Students have the right to express themselves, feel comfortable in what they wear and the freedom to make dress choices (e.g., clothing, hairstyle, makeup, jewelry, fashion, style, etc.).
* Students have the responsibility to respect the rights of others, support a positive, safe, and shared environment.

Staff:

* Staff are responsible for ensuring that student dress does not interfere with student and staff health or safety requirements and/or promote offensive, harassing, hostile or intimidating environments.
* Staff have the additional responsibility to balance student health, well-being and safety and foster positive school climates while affirming and respecting student choices and freedom of expression.

**Student Dress Code**

1. Students may attend school and school-related functions in dress of their choice that conforms to following system standards.
2. Student dress must:
* Be worn in such a way that all bottom layers cover groin and buttocks and top layers cover breasts, both with opaque material.
	+ - Tops may expose shoulders, abdomen, midriff, neck lines and cleavage.
		- Bottoms may expose legs, thighs, and hips.
		- Undergarments may not be substituted as outwear and, if worn, should be worn beneath a layer of outer wear.
		- Straps and waistbands may be exposed, however.
		- Any headwear that does not obscure the face may be worn.
* Conform with established health and safety requirements for the intended activity (e.g., health and physical education classes, science and chemistry classes, sporting events, technical education, drama/dance classes, etc.);
* Respect the intent to sustain a community that is positive, anti-oppressive, equitable, accepting and inclusive of a diverse range of social and cultural identities;
* Not promote offensive, lewd, vulgar, or obscene images or language, including profanity, hate and pornography;
* Not promote, nor could not be construed as or include content that is discriminatory (e.g., racist, anti-Black, anti-Indigenous, anti-Semitic, Islamophobic, sexist, transphobic, homophobic, classist, ableist, sizist*,* etc.), or that reasonably could be construed as defamatory, threatening, harassing or promoting bias, prejudice or hate;
* Not symbolize, suggest, display or reference: tobacco, cannabis, alcohol, drugs or related paraphernalia, promotion or incitement of violence or any illegal conduct or criminal activities;
* Not interfere with the safe operation of the school, limit or restrict the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights; (e.g., except for creed accommodations and safety requirements, no head wear may obscure the face, all other head wear may be worn).

**STUDENT DRESS EXAMPLES**

All students must wear a top and bottom layer of clothing of opaque material.

Bottom layers must cover groin and buttocks and top layers must cover breasts.

Tops may expose shoulders, abdomen, midriff, neck lines and cleavage. Bottoms may expose legs, thighs, and hips. Undergarments may not be substituted as outwear and if worn, should be worn beneath a layer of outer wear. Straps and waist bands may be exposed, however. Any headwear that does not obscure the face may be worn. Students may wear tops and bottoms that conform with the student dress code including the following examples:

**Students MAY wear:**

* Tops: shirt/ T-shirts/ sweater / vest / midriff baring shirts / tank tops, including spaghetti straps, halter tops, and “tube” (strapless) tops, backless tops, V-neck, plunging necklines, etc.
* Bottom: pants / jeans/ sweatpants / shorts / skirt / dress / leggings/ fitted pants, including leggings, yoga pants, ripped jeans and “skinny jeans”, etc.
* Clothing that conforms to established health and safety requirements in classes where protective or supportive clothing is needed, such as chemistry / biology (eye or body protection), dance (bare feet), or health and physical education (athletic attire / specific footwear/ protective gear/ sports equipment/ shower flip-flops)**.**
* Headwear: hats, du-rags, bandanas, hoodies, creed-based headwear, etc.
* Pajamas / onesies
* Attire that leaves waistbands or straps on undergarments visible
* Athletic attire

**Students MAY NOT wear:**

* Violent language or images or messages that promote, threaten, or incite violent behaviours
* Images or language promoting or depicting drugs, illegal items, activity, promotion, or incitement of criminal behaviours
* Images or language promoting or depicting discrimination, hate, profanity, or pornography
* Images or language motivated by bias, prejudice or hate or that promote or incite harassment, bullying, hostile or intimidating environments for any individual or group based their race, colour, creed, culture, ethnicity, linguistic origin, disability, socio-economic status, age, ancestry, nationality, place of origin, sex, gender Identity, gender expression, sexual orientation, citizenship, immigration status, family status, and marital status or body type/size.
* Any clothing that threatens health and safety or presents a foreseeable risk to the school, the wearer or others based on objective, verifiable evidence
* Underwear as the only layer of clothing.

**Students may seek permission to wear:**

* Bathing suits/ swim wear for pool/ swimming activities
* Halloween costumes/ sports helmets that obscure a face
* Sports bras as outer wear for athletic activities
* Dress requirements to support creed practices and similar human rights accommodations

**A creed:**

* Is sincerely, freely, and deeply held
* Is integrally linked to a person’s self-definition and spiritual fulfilment
* Is a, comprehensive and overarching system of belief that governs one’s conduct and practices
* Addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a creator and/or a higher or different order of existence
* Has some “nexus” or connection to an organization or community that professes a shared system of belief.
* Includes but is not limited to “religious” beliefs.