

## **Welcoming, Caring, Respectful, Safe and Healthy Learning and Work Environments**

### **Preamble**

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 Academy 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 violence, or threat thereof during the Academy's school-related activities. All those involved with the Academy including Directors, 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 allegations 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 Academy 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.

### **Guidelines**

- 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 Academy Student Code of Conduct and schools' codes of conduct.
- 2) The Board expects all Directors, 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 within 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 Academy schools and workplaces:
  - a) Recognize the importance of staff and students' emotional, social, intellectual, spiritual and physical wellness to their success at school.
  - b) Establish environments that support, ensure and integrate positive social environments, active living and healthy eating.
  - c) Acknowledge that emotional well-being, active living and healthy eating, play significant roles in students' overall health.
  - d) 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 the principal will:
  - a) Actively build relationships within the school and community.
  - b) Support and embed character education programs to support emotional well-being.
  - c) Create learning environments where emotional well-being is role modeled and developed in students.
  - d) 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.
  - e) Encourage reporting of all incidents of threats, bullying, harassment, violence, intimidation or discrimination to a responsible adult.
  - f) Expect students to adhere to the Academy Code of Conduct for students.
- 8) Active Living – The Superintendent will ensure that principals will:
  - a) Meet the minimum time allocations for quality Physical Education.
  - b) Implement the philosophical and curricular shift to outcome-based learning experiences that ensure successful, meaningful engagement in physical activity and encourage lifelong fitness.
  - c) Encourage students to engage in physical activity inside and outside of the regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.

Legal Reference: Education Act Section 8, 31, 33, 35, 35.1, 36, 37, 41, 51, 52, 53, 222  
 Alberta Bill of Rights  
 Alberta Human Rights Act  
 Teaching Profession Act  
 Canadian Charter of Rights and Freedoms  
 Criminal Code