

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

## 1 | Purpose

The purpose of this Administrative Regulation is:

- To outline the roles and expectations related to meeting the CBE's responsibility to provide students and staff with a welcoming, caring, respectful and safe learning and work environment that respects diversity and fosters a sense of belonging for all members.
- To affirm the rights of each student and employee provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*

## 2 | Scope

This Administrative Regulation applies to:

- All CBE students, employees, parents, volunteers, visitors and contractors while engaging in CBE related activities on or off CBE property.
- All behaviours, whether contact is face to face, by phone, electronic or by any other means of communication.

## 3 | Compliance

All employees are responsible for knowing, understanding and complying with this Administrative Regulation. Failure to comply with this Administrative Regulation will result in disciplinary action.

## 4 | Principles

The following principles apply:

- CBE is committed to creating welcoming, caring, respectful and safe learning and work environments that respect diversity and fosters a sense of belonging.
- Emphasis is placed on measures which foster positive attitudes and behaviours when creating welcoming, caring, respectful and safe learning and work environments.
- CBE will respond to behaviour which prohibits, restricts or creates a barrier to a welcoming, caring, respectful and safe learning and work environment.

Administrative  
Regulation No.  
6031

Classification:  
Students

Effective Date:  
June 20, 2018



## 5 | Definitions

**Bullying:** means the repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation.

Bullying can take different forms including:

- Physical –pushing, hitting
- Verbal – name calling, threats
- Social – exclusion, rumours
- Cyber – using digital technology to harass, demean or threaten

**CBE:** means The Calgary Board of Education.

**Discrimination:** means an action or a decision that treats a person or a group of people negatively for reasons such as 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. These provisions are identified in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*.

**Diversity:** means the full range of uniqueness within humanity. Dimensions of diversity include but are not limited to those identified in the Discrimination definition as well as the following:

- culture and linguistic diversity
- family composition
- language
- physical attributes
- socio-economic status

**Harassment:** means any behaviour or pattern of repeated behaviour that disparages, humiliates or harms another person, or denies an individual's dignity and respect and is demeaning or humiliating to another person.

## 6 | Regulation Statement

### General

- 1) The CBE is committed to providing all students and employees with a welcoming, caring, respectful and safe learning and work environment consistent with the *School Act*, *Canadian Charter of Rights and Freedoms*, and the *Alberta Human Rights Act*.
- 2) All students, employees, parents and members of the community have a responsibility to promote and support a welcoming, caring, respectful and safe learning and work environment that respects diversity and fosters a sense of belonging. This includes following the CBE Student Code of



Conduct, the CBE Employee Code of Conduct, progressive discipline practices and all other CBE administrative regulations.

- 3) A welcoming, caring, respectful and safe learning and work environment is one that is physically, emotionally and psychological safe and is characterized by:
- a) caring and empathy for all individuals and groups;
  - b) a feeling of belonging by all participants;
  - c) freedom from discrimination, bullying and harassment;
  - d) an inviting space that is representative of those who participate;
  - e) respect for and participation in maintaining democratic values, rights and responsibilities;
  - f) respecting and embracing diversity;
  - g) balancing individual concerns with the rights and needs of others;
  - h) development and maintenance of positive relationships with others in order to manage conflict and to reach consensus in the pursuit of common goals;
  - i) community, family, student and employee involvement;
  - j) appropriate modelling by employees, parents and students;
  - k) clear, consistent expectations for behaviour and consequences for misconduct which are communicated to students, parents and employees.

### **Principals**

- 4) A principal of a school must model, foster and maintain a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging for all members of the school community through measures which include:
- a) developing the support of students, staff and parents for the conditions which characterize a welcoming, caring, respectful and safe learning and work environment;
  - b) developing positive student attitudes towards the school, the community and global community and the

environment;

- c) providing students with an environment and program which provides opportunities for and recognition of success and which fosters self-esteem, self-discipline and sense of responsibility;
- d) assisting students in developing skill to understand different approaches to solving problems and resolving conflicts and be positive members of the school community; and
- e) making students, staff and parents participating in school-related activities aware of expectation for their conduct and the consequences established for misconduct.
- f) advising parents of their responsible under section 16.2 of the *School Act*.

5) A principal of school shall ensure:

- a) all staff members are aware of their shared responsibility for creating and maintaining welcoming, caring, respectful and safe learning and work environments where the rights of students and staff are respected;
- b) learning resources utilized in the school respect and reflect the diversity within the community;
- c) cultural based activities are tied to learning outcomes and respect the culture they are intended to represent; and
- d) all members of the school community are aware of the expectation to model welcoming, caring, respectful and safe behavior.

**Students**

- 6) All CBE students are subject to the Student Code of Conduct.
- 7) All CBE students share in the responsibility for maintaining a welcoming, caring, respectful and safe learning environment.

**Parents**

- 8) As set out in Section 16.2 of the *School Act*, parents have a responsibility:
  - a) to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment; and
  - b) to encourage, foster and advance collaborative,

positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school.

- |                                                                                                                                                         |     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Employees</b>                                                                                                                                        | 9)  | Employees have an obligation to support and model behavior that contributes to a welcoming, caring, respectful and safe learning and work environment that respects diversity and fosters a sense of belonging.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Support for Student organizations intended to promote a welcoming, caring, respectful and safe learning environment (e.g. Diversity clubs/ GSAs)</b> | 10) | As stated in Section 16.1 of the School Act, if one or more students attending a CBE school request a CBE staff member 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: <ul style="list-style-type: none"><li>a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and</li><li>b) 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.</li></ul> |
|                                                                                                                                                         | 11) | The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Naming of student activities and organizations</b>                                                                                                   | 12) | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                         | 13) | For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>CBE staff initiated student organizations or activities</b>                                                                                          | 14) | A teacher, in consultation with the principal, may initiate a student organization or activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging as described in sections 10, 12 and 13.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Parent Notification</b>                                                                                                                              | 15) | The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or activity referred to in section 6(10) of this AR is:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

- a) limited to the establishment of the activity or the holding of the activity;
  - b) is otherwise consistent with the usual practices relating to notifications of other student organizations and activities; and
  - c) is consistent with the *School Act* and *Freedom of Information and Protection of Privacy Act* governing disclosure of personal information.
- 16) For greater certainty, parents may receive notification of the establishment of a GSA or QSA, but will not receive notification of any students' participation in the activity or organization.
- 17) Notwithstanding section 16, if student participation in an organization or activity includes an off-site activity, AR 3027 – Off-Site Activities will apply and parents will be required to sign an Acknowledgement of Risk for the activity.
- Compliance**
- 18) Employee conduct that fails to promote a welcoming, caring, respectful and safe learning and work environment that is free from discrimination, harassment or bullying will be subject to disciplinary action.
- 19) Student conduct that fails to promote a welcoming, caring, respectful and safe learning environment that is free from discrimination, harassment or bullying, will be subject to discipline and/or intervention in accordance with AR 6006 - Progressive Discipline.
- 20) Parent and community member conduct that fails to promote a welcoming, caring, respectful and safe learning environment, free from discrimination, harassment or bullying will not be tolerated and will be addressed by the principal in accordance with the *School Act*.

## 7 | History

DATES	
Approval	June 2018

## 8 | Related Information

- Results 3 – Citizenship
- Results 4 – Personal Development
- Results 5 – Character
- AR 3027 – Off-site Activities
- AR 4027 Employee Code of Conduct
- AR 6005 Student Code of Conduct
- AR 6006 Progressive Student Discipline
- Alberta School Act
- Alberta Human Rights Act
- Canadian Charter of Rights and Freedoms
- Creating Conditions to Thrive: Guidelines for Attending to Gender Identity, Gender Expression and Sexual Orientation in our Schools

