

WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS

The Board is committed to providing a welcoming, caring, respectful, safe and healthy learning and working environment that respects diversity and fosters a sense of belonging. Each student and staff member within the Division has the right to learn and work in facilities that promote equality of opportunity, dignity and respect.

The Board is further obligated to protect all students and staff from harassment, discrimination and violence, or threat thereof during the Division's school-related activities. All those involved with the Division including trustees, employees, students, parents, volunteers, contractors 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 allegation of such behaviours to be investigated in a timely and respectful manner.

Inclusion and a sense of belonging for all students and staff – those from diverse backgrounds, those with learning challenges, those who excel academically or on the sports field, those of different colour, race, sexual orientation or beliefs, those who are absolutely “average” – stems from creating an environment that focuses on our right to learn and work, not on the things that make us different.

One key outcome of our vision for the Division is that all students will possess a strong connection to their schools as a welcoming, caring, respectful, safe and healthy learning and work environment focused on their individualized success.

The Comprehensive School Health approach in the Division focuses on three specific tenets: positive social environments, active living, and healthy eating, and acknowledges the causal relationship between the three. The school lunch program is an important component of the services provided to students by the Division to positively impact the reciprocal relationship between health and education outcomes.

1. Positive Social Environment

Students who have a strong sense of self and belonging, and who feel cared for at school, are more likely to achieve greater academic success, have successful and rewarding relationships, and exhibit positive social behaviours and character traits.

2. Active Living

Students who are physically active are more likely to exhibit on-task behavior, academic success, and social inclusion. Engagement in physical activities encourages students to make health-enhancing choices and reduces the risk of obesity.

3. Healthy Eating

Nutrition plays a significant role in student growth, developing disease resistance, and physical and mental health. Students who make healthy nutritional choices reduce their risk of obesity and health issues.

Specifically

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful, safe and healthy learning and working environments for all students. It recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school and expects students to adhere to the Division Student Code of Conduct and schools' codes of conduct.
2. The Board expects all trustees, members, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy.
3. This policy covers behavior not only at all campuses, but also at any school-related functions. This applies whether contact is face-to-face, by phone, fax, e-mail, Internet or Intranet, or by any other means of communication. Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviors such as "cyber" hate messaging and websites created in the student's home, in cyber cafes or other settings by any person with the school community is prohibited.
4. The Board encourages reporting to a responsible adult all incidents of threats, bullying, harassment, violence or intimidation, regardless of the identity of the alleged harasser or offender.
5. The Board supports the establishment of student organizations and student-led activities that promote quality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
6. Safe, Caring and Healthy Environments - The Superintendent shall ensure that all Division schools and workplaces:
 - 6.1 Recognize the importance of staff and students' emotional, social, intellectual, spiritual and physical wellness to their success at school.
 - 6.2 Establish environments that support, ensure and integrate positive social environments, active living and healthy eating.
 - 6.3 Acknowledge that emotional well-being, active living and healthy eating, play significant roles in students' overall health.
 - 6.4 Promote lifestyles that support healthy attitudes toward emotional well-being, positive social environments, active living and healthy eating.
7. Positive Social Environments – The Superintendent will ensure that principals will:
 - 7.1 Actively build relationships within the school and community.
 - 7.2 Support and embed character education programs to support emotional well-being.

- 7.3 Create learning environments where emotional well-being is role modeled and developed in students.
 - 7.4 Access resources and link with community agencies, partners and support networks to help students develop the skills to be aware of and monitor their emotional well-being.
 - 7.5 Encourage reporting to a responsible adult all incidents of threats, bullying, harassment, violence, intimidation or discrimination.
 - 7.6 Expect students to adhere to the Division Code of Conduct for students
8. Active Living – Superintendent will ensure that principals will:
- 8.1 Implement Alberta Education’s Daily Physical Activity (DPA) initiative.
 - 8.2 Meet the minimum time allocations for quality Physical Education.
 - 8.3 Implement the philosophical and curricular shift to outcome-based learning experiences that ensure successful, meaningful engagement in physical activity and encourage lifelong fitness.
 - 8.4 Encourage students to engage in physical activity inside and outside of regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.
9. Healthy Eating – Superintendent will ensure that principals will:
- 9.1 Foster knowledge, skills and attitudes that promote healthy eating by:
 - 9.1.1 Promoting nutrition education and creating an environment of positive food messages.
 - 9.1.2 Establishing a strong connection between nutrition education and foods available at the school.
 - 9.2 Examine school nutrition practices and provide opportunities, support and encouragement for staff and students to eat healthy foods by:
 - 9.2.1 Creating an environment where healthy foods are available, affordable and promoted as the best choice.
 - 9.2.2 Reviewing options with food suppliers to maximize the nutritional value of the items.
 - 9.2.3 Choosing healthy fundraising options.
 - 9.2.4 Modeling healthy nutritional practices.
 - 9.3 The primary reference for the provision, promotion, sale and distribution of food in school shall be the Alberta Nutrition Guidelines for Children and Youth from which schools shall include foods from the “choose most often” and “choose sometimes” categories, and limit foods from the “choose least often” category in accordance with the Canada Food Guide.
 - 9.4 The school lunch program shall align with the Alberta Nutrition Guidelines for Children and Youth.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act
Alberta Bill of Rights
Alberta Human Rights Act
Teaching Profession Act
Canadian Charter of Rights and Freedoms
Criminal Code
Alberta Nutrition Guidelines for Children and Youth
Canada Food Guide

STUDENT CODE OF CONDUCT

The Board endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.

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, including gender identity and gender expression as set out in the Alberta Bill of Rights. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of society.

Specifically

1. In displaying acceptable behaviour, students are expected to:
 - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.3 Co-operate fully with everyone authorized by the Board to provide education programs and other services;
 - 1.4 Comply with all applicable federal, provincial and municipal laws, and the rules of the Division and school;
 - 1.5 Account to their teachers for their conduct;
 - 1.6 Attend school regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect and fairness at all times;
 - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 Take appropriate measures to help those in need; and
 - 1.11 Demonstrate honesty and integrity.
2. Students are accountable for demonstrating respect for:
 - 2.1 Authority;
 - 2.2 Others and their property;

- 2.3 School property, equipment and textbooks; and
 - 2.4 Differences in ethnicity, race, religion, gender and sexual orientation.
3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, during the school day or by electronic means.

Examples of such behaviours include, but are not limited to:

- 3.1 Use, possession of, sale, distribution of or active contact with, a weapon on a student's person, in a student's locker or desk, on Board property, or in a vehicle on Board property used by a student or occupied by a student as a passenger;
 - 3.2 Threats;
 - 3.3 Conduct which endangers others;
 - 3.4 Encouraging conduct which endangers or may endanger others;
 - 3.5 Encouraging unacceptable conduct;
 - 3.6 Use or display of improper, obscene or abusive language;
 - 3.7 Distribution or display of offensive messages or pictures;
 - 3.8 Theft, including identity theft;
 - 3.9 Assault;
 - 3.10 Willful damage to school or others' property;
 - 3.11 Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, or inhalants in school, on Board property or in the context of any school-related activity;
 - 3.12 Attending school or any school-related activity under the influence of illicit drugs, alcohol or inhalants;
 - 3.13 Personal or sexual harassment;
 - 3.14 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations;
 - 3.15 Extortion;
 - 3.16 Disruptive behaviour, willful disobedience or defiance of authority;
 - 3.17 Interfering with the orderly conduct of classes or the school;
 - 3.18 Tampering with fire alarms and safety equipment;
 - 3.19 Criminal activity;
 - 3.20 Contravention of the school's code of conduct;
 - 3.21 Workplace violence;
 - 3.22 Bullying, including cyber-bullying; and
 - 3.23 Inappropriate information technology use.
4. Unacceptable student behaviour:
- 4.1 May be grounds for disciplinary action; and

- 4.2 Provides an opportunity for critical learning in the areas of:
 - 4.2.1 Personal accountability and responsibility;
 - 4.2.2 The development of empathy;
 - 4.2.3 Conflict resolution;
 - 4.2.4 Communication; and
 - 4.2.5 Social skills development.
5. When responding to unacceptable student behaviour, the following are to be considered:
 - 5.1 The effect of the student's behaviour upon other students, the staff, the school, and the community;
 - 5.2 The nature of the action or incident that calls for disciplinary or alternative measures;
 - 5.3 The student's previous conduct and previous interventions;
 - 5.4 The student's age, maturity and abilities;
 - 5.5 The impact of proposed action on the student's future behaviour;
 - 5.6 The student's learning needs; and
 - 5.7 Any other information considered appropriate or relevant.
6. The consequences of unacceptable behaviour may be:
 - 6.1 Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
 - 6.2 Short term removal of privileges;
 - 6.3 Detention;
 - 6.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
 - 6.5 Alternative interventions such as community conferencing or other forms of restorative justice;
 - 6.6 Corrective student transfer;
 - 6.7 Suspension; and
 - 6.8 Recommendation for expulsion.
7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.
8. Support will be provided for students who are impacted by inappropriate behavior, as well as for students who engage in inappropriate behavior.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act
Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code

SEXUAL ORIENTATION AND GENDER IDENTITY

The Board is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment for all members of the school community. This includes those students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer (LGBTQ) or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act, and Alberta School Act. These rights shall be supported, and enforced so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

The Board believes that all sexual and gender minority students, staff and families have the right to:

1. Be treated fairly, equitably, and with dignity and respect;
2. Have their confidentiality protected and respected;
3. Self-identification and determination;
4. Freedom of conscience, expression, and association;
5. Be fully included in an inclusive, positive, and respectful manner by all school personnel;
6. Have equitable access to the same supports, services and protections provided to heterosexual students and families;
7. Have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
8. Have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

1. Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.

2. Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
3. Improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities.
4. Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that sexual and gender minorities and their families are welcomed and treated with respect and dignity in all aspects of the school community.

Specifically

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:
 - 1.1 Immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and
 - 1.2 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. The staff contact shall inform the school community about available Division and community supports and resources.
 - 1.3 The principal must ensure that notification of a club or activity be consistent with the usual practices of any club or activity, and;
 - 1.3.1 Is limited to the fact of the establishment of the organization holding the activity.
 - 1.3.2 The Board is bound by the *Freedom of Information Protection of Privacy Act* (FOIP).
 - 1.4 Principals are to ensure that they provide supports for any student impacted by inappropriate behavior or who engage in inappropriate behavior.
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.
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 section (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.

4. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section (1) is limited to the fact of the establishment of the organization or the holding of the activity.
5. Students and staff who identify as lesbian, gay, bisexual, transgender and/or queer (LGBTQ) shall be treated fairly, equitably, with respect and have their confidentiality protected.
6. Employees of the Division shall not tolerate harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.
7. The Principal shall promote and provide inclusive education, professional development opportunities and support for staff to support same -gender parented families and students who are LGBTQ.
8. The Principal will ensure the safety, health and educational needs of students who identify as transgender, transsexual or gender queer and promote best practices, including universal design of washrooms, preferred name and pronouns, information contained on the student record, and access to locker room facilities, field trips, and extracurricular activities consistent with a student's lived gender identity or gender expression.
9. Students who identified as LGBTQ are encouraged to report any incident or victimization, harassment, discrimination, intimidation or bullying to the Principal/safe contact person.
10. The Principal shall ensure satisfactory resolution to any conflict that may arise in the process of providing reasonable accommodation and inclusive practices in keeping with the best interests of the student.
11. The Principal shall ensure that all students, staff and families are aware of this policy, promote equality and non-discrimination with respect to gender, gender identity, gender expression and/or sexual orientation.

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Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms
Criminal Code
Bill 24 – An Act to Support Gay Straight Alliance