Administrative Procedure 102

WELCOMING, CARING, RESPECTFUL, SAFE LEARNING AND WORKING ENVIRONMENTS

Beliefs

The Division believes that all students and staff members have the right to welcoming, caring, respectful, and safe, learning and working environment that respects diversity, equity, human rights and fosters a sense of belonging among all members of the school community.

Guidelines

1. All members of the school community have the right to learn and work in an environment free of discrimination, prejudice, and harassment. The Division affirms the rights of each staff member employed by the Division and each student enrolled in a school operated by the Division as provided for in 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 and Division may work together in an atmosphere of mutual respect and appreciation for individual differences.

2. The Division will not tolerate harassment, bullying, intimidation, or discrimination of students or staff as provided for in the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms.

3. The Division believes that teaching and acknowledging appropriate behaviors has a far greater chance of success than relying upon consequences and punishment.

4. Principals shall:

   4.1 Ensure all staff members share responsibility for proactively creating and maintaining welcoming, caring, respectful, safe and inclusive learning environment that acknowledges and promotes understanding, respect, and the recognition of the diversity, equity and human rights of all students and families within the school community;

   4.2 Ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour, and an understanding and appreciation for diversity, equity and human rights;

   4.3 Ensure that measures for managing student behaviors are done so in accordance with the age, maturity and individual circumstances of the learner;

   4.4 Ensure that a Positive School Environment Plan is in place.
5. Students and Families:

5.1 Students and families play an important role in creating welcoming, caring, respectful, safe and inclusive learning environment.

5.2 Students have the responsibility to meet the expectations as outlined in Administrative Procedure 339: Student Code of Conduct.

5.3 Parents play an important role in being positive role models, engaging in solution focused problem solving, and making the teacher the first point of contact for addressing concerns as early as possible.

Procedures:

6. Principals shall:

6.1 Receive, investigate, report on and respond to inappropiate behaviour and actions, such as discrimination, intimidation or bullying;

6.2 Create a clear reporting and investigative process and a safe environment for students and parents/guardians to bring concerns forward in a timely manner;

6.3 Ensure that all students have opportunities to learn the requisite concepts and skills of positive behaviors, ethical citizenship and social responsibility so that they can meet the behavioural expectations in a school.

7. Teachers shall:

7.1 Help all students work to their full potential and develop their sense of self-worth;

7.2 Assist students to be positive leaders in their classroom, school and community by building social, interpersonal, assertiveness, empathy, conflict resolution and leadership skills;

7.3 Maintain consistent standards of behaviour for all students so as to contribute to a positive school climate;

7.4 Communicate regularly and meaningfully with parents/guardians; and

7.5 Report all incidents of discrimination, intimidation, and bullying, and assist administration when conducting an investigation into such incidents.
8. Students shall:

8.1 Ensure that their behavior is in keeping with Administrative Procedure 339: Student Code of Conduct and contribute to a welcoming, caring, respectful, safe, learning environment that respects diversity and fosters a sense of belonging among all members of the school community.

Reference:

Administrative Procedure 172: Harassment Free Environment
Administrative Procedure 339: Student Code of Conduct
Administrative Procedure 351: Bullying Prevention
Administrative Procedure 352: Student Discipline
School Act section 12, 16.1, 16.2, 45.1
Alberta Human Rights Act
Alberta Bill of Rights
Canadian Charter of Rights and Freedoms