

Administrative Procedure 160

POSITIVE SCHOOL CLIMATE

Background

Promoting a safe and caring school requires the support and assistance of all members of the school community. The Division's goal is to develop responsible, caring and respectful members of a just, peaceful and democratic society. Discipline is an essential part of a positive school climate. A positive school climate contributes to the prevention and reduction of misbehaviours in school. School staff, under the direction of the Principal, are to maintain order and discipline in the school, on school grounds and during Division-sponsored activities. School staff must operate in a loco parentis role whereby they act in relation to students as responsible caring parents. As well, in exercising their authority under the Education Act, staff must always consider the best educational interests and fundamental rights of all students.

Students and staff are expected to model and reinforce socially responsible and respectful behaviours so that teaching and learning can take place in a safe and caring environment.

Procedures

1. The Division shall:
 - 1.1 Ensure the best educational interests of the student are the paramount consideration in the exercise of their authority.
 - 1.2 Ensure all schools are safe and caring.
 - 1.3 Develop, implement and continually evaluate procedures, programs and practices to prevent and respond to incidents that disrupt teaching and learning.
 - 1.4 Act in a manner that is legally, professionally and educationally sound.
2. The Principal shall:
 - 2.1 Ensure that students in the school have the opportunity to meet the standards of education set by the Minister.
 - 2.2 Develop an action plan in consultation with students, staff, School Council, and parents, that:
 - 2.2.1 Provides data management and internal/external communications system.
 - 2.2.2 Clarifies roles and responsibilities of students, school staff, parents/guardians and community agencies to support safe and caring schools.
 - 2.2.3 Establishes procedures for developing, implementing and evaluating violence prevention.
 - 2.2.4 Provides crisis management and school disaster plans.
 - 2.2.5 Provides staff with professional development on safe and caring schools.
 - 2.3 Ensure a system of monitoring student attendance is in place.

- 2.3.1 Follow-up phone calls shall be made for unaccounted student absences.
 - 2.3.2 Unaccounted morning absences shall be followed up as soon as possible but no later than noon (12:00 p.m.). Unaccounted afternoon absences shall be followed up as soon as possible but not later than the end of the school day.
3. Teachers shall:
- 3.1 Create and maintain environments that are conducive to student learning.
 - 3.2 Establish learning environments wherein students feel physically, psychologically, socially and culturally secure.
 - 3.3 Be respectful of students' human dignity.
 - 3.4 Establish a positive, professional relationship with a student that is characterized by mutual respect, trust and harmony.
 - 3.5 Model beliefs, principles, values and intellectual characteristics outlined in the Guide to Education, ECS to Grade 12.
4. School Council members and/or parents/guardians shall:
- 4.1 Have a right and responsibility to make decisions respecting the education of their children.
 - 4.2 Consult with the Principal to ensure students in the school have the opportunity to meet the standards of education set by the Minister.
 - 4.3 Advise and consult with the Principal on matters related to student conduct, discipline and consequences.
5. Students shall:
- 5.1 Demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals.
 - 5.2 Conduct themselves so as to reasonably comply with the following code of conduct:
 - 5.2.1 Be diligent in pursuing their studies.
 - 5.2.2 Attend school regularly and punctually.
 - 5.2.3 Comply fully with everyone authorized by the Division to provide education programs and other services.
 - 5.2.4 Comply with rules of the school.
 - 5.2.5 Account to their teachers for their conduct.
 - 5.2.6 Respect the rights of others.
6. Students will be afforded the following:
- 6.1 Information on the code of conduct they are expected to comply to, with possible consequences for noncompliance.
 - 6.2 Opportunities to explain and present evidence on incidents.

- 6.3 Decisions made as objectively as possible and based on all the facts presented.
7. Consequences will be determined, in accordance with Division procedures, by each school staff to fit the unique circumstances of the school and student, in response to inappropriate behaviours. Appropriate consequences will be based on what the student can learn from the misbehaviour.
- 7.1 Consequences for noncompliance may include:
- 7.1.1 Verbal warning and/or reprimand.
 - 7.1.2 Removal of privileges.
 - 7.1.3 Formal removal from class.
 - 7.1.4 Minor and/or major detention.
 - 7.1.5 Interview and/or contract with student.
 - 7.1.6 Parent/guardian communication and/or meeting.
 - 7.1.7 Temporary removal from class and/or restitution.
 - 7.1.8 Counselling and/or referral for services.
 - 7.1.9 Suspension and/or expulsion to alternative education program.

Reference: Section 1, 3, 31, 33, 36, 37, 42, 43, 44, 52, 53, 55, 196, 197, 222, 256 Education Act
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Supporting Safe, Secure and Caring Schools in Alberta (1999)