

### **WELCOMING, CARING, RESPECTFUL, SAFE AND HEALTHY LEARNING AND WORKING ENVIRONMENTS**

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 Division 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 and violence, or threat thereof during the Division's school-related activities. All those involved with the Division including trustees, 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 allegation 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 Division 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.

The Comprehensive School Health approach in the Division focuses on three specific tenets: positive social environments, active living, and healthy eating, and acknowledges the causal relationship between the three. The school lunch program is an important component of the services provided to students by the Division to positively impact the reciprocal relationship between health and education outcomes.

#### 1. Positive Social Environment

Students who have a strong sense of self and belonging, and who feel cared for at school, are more likely to achieve greater academic success, have successful and rewarding relationships, and exhibit positive social behaviours and character traits.

#### 2. Active Living

Students who are physically active are more likely to exhibit on-task behavior, academic success, and social inclusion. Engagement in physical activities encourages students to make health-enhancing choices and reduces the risk of obesity.

### 3. Healthy Eating

Nutrition plays a significant role in student growth, developing disease resistance, and physical and mental health. Students who make healthy nutritional choices reduce their risk of obesity and health issues.

#### **Specifically**

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 Division Student Code of Conduct and schools' codes of conduct.
2. The Board expects all trustees, members, 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 with 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 Division schools and workplaces:
  - 6.1 Recognize the importance of staff and students' emotional, social, intellectual, spiritual and physical wellness to their success at school.
  - 6.2 Establish environments that support, ensure and integrate positive social environments, active living and healthy eating.
  - 6.3 Acknowledge that emotional well-being, active living and healthy eating, play significant roles in students' overall health.
  - 6.4 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 principals will:
  - 7.1 Actively build relationships within the school and community.
  - 7.2 Support and embed character education programs to support emotional well-being.

- 7.3 Create learning environments where emotional well-being is role modeled and developed in students.
  - 7.4 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.
  - 7.5 Encourage reporting to a responsible adult all incidents of threats, bullying, harassment, violence, intimidation or discrimination.
  - 7.6 Expect students to adhere to the Division Code of Conduct for students
8. Active Living – Superintendent will ensure that principals will:
- 8.1 Implement Alberta Education’s Daily Physical Activity (DPA) initiative.
  - 8.2 Meet the minimum time allocations for quality Physical Education.
  - 8.3 Implement the philosophical and curricular shift to outcome-based learning experiences that ensure successful, meaningful engagement in physical activity and encourage lifelong fitness.
  - 8.4 Encourage students to engage in physical activity inside and outside of regular curriculum (e.g. community events, clubs, special events, teams, intramurals, etc.) to support their development as healthy, active learners.
9. Healthy Eating – Superintendent will ensure that principals will:
- 9.1 Foster knowledge, skills and attitudes that promote healthy eating by:
    - 9.1.1 Promoting nutrition education and creating an environment of positive food messages.
    - 9.1.2 Establishing a strong connection between nutrition education and foods available at the school.
  - 9.2 Examine school nutrition practices and provide opportunities, support and encouragement for staff and students to eat healthy foods by:
    - 9.2.1 Creating an environment where healthy foods are available, affordable and promoted as the best choice.
    - 9.2.2 Reviewing options with food suppliers to maximize the nutritional value of the items.
    - 9.2.3 Choosing healthy fundraising options.
    - 9.2.4 Modeling healthy nutritional practices.
  - 9.3 The primary reference for the provision, promotion, sale and distribution of food in school shall be the Alberta Nutrition Guidelines for Children and Youth from which schools shall include foods from the “choose most often” and “choose sometimes” categories, and limit foods from the “choose least often” category in accordance with the Canada Food Guide.
  - 9.4 The school lunch program shall align with the Alberta Nutrition Guidelines for Children and Youth.

Legal Reference: Section 12, 16.1, 18, 20, 24, 25, 45, 45.1, 50, 60, 61, 105, 113 School Act  
Alberta Bill of Rights  
Alberta Human Rights Act  
Teaching Profession Act  
Canadian Charter of Rights and Freedoms  
Criminal Code  
Alberta Nutrition Guidelines for Children and Youth  
Canada Food Guide