

HEALTHY SCHOOLS AND WORKSITES

Background

The Division is committed to developing positive social environments and ensuring that all schools and worksites are welcoming, safe, caring and healthy for everyone. We provide environments in which students and staff feel physically, psychologically, socially, emotionally and culturally secure. Four specific areas which we are committed to enhancing and maintaining:

- A Sense of Belonging
- Positive Actions, Interactions, and Traditions
- A Culture of Health and Well-being
- Smooth Transitions Within and Between Schools and Worksites

The Division recognizes that staff and students' ideas and suggestions are vital in creating welcoming, safe, caring and healthy environments. In keeping with the Division's vision "Every Student, Every Day, A Success", we are committed to honouring staff and students' voices when decisions which affect them are made. The Division also acknowledges and appreciates the critical role that parents/guardians play in enhancing student success.

Procedures

1. A Sense of Belonging

Within Division schools and worksites, we create and maintain positive environments which develop a healthy sense of belonging by:

- 1.1 welcoming all students, staff, community agencies, and visitors into our schools and worksites;
- 1.2 supporting staff, students, school councils and parents to develop and maintain conditions which ensure a welcoming, safe, healthy and caring school and work environment;
- 1.3 providing students and staff with an inclusive environment;
- 1.4 ensuring that all students and staff are able to identify a staff advocate within their school community and worksite;
- 1.5 establishing positive relationships, characterized by mutual respect; and
- 1.6 respecting everyone's worth, dignity, and diversity.

2. Positive Actions, Interactions, and Traditions

Within Division schools and worksites, we develop and maintain healthy actions, interactions, and traditions for students, staff, and community members by promoting:

- 2.1 that staff and students are safe and cared for in all activities;
- 2.2 a shared responsibility exists among students, staff, and parents for modeling and encouraging positive student and staff behaviour;
- 2.3 all schools and worksites strive to develop and sustain positive social environments through their behaviour matrix/collective commitments (See also AP 350 Student Code of Conduct);
- 2.4 students are respected in their learning environment by staff who continually evaluate programs, practices, and intentionally teach and reinforce positive behaviours as outline in their behaviour matrix;

- 2.5 students, parents, and staff are aware of school's/division's expectations for respectful behaviour and the resulting consequences when behaviour is not upheld;
- 2.6 descriptive, supportive feedback, which reinforces appropriate behaviour, is consistently provided;
- 2.7 students and staff develop positive approaches to solving problems and resolving conflicts through restorative practices; and
- 2.8 mutually respectful communication exists among all members of the school/division community.

3. A Culture of Health and Well-being

Within Division schools and worksites, we develop and maintain a culture of physical and social/emotional well-being by:

- 3.1 Promoting and encouraging the development of physical, social-emotional and nutritional literacy;
- 3.2 Embedding health and wellness into all aspects of a day;
- 3.3 Utilizing techniques to optimize students' learning/staff working (i.e. movement breaks, breathing exercises);
- 3.4 Enhancing students' and staffs' social-emotional literacy through individual, small group and universal activities designed to increase their self-awareness and empathy;
- 3.5 Encouraging students and staff to engage in physical activity inside and outside their regular day;
- 3.6 Creating learning/working environments where social-emotional, physical and nutritional well-being are role modelled and developed in students and staff; and
- 3.7 Promoting an environment where healthy food is available.

4. Smooth Transitions Within and Between Schools/Worksites

We create and support smooth transitions within and between Division schools/worksites by:

- 4.1 encouraging on-going communication among staff, students, and parents;
- 4.2 ensuring that expectations for respectful student/staff behaviour and positive conduct are taught, reviewed with all students/staff on an on-going basis;
- 4.3 providing the opportunity for parental involvement in the education of their children;
- 4.4 ensuring open, timely communication, and providing relevant student/staff information and documentation for all students/staff transferring into, within, and between schools/worksites; and
- 4.5 working with community agencies to provide additional support for students, staff and families in need (while working within the boundaries of confidentiality).

The Division remains committed to providing welcoming, safe, caring and healthy school and work environments for everyone. In the Division, we believe that everyone will be treated with dignity and respect. As a Division we also believe that when a student/staff member is in the greatest need, we will provide the greatest support. It is with these beliefs that we, as a system, are growing and sustaining positive social learning/working environments.

References: Section 1(1)(d), 16, 31, 32, 33, 34, 45, 56 Education Act
 Canadian Charter of Rights and Freedoms
 Alberta Education Policy: Teacher Growth, Supervision, and Evaluation
 Teaching Quality Standard (Ministerial Order 016/97)
 Student Record Regulation A.R. 97/2019
 Guide to Education: ECS to Grade 12
 ATA Code of Professional Conduct
 BRSD Policy 20

Related APs: Student Code of Conduct (350)
 Employee Responsibilities and Conduct (400)

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