



Consistent with the [Education Act](#) the Calgary Girls Charter School Authority is committed to providing a welcoming, caring, respectful, safe and healthy learning and working environment that respects diversity, nurtures a sense of belonging and a positive sense of self, and promotes well being in all its aspects. Each student and staff member within the School Authority has the right to learn and work in an environment that promotes dignity, respect, and equity of opportunity. The Board is also obligated to protect all staff and students from bullying, harassment, discrimination, and violence during school-related activities. All those involved with the Calgary Girls Charter School, including Directors, employees, students, parents, volunteers, contractors, and visitors must share in the responsibility for eliminating bullying, discrimination, harassment, and violence.

The Charter Board prohibits bullying, harassment, discriminatory and violent behaviours and expects allegations of such behaviours to be investigated in a timely and respectful manner.

The Board affirms the rights, as provided for in the [Alberta Human Rights Act](#) and the [Canadian Charter of Rights and Freedoms](#), of each staff member employed by the School Authority and each student enrolled in the schools operated by the School Authority. Furthermore, the Calgary Girls Charter School will ensure that staff employed by the School Authority and students enrolled in a school operated by the School Authority will not be discriminated against as provided for in the [Alberta Human Rights Act](#) or the [Canadian Charter of Rights and Freedoms](#).

The Charter Board acknowledges its responsibility to ensure welcoming, caring, respectful, safe and healthy learning environments for all students and staff. It further recognizes the importance of students' emotional, social, intellectual and physical wellness to their success in school, and in support of a safe, caring environment expects students to adhere to the *Student Code of Conduct* as outlined in Appendix A to this policy.

Additionally, the Charter Board supports, in accordance with the [Education Act](#) Act s. 35.1(1), updated September 1, 2019, the establishment of a voluntary student organization, or the facilitation of activities intended to promote a welcoming, caring, respectful and safe learning environment, in accordance with the [Education Act](#) Act s. 33(1)(d) updated September 1, 2019. Refer to Appendix B *Support for Student Organizations that Promote a Welcoming Environment*.

The Charter Board expects all Directors, employees, students, parents, volunteers, visitors, and contractors to embrace and support this Policy. This policy covers behaviour not only on school property, but also at any school-related functions and applies whether contact is face to face, by phone, fax, email, internet, social media sites, or any other means of communication.

Students or staff who experience bullying, harassment or discrimination will be supported through various means such as mentoring, restorative processes and counseling.

References:

Education Act s. 11, 31, 35, 36, 52, 53, 54, 58, 196, 197, 257

Alberta Human Rights Act Canadian Human Rights Act Teaching Profession Act

Canadian Charter of Rights and Freedoms

Freedom of Information and Protection of Privacy Act (FOIPP)



**POLICY 18
WELCOMING, CARING, RESPECTFUL, SAFE
AND HEALTHY LEARNING AND WORKING
ENVIRONMENTS
APPENDIX A: STUDENT CODE OF CONDUCT**

The Student Code of Conduct is publicly available and provided to all staff of CGCS, students of the board and parents of students of the board. The Charter Board regularly reviews the Student Code of Conduct and welcomes input from the school community.

The Charter Board endorses a set of desirable personal and interpersonal character traits that incorporate universal values including respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control. Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to a welcoming, caring, respectful, safe and orderly learning environment.

The [*Alberta Human Rights Act*](#) (*AHR Act*) prohibits discrimination based on the protected grounds of race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, gender expression, age, physical disability, mental disability, marital status, family status, source of income, or sexual orientation.

Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant and contributing members of society.

Specifically

1. A student shall conduct themselves so as to reasonably comply with the following code of conduct:
 - 1.1 Be ready to learn and actively engage in and diligently pursue the student's education.
 - 1.2 Attend school regularly and punctually;
 - 1.3 Cooperate fully with everyone authorized by the Charter Board to provide education programs and other services;
 - 1.4 Comply with the rules of the Calgary Girls Charter School;
 - 1.5 Account to the student's teachers and other school staff for their conduct;
 - 1.6 Respect the rights of others;
 - 1.7 Use their abilities and talents to gain maximum learning benefit from school experiences;
 - 1.8 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.9 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;
 - 1.10 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;

- 1.11 Positively contribute to the student's school and community.
 - 1.12 Resolve conflicts in peaceable, non-violent ways;
 - 1.13 Treat other students and staff with dignity, respect and fairness at all times;
 - 1.14 Contribute to a learning environment that is free from physical, emotional, and social abuse, bullying and discrimination
 - 1.15 Take appropriate measures to help those in need;
 - 1.16 Demonstrate honesty and integrity.
2. Students are accountable for demonstrating respect for:
- 2.1 Authority;
 - 2.2 Others and their property;
 - 2.3 School property including but not limited to materials, equipment, furniture and technology;
 - 2.4 The diversity of all people, their ideas and opinions.
3. Students are prohibited from engaging in unacceptable behavior whether in person or by electronic or any other means, whether or not the behavior occurs within the school building or during the school day. Examples of such activities include, but are not limited to:
- 3.1 Defiance and disrespect;
 - 3.2 Open opposition to authority;
 - 3.3 Smoking or vaping or using in any way products such as, but not necessarily limited to, tobacco or marijuana;
 - 3.4 Possession, use or distribution of illegal or restricted substances (e.g. drugs, alcohol);
 - 3.5 Criminal activity (which includes tampering with fire alarms, extinguishers or safety equipment);
 - 3.6 Bullying, including cyber-bullying and other internet safety violations;
 - 3.7 Discrimination on any prohibited grounds;
 - 3.8 Physical harm/assault including hazing;
 - 3.9 Personal and/or sexual harassment;
 - 3.10 Possession or use of weapons.
4. Students have the responsibility to refrain from, report and not tolerate bullying or bullying behavior. Bullying is defined as *repeated and hostile or demeaning behavior by an individual in the school community where the behavior 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.*

Reference:
Education Act s. 3, 11, 31, 52, 53, 54, 222



APPENDIX B: SUPPORT FOR STUDENT ORGANIZATIONS

The Charter Board supports the establishment of student organizations as well as the facilitation of activities which are intended to promote a welcoming, caring, respectful and safe learning environment.

In accordance with the Education Act s. 35.1(1 - 5), updated September 1, 2019:

35.1(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 or activity, including the name “gay-straight alliance” or “queer-straight 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.*

Protection of Privacy

The Calgary Girls Charter School complies with the Freedom of Information and Protection of Privacy Act and is bound by the provisions of that Act. As such, the collection, use and disclosure of personal information is in accordance with the Freedom of Information and Protection Act.

Anti-Bullying Awareness

The Charter Board encourages events and activities in support of anti-bullying such as the Bullying Awareness and Prevention Week that occurs annually the third week of November.

In Accordance with the Education Act s. 33.3(a) and (b), the Charter Board, by resolution confirms the annual review of this policy which is posted to the website and available in hard copy to individuals who make such a request.

Reference:

Education Act s. 8, 11, 31, 35, 52, 53, 54, 222, 257