



POLICY 19 – WELCOMING, CARING, RESPECTFUL, SAFE, AND INCLUSIVE LEARNING AND WORKING ENVIRONMENTS

PREAMBLE

Inclusion and a sense of belonging for all staff and students stem from creating an environment in which we focus on all the ways in which everyone has an equal right to be a welcomed, respected and cared for member of the Foundations for the Future Charter Academy (FFCA) staff or student body.

In keeping with the focus on character and leadership at Foundations for the Future Charter Academy (FFCA), the Charter Board (the "Board") is committed to providing a welcoming, caring, respectful, safe, and inclusive learning and working environment that respects diversity and fosters a sense of belonging. Each student and staff member within FFCA has the right to learn and work in campuses that promote qualities of opportunity, dignity, and respect.

The Board is further obligated to protect all students from harassment, discrimination, and violence during FFCA's campus-related activities, whether on campus or off. All those involved with FFCA, including directors, 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 allegations of such behaviours to be investigated in a timely and respectful manner. The Board expects complainants to follow the Being Heard process and will make every effort to protect individuals' identities.

FFCA administration and staff will respond to all situations affecting the safety of students and/or staff members to ensure that every threat receives a reasoned and timely response.

One key outcome of our vision for FFCA is that all students will possess a strong connection to their campuses as welcoming, caring, respectful, safe, and inclusive places focused on their individualized success.

SPECIFICALLY

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful, safe, and inclusive learning 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 Student Code of Conduct.
2. The Board expects all directors, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy. This policy covers behaviour at all campuses and any campus-related functions. This applies whether contact is face-to-face, by phone, fax, e-mail, online (Internet or Intranet), or by any other means of communication. Threatening, harassing, intimidating, assaulting, or bullying any person within the FFCA community, including aggressive behaviours by any person within the FFCA community, is prohibited. Bullying is defined in the *Education Act* (Section 1.1 (d.)).

3. The Board encourages reporting to a member of campus staff or administration all incidents of threats, harassment, intimidation, assault, violent behaviour and/or bullying, regardless of the identity of the alleged harasser or offender in accordance with *Policy 09 - Being Heard* or *AP-G-801.1 Public Interest Disclosure (Whistleblower)*.
4. The Board supports the establishment of student organizations and student-led activities that promote equality and non-discrimination, including but not limited to gay-straight alliances, queer-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs.

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Revision Dates: June 21, 2023; June 22, 2022; May 12, 2021
References: *Education Act*
Alberta Human Rights Act
Occupational Health and Safety Act
Canadian Charter of Rights and Freedoms
Criminal Code
Preamble, *Youth Criminal Justice Act* (S.C 2002, c. 1)
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers and Teacher Leaders Regulations
FFCA Policy 9 - Being Heard
AP-G-801.1 Public Interest Disclosure (Whistleblower)

APPENDIX A: STUDENT CODE OF CONDUCT

Consistent with the emphasis on Character Education at Foundations for the Future Charter Academy (FFCA), the Charter Board (the "Board") endorses a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility, and self-control.

Students are expected to learn, practice, develop and model such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful, safe, and inclusive learning environments. FFCA is obligated to protect all students and staff from bullying, harassment, discrimination, and violence during school-related activities. Bullying is defined as "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" Education Act (Section 1.1 (d)). Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act. Students are to foster a sense of belonging amongst all students.

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

SPECIFICALLY

1. In displaying acceptable behaviour, students are expected to:
 - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences;
 - 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
 - 1.3 Co-operate fully with everyone authorized by FFCA to provide education programs and other services;
 - 1.4 Comply with all applicable federal, provincial, and municipal laws, and the rules of FFCA and its campuses;
 - 1.5 Account to their teachers for their conduct;
 - 1.6 Attend at their campus regularly and punctually;
 - 1.7 Use non-violent means to resolve conflict;
 - 1.8 Treat all other students and staff with dignity, respect, and fairness at all times;
 - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse;
 - 1.10 Take appropriate measures to help those in need; and
 - 1.11 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, equipment, and textbooks; and

- 2.4 Differences in ethnicity, race, religion, gender, and sexual orientation.
3. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the campus building, during school or school-related trips or activities, or by electronic means. Examples of such behaviours include, but are not limited to:
 - 3.1 Use, possession of, sale, distribution of or active contact with a weapon on a student's person, in a student's locker or desk, on FFCA property, or in a vehicle on FFCA property used by a student or occupied by a student as a passenger;
 - 3.2 Threats;
 - 3.3 Conduct which endangers others;
 - 3.4 Encouraging conduct which endangers or may endanger others;
 - 3.5 Encouraging unacceptable conduct;
 - 3.6 Use or display of improper, obscene, or abusive language;
 - 3.7 Distribution or display of offensive messages or pictures;
 - 3.8 Theft, including identity theft;
 - 3.9 Intimidation and/or assault;
 - 3.10 Willful damage FFCA or others' property;
 - 3.11 Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, cannabis, alcohol, or inhalants in a campus, on FFCA property or in the context of any campus-related activity;
 - 3.12 Attending at a campus or any campus-related activity under the influence of illicit drugs, cannabis, alcohol, or inhalants;
 - 3.13 Personal or sexual harassment;
 - 3.14 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs, and secret organizations;
 - 3.15 Extortion;
 - 3.16 Disruptive behaviour, willful disobedience, or defiance of authority;
 - 3.17 Interfering with the orderly conduct of classes or the campus;
 - 3.18 Tampering with fire alarms and safety equipment;
 - 3.19 Criminal activity;
 - 3.20 Workplace violence;
 - 3.21 Bullying, including cyber-bullying; and retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern; and
 - 3.22 Inappropriate information technology/social media use.
4. Unacceptable student behaviour:
 - 4.1 May be grounds for disciplinary action; and
 - 4.2 Provides an opportunity for critical learning in the areas of:
 - 4.2.1. Personal accountability and responsibility;
 - 4.2.2. The development of empathy;
 - 4.2.3. Conflict resolution;
 - 4.2.4. Communication; and
 - 4.2.5. Social skills development.

5. When responding to unacceptable student behaviour, the following are to be considered:
 - 5.1 The effect of the student's behaviour upon other students, the staff, the campus, FFCA, and the community;
 - 5.2 The nature of the action or incident that calls for disciplinary or alternative measures;
 - 5.3 The student's previous conduct and previous interventions;
 - 5.4 The student's age, maturity, and abilities;
 - 5.5 The impact of proposed action on the student's future behaviour;
 - 5.6 The student's learning needs; and
 - 5.7 Any other information considered appropriate or relevant.

6. The consequences of unacceptable behaviour may be:
 - 6.1 Assignment of a student whose behaviour is unacceptable, disruptive, or destructive to an alternate supervised location;
 - 6.2 Short-term removal of privileges;
 - 6.3 Detention;
 - 6.4 Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
 - 6.5 Alternative interventions such as community conferencing or other forms of restorative justice;
 - 6.6 Corrective student transfer;
 - 6.7 Suspension; and
 - 6.8 Recommendation for expulsion.

7. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

APPENDIX B: STAFF STANDARDS OF CONDUCT

Statutory and Professional Expectations – All employees are expected to meet all conduct expectations established in relevant statutes such as the [Practice Review of Teachers and Teacher Leaders Regulation](#), as well as any conduct requirements specific to their position as identified by their relevant professional bodies (e.g., College of Alberta Psychologists, Alberta College of Social Workers, etc.).

Professional Relationships with Students & Families – While staff are expected to develop caring relationships with the students and/or families with whom they work, these relationships are to be maintained at a professional level, and personal social relationships are not to be pursued. In situations in which prior personal social relationships with students and/or families exist, employees are expected to minimize actions which could create real or perceived inequities in the treatment of students and/or families. Employees may accept small gifts of acknowledgement and appreciation (\$75 max.) from students and/or families, but these gifts should not be of such significance that they may be interpreted as payment for services or create the potential for real or perceived inequities in the treatment of students and/or families.

Collegial Collaboration and Conflict – FFCA staff are expected to work collaboratively with their colleagues to serve the best interests of FFCA. Professional disagreements are an expected element of effective collaboration; however, conflicts should not have a detrimental effect on professional performance and collaboration. Employees are expected to follow FFCA policies and procedures relating to stakeholder communication (e.g. [Policy 9 - Being Heard](#)). Employees will not:

- (a) undermine the confidence of co-workers, students, or parents in other colleagues; or
- (b) criticize the competence/damage the reputation of a colleague. Comments/ criticisms are expected to be made in confidence to an appropriate school official (after informing the colleague of that criticism) OR to the appropriate regulatory body according to their procedures.

Professional Representation – FFCA employees are agents of FFCA and are expected to positively represent FFCA both within and outside the organization. Any concerns that the employee has about FFCA, its Board, administration or the organization's operations are to be expressed through appropriate channels. [Policy 9 - Being Heard](#) provides direction in this regard.

Confidentiality – Information that belongs to or is used by FFCA, and is not publicly known, will be treated as confidential by staff. Knowledge about staff, students and their families learned through FFCA employment is strictly confidential.

Proprietary Resources – FFCA facilities, materials, equipment, or intellectual property may not be used by FFCA staff for any purpose unrelated to FFCA business without proper consent of the Superintendent or designate.

Conflict of Interest – FFCA staff have a duty to report to their immediate supervisor any potential conflict of interest, which is defined as "a conflict between the public and private interests of somebody in an official position, or conflicts between a number of public positions."

Attendance and Punctuality – FFCA staff are expected to punctually report to work as scheduled by their supervising administrator.

Dress & Deportment - FFCA staff are expected to dress and act in a professional manner while at work and when representing the school in the community. Staff dress and deportment should blend

practicality and comfort with a level of professionalism that conveys the importance of our mission and the primacy of learning and teaching within our schools.

Impairment / Substance Possession and/or Use – No employee is permitted to enter or remain on school property while their ability to work is affected by use of any substance, including prescription medications, alcohol, cannabis, or illegal substances. Staff are required to notify their supervisor of any medication they are taking, including any medical cannabis, which could impair their work performance. The possession or use of alcohol, cannabis or illegal substances, or the use of potentially impairing medications on the job without prior authorization is prohibited.

Criminal Acts – Employees are required to disclose involvement in any matter that may arise in relation to their ability to maintain a clear Criminal Record status.

NOTE: Supervisors are responsible for the administration of these expectations. Chronic or severe failure to act in accordance with these standards may result in disciplinary action, including formal reprimand, suspension, or termination of employment.