

Calgary Changemakers in Education Society

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Calgary Changemaker School

Welcoming, Caring, Respectful and Safe Learning Environments.

PURPOSE

The purpose of this policy is to outline the importance of ensuring a welcoming, caring, respectful and safe learning environment for all members of the school community.

The Calgary Changemaker School believes in promoting a strong sense of self, sense of purpose and sense of belonging which, in turn, supports academic, psychological and social development.

Students, parents and the Calgary Changemaker School Board of Directors have a responsibility to ensure a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging, purpose and a positive sense of self. We will achieve this through:

- fostering healthy and mutually respectful relationships
- demonstrating and modelling empathy
- promoting positive mental health and wellness
- being clear about our values and beliefs as a school
- encouraging collaboration and high expectations
- diversity is respected, celebrated and understood as a strength
- expectations are clear, consistent, and regularly communicated
- consequences of unacceptable behaviour take into account the students age, maturity, and individual circumstances
- support is provided for those impacted by inappropriate behaviour as well as for those who engage in inappropriate behaviours
- prioritizing positive social-emotional skills

GUIDELINES

1. CCES is committed to providing a safe and caring learning environment that encourages diversity and fosters a sense of belonging and mutual respect. Each student and representative within the school has the right to learn and

work in an environment that promotes equality of opportunity, empathy, dignity, and respect.

2. CCES affirms the rights of all Students and School Community Members as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.
3. CCES is committed to ensuring that no students or school community members are discriminated against as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.
4. CCES prohibits abuse or harassment by or of its students and school community members. Any allegations of abuse or harassment will be investigated in a timely and respectful manner.
5. A **Student Code of Conduct** has been established and posted publicly on the Calgary Changemaker School website, which specifically addresses abuse, harassment and bullying amongst other things.
6. The Board expects all School Community Members: staff, students, parents, volunteers and visitors, to embrace this policy. Students and School Community Members are prohibited from engaging in abuse or harassment, whether or not the behavior occurs within the school building, during the school day, or by electronic means. Abuse or harassment in any way, toward any person within the school community, contravenes the spirit of this policy.
7. CCES encourages reporting to a Responsible Adult all incidents of threats, bullying, abuse or harassment, violence or intimidation regardless of the identity of the alleged harasser or offender. The Principal and Head of School at Calgary Changemaker School will be the investigator of all complaints within the School in relation to Students and/or parents.
8. CCES will support voluntary Student Organizations and Activities intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging in accordance with section 35 of the *Education Act*:

35 (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

- (a) permit the establishment of the student organization or the holding of the activity at the school, and
 - (b) 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.
- (2) For the purposes of subsection (1), an organization or activity includes an organization or activity that promotes equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including but not limited to organizations such as gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.
- (3) The students may select a respectful and inclusive name for the organization, including the name “gay-straight alliance” or “queerstraight alliance”, after consulting with the principal.
- (4) 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 subsection (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.
- (5) If a staff member indicates to a principal a willingness to act as a staff liaison under subsection (1),
- (a) a principal shall not inform a board or the Minister under subsection (4) that no staff member is available to serve as a staff liaison, and
 - (b) that staff member shall be deemed to be available to serve as the staff liaison.

10. The Personal Information Protection Act governs the disclosure of personal information by the Board.

11. Any Student or School Community Member found to be in breach of this policy will be disciplined, up to and including expulsion or termination for cause.

Board Approval: January 2 2020
Effective Date: January 2 2020
Amendment Dates: N/A
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