

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 359</b>
	<b>Welcoming, Caring, Respectful, and Safe Learning Environments</b>
	APPROVED: November 2014
Page 1 of 4	AMENDED/REVIEWED: September 2019, June 2018
LEGAL REFERENCE:	Section 11, 16, 31, 32, 33, 53, 196, 197, 222 Education Act Alberta Human Rights Act Child Youth and Family Enhancement Act Canadian Charter of Rights and Freedoms Canadian Human Rights Act Criminal Code Freedom of Protection and Privacy Act Individual's Rights Protection Act Supporting Positive Behaviour in Alberta Schools

**Background**

The Grande Prairie Public School Division is committed to welcoming, caring, respectful, and safe learning environments that respect diversity and foster a sense of belonging.

A welcoming, caring, respectful, and safe learning environment is physically, emotionally, and psychologically safe for all members of the school community. It is an environment wherein everyone is accorded respect and dignity with equity of opportunity and access to programs, services, and resources that are critical to support all members of the school community in realizing their full potential. Welcoming, caring, respectful, and safe learning environments support the necessary conditions for everyone’s success.

The Grande Prairie Public School Division is committed to acknowledging and addressing *bullying* and *intimidation*.

The Grande Prairie Public School Division is committed to acknowledging and addressing *harassment* and/ or *discrimination*.

**Definitions**

**Bullying:** A conscious, willful, deliberate, repeated and hostile activity marked by an imbalance of power, intent to harm and/or threat of aggression. It can occur within a peer group or between groups. It can occur at school and in sports. Forms of bullying include:

**Verbal:** name calling, sarcasm, teasing, spreading rumours, threatening, making negative references or unwanted comments directed to one's culture, ethnicity, race, religion, gender, sexual orientation, or any other factor(s).

**Social:** mobbing, scapegoating, excluding others from a group, humiliating others, gestures or graffiti intended to put others down

**Physical:** hitting, poking, pinching, chasing, shoving, coercing, destroying, unwanted sexual touching

**Cyberbullying:** using the internet or text messaging to intimidate, put down or spread rumours about someone

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 359</b>
	<b>Welcoming, Caring, Respectful, and Safe Learning Environments</b>
	APPROVED: November 2014
Page 2 of 4	AMENDED/REVIEWED: September 2019, June 2018
LEGAL REFERENCE:	Section 11, 16, 31, 32, 33, 53, 196, 197, 222 Education Act Alberta Human Rights Act Child Youth and Family Enhancement Act Canadian Charter of Rights and Freedoms Canadian Human Rights Act Criminal Code Freedom of Protection and Privacy Act Individual's Rights Protection Act Supporting Positive Behaviour in Alberta Schools

**Intimidation:** Intentional behavior which knowingly or should be reasonably known to cause fear of injury or harm. Fear of injury or harm includes impacts on a person’s social, emotional, and physical well-being.

**Discrimination and Harassment:** Discrimination and harassment occurs when a person is subjected to unwelcome verbal or physical conduct because of race, religious beliefs, colour, gender, gender identity, gender expression, physical or mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. Alberta human rights law prohibits discrimination and harassment based on these grounds.

**Procedures**

**The School Division will:**

- Ensure that all schools are welcoming, caring, respectful, and safe learning environments by developing and implementing the [Student Code of Conduct](#).
- The Student Code of Conduct will be grounded in GPPSD Administrative Procedures.
- Maintain Administrative Procedures to support the Student Code of Conduct.
- Provide direction and support to schools in the development and implementation of school-based handbooks that reflect the Division code of conduct.
- Provide for programming that supports the development of positive relationships and ideal social behavior within a Positive Behaviour Supports context.

**Schools will:**

- Ensure that their school is a welcoming, caring, respectful, and safe learning environment by developing and implementing a school-based handbook that reflects the [Student Code of Conduct](#).
- Collaborate with staff, students and parents in the development of a positive behavioural approach to implementing the Student Code of Conduct.
- Support students in adhering to expectations in the [Student Code of Conduct](#).
- Promote understanding, respect, and the recognition of the diversity, equality and human rights of all students and families.

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 359</b>
	<b>Welcoming, Caring, Respectful, and Safe Learning Environments</b>
	APPROVED: November 2014
Page 3 of 4	AMENDED/REVIEWED: September 2019, June 2018
LEGAL REFERENCE:	Section 11, 16, 31, 32, 33, 53, 196, 197, 222 Education Act Alberta Human Rights Act Child Youth and Family Enhancement Act Canadian Charter of Rights and Freedoms Canadian Human Rights Act Criminal Code Freedom of Protection and Privacy Act Individual's Rights Protection Act Supporting Positive Behaviour in Alberta Schools

**Teachers will:**

- Foster a welcoming, caring, respectful, and safe learning environment in their classroom and school by:
  - Maintaining a consistent standard of behavior for all students that contributes to a positive school climate
  - Maintain a classroom environment that is free of discrimination, intimidation, and/or bullying
  - Building social, interpersonal, assertiveness, empathy, conflict resolution, and leadership skills

**Students will:**

- Contribute to the development of a caring, respectful, and safe learning environment
- Abide by the Student Code of Conduct:
- attend school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student's education,
- 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, respect the rights of others in the school,
- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- comply with the rules of the school and the policies of the board,
- co-operate with everyone authorized by the board to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct, and
- positively contribute to the student's school and community.

**Parents will:**

- act as the primary guide and decision-maker with respect to the child's education,

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 359</b>
	<b>Welcoming, Caring, Respectful, and Safe Learning Environments</b>
	APPROVED: November 2014
Page 4 of 4	AMENDED/REVIEWED: September 2019, June 2018
LEGAL REFERENCE:	Section 11, 16, 31, 32, 33, 53, 196, 197, 222 Education Act Alberta Human Rights Act Child Youth and Family Enhancement Act Canadian Charter of Rights and Freedoms Canadian Human Rights Act Criminal Code Freedom of Protection and Privacy Act Individual's Rights Protection Act Supporting Positive Behaviour in Alberta Schools

- take an active role in the child’s educational success, including assisting the child in complying with Section 31 of the Education Act,
- ensure that the child attends school regularly,
- ensure that the parent’s conduct contributes to a welcoming, caring, respectful and safe learning environment,
- co-operate and collaborate with school staff to support the delivery of specialized supports and services to the child,
- encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school in person and in online communications using social media, and
- engage in the child’s school community