Administrative Procedure 314

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS

Background

The mission of our school division speaks to providing each student entrusted to our care with an education rooted in the Good News of Jesus Christ. It is essential that we foster the growth of responsible citizens who will live, celebrate, and proclaim their faith. In order to fulfill this mission, we are committed to promoting a welcoming, caring, respectful, and safe learning environment for all students and staff, in accordance with the teachings of the Catholic Church. This requires the support and assistance of all members of the school community.

A positive school climate contributes to the establishment of a safe and caring learning environment. As part of establishment of a positive school climate staff, under the direction of the principal, are to promote positive interactions on school grounds and during division-sponsored activities. School staff must operate 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 all students. Students and staff are expected to model and reinforce socially responsible and respectful behaviours so teaching and learning can take place in a welcoming, caring, respectful and safe Catholic environment.

Value and Core Commitment Link

"All God's Children"
- "We nurture the inherent spiritual, moral, intellectual, social, creative, physical, and emotional giftedness of everyone in our schools."
- "We honour diversity."
- "Our schools provide a welcoming, safe, and accepting sanctuary."

"Sacramentality"
- "We see God and the wonder of God's work in everything we do and in all the people we encounter."
- "As disciples of God, we model Christ to the world."
- "We practice Christian fellowship."
- "We promote and practice social justice, based on the teachings of Jesus Christ."

"Stewardship"
- We respect and protect God's creation.

Definitions

1. Bullying

   1.1   Deliberate, repeated and hostile or demeaning attacks on others. The intent is to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. The four most common types of bullying are verbal, social, physical, and cyber and may involve but not limited to, issues of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation. Bullying often occurs in circumstances where one party endeavors to establish or maintain power and control over another based upon systemic inequalities within a social setting.

2. Conflict in Relationship

   2.1   Generally occurs through single episodic acts of breakdowns in relationship between students. Conflict is an inevitable component of students learning to grow within social relationships. Disagreement and misunderstanding between parties are at the heart of conflict. However, conflict does not constitute premeditated efforts to cause harm, fear, or distress. Parameters for addressing conflict in relationship between students may be dealt with through counseling, and each school's Student Conduct Policy.

3. Restorative discipline

   3.1   Promotes values and principles that use inclusive, collaborative approaches between students, home, church and school for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow schools to act and respond in ways that are healing, rather than alienating, or coercive. Restorative Discipline is one strategy that a principal or staff may use to address bullying within a school.

4. Supporting Positive Behaviours

   4.1   A strategy for schools to further the social responsibility and responsiveness of students in meeting behavioural expectations in a school. Within this model, pre-determined levels of support and intervention are established to enhance a positive climate of school engagement for all students. While the support model may look different at each school, three levels may be clearly identified:

4.1.1   School Wide Approach[1]

    4.1.1.1   Systemic teaching that produces a clear understanding of expectation is developed in a collaborative and respectful culture.

    4.1.1.2   A school-wide approach to positive behaviour supports effectively promotes a safe, orderly and predictable environment for learning and teaching. This approach has significant effects within the school community: it creates a positive school culture that students, parents and staff perceive as safe and caring. This resource, *Supporting Positive Behaviour in Alberta Schools: A school-wide approach*, describes a comprehensive school-wide approach that involves **all** students, **all** staff and **all** school settings. It is a flexible process for identifying the specific behavioural needs of individual schools and then developing an action plan to meet those needs.

4.1.2   Classroom Approach[2]

    4.1.2.1   Additional support is provided for those students who have not yet internalized appropriate responses to the expectations that they have been expected to follow.

    4.1.2.2   This proactive approach to classroom management is designed to provide teachers with effective strategies to improve behavioural outcomes in their classrooms. The goal of this approach is to facilitate academic achievement and healthy social development of students in a safe, supportive learning environment.

4.1.3   Intensive Individualized Approach[3]

    4.1.3.1   Highly focused support is established for those students who require ongoing adult monitoring in order to engage in appropriate behaviours.

    4.1.3.2   This system of individual student support is designed to provide teachers with effective strategies to improve behavioural outcomes for students with behavioural disabilities. The goal of this approach is to facilitate academic achievement and healthy social

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[1] Supporting Positive Behaviour in Alberta Schools- A School Wide Approach
http://www.learnalberta.ca/content/inspb3/html/index.html
[2] Supporting Positive Behaviour in Alberta Schools- A Classroom Approach
http://www.learnalberta.ca/content/inspb2/html/index.html
[3] Supporting Positive Behaviour in Alberta Schools- An Intensive Individualized Approach
http://www.learnalberta.ca/content/inspb1/html/introduction.html

development of students in a safe, supportive
classroom environment.

4.2 Supporting Positive Behaviours is based upon a belief that teaching and
nourishing appropriate behaviours has a far greater success than relying
upon a model of consequences and punishment.   This model is applied
according to the age and stage of development of the learner and is a
strategy that a principal or staff may also use to address bullying within a
school.

Procedures

1. The Division shall:

   1.1 Ensure the best educational interests of the student are the paramount
   consideration in the exercise of their authority.

   1.2 Ensure all schools foster welcoming, caring, respectful and safe Catholic
   environments.

   1.3 Develop, implement and continually evaluate procedures, programs and
   practices to prevent and respond to incidents that disrupt teaching and
   learning.

   1.4 Act in manner that is legally, professionally and educationally sound.

   1.5 Ensure that all students, staff and parents are provided with information
   about the protocol and procedures so that "fair notice" is given and that
   threatening behaviour will not be tolerated.

   1.6 Support and follow the Violent Threat Risk Assessment Regional Protocol.

   1.7 Observe Bullying Awareness and Prevention Week (the third week in
   November each year) and promote awareness and understanding of
   bullying and its consequences in the school community throughout the
   school year, especially during Bullying Awareness and Prevention Week.

2. The Principal shall:

   2.1 Ensure that students in the school have the opportunity to meet the
   standards of education set by the Minister.

   2.2 Inform students, parents and staff of school expectations for appropriate
   behaviour addressed by written student conduct policy.

   2.3 Address all actions toward a student, regardless of the intent of that action,
   which cause harm, fear, or distress to that student.

   2.4 Address all actions toward a student within the school community that
   diminish the student's reputation with the school community.

   2.5 Address all actions that contribute to the perception of bullying, whether or
   not it occurs within the school building, during the school day, or by
   electronic means, if it is determined that the actions impact the well-being of
   the alleged victim within the school community.

2.6　　Address all actions that humiliate or contribute to diminishing the reputation of a student because of, but not limited to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation.

2.7　　Ensure that all reports by a student regarding bullying are responded to by a staff member. The staff member will respond as if an incident has happened and report the incident to a teacher or Principal.

2.8　　Use corrective interventions that take into account students' age, maturity, and individual circumstances.

2.9　　Use Restorative Discipline, Positive Behavioural Support or other appropriate models to address bullying or other forms of inappropriate student behaviour.

2.10　Use culturally sensitive approaches.

2.11　Support student organizations and activities, in accordance with Section 16.1 of the School Act. (Refer to *Administrative Procedure 134: Supporting Students in Inclusive Communities* for more information).

3. Teachers shall:

3.1　　Create and maintain environments that are conducive to student learning.

3.2　　Establish learning environments wherein students feel spiritually, physically, emotionally, socially and culturally secure.

3.3　　Be respectful of students' human dignity.

3.4　　Establish a positive, professional relationship with each student that is characterized by mutual respect, trust and harmony.

3.5　　Model beliefs, principles, values and intellectual characteristics outlined in the Guide to Education, ECS to grade 12.

4. Parents/guardians shall:

4.1　　Act as the primary guide and decision-maker with respect to their child's education.

4.2　　Take an active role in their child's educational success.

4.3　　Ensure that their child attends school regularly.

4.4　　Play a primary role in assisting with the resolution of matters pertaining to bullying.

4.5　　Display conduct that contributes to a welcoming, caring, respectful and safe Catholic environment.

4.6　　Foster collaborative, positive and respectful relationships with teachers, principals, and other staff including division personnel.

5. Students shall:

    5.1   Be diligent in pursuing the student's studies.

    5.2   Attend school regularly and punctually.

    5.3   Co-operate fully with everyone authorized by the board to provide education programs and other services.

    5.4   Comply with the rules of the school.

    5.5   Account to the student's teachers for the student's conduct.

    5.5   Respect the rights of others.

    5.6   Ensure that the student's conduct contributes to a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.

    5.7   Refrain from, report and not tolerate bullying or bullying behaviour directed to others in the school, whether or not it occurs within the school building, during the school day, or by electronic means.

    5.8   Positively contribute to the student's school and community.

6. Rights and discrimination:

    6.1   Subject to the right and responsibility of the division to provide education programs to students through separate school in such a way that the rights guaranteed under the Constitution of Canada of separate school electors are preserved and maintained, the division affirms the rights of each student and employee as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* and will not discriminate against students and employees and provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

Legal References: *School Act,* Sections 1, 8, 12, 18, 20, 22, 24, 27, 45, 60, 61, 113, 123, 124, 125
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Individual Rights Protection Act
Guide to Education