School 'A'

Legend for notations in school authority Welcoming, Caring, Respectful and Safe Learning Environment Policies ("Safe and Caring Policy")

The *School Act* indicates that a school authority's Safe and Caring Policy cannot conflict with or be inconsistent with the legislation:

Board responsibility

Section 45.1

(4) A policy established under subsection (2) must contain a distinct portion that addresses the board's responsibilities under section 16.1, and the distinct portion of the policy

(a) must not contain provisions that conflict with or are inconsistent with this section or section 16.1, and in particular must not contain provisions that would

(i) undermine the promotion of a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, or

(ii) require a principal to obtain the approval of the superintendent or board or to follow other administrative processes before carrying out functions under section 16.1,

A review of your school authority's Safe and Caring Policy indicates portions which are either in conflict with, or are inconsistent with, the legislation. This has been highlighted and identified as follows:

Contains provisions that are in conflict with or are inconsistent with sections 45.1 or 16.1, which is prohibited under s.45.1(4)(a)(i).

Contains provisions that require other administrative processes before carrying out functions of s.16.1, which is prohibited under sections 16.1 and 45.1(4)(a)(ii).

Contains notification of the establishment of a student organization or the holding of an activity that go further than what is permissible under section 45.1(4)(c).

Provisions contain language which suggests alternative viewpoints are not equally legitimate, which is disrespectful of diversity and thus inconsistent with s. 45.1(4)(a)(i).

Contains provisions which we consider unwelcoming, uncaring, and/or disrespectful to certain segments of the student body, and which could thereby undermine their sense of belonging. While such provisions may frame the values of your school authority and can be articulated elsewhere, they are inconsistent with the Board's responsibilities under ss.45.1(1) and (2) and need to be removed from your Safe and Caring Policy.

[redacted] **Provision of a Safe & Caring School Environment at** [redacted]

We appreciate Alberta Education's concern for the safety and well-being of Alberta students. As educators we share the goal of providing safe, respectful environments for students, staff, and community members. Further, as educators in a Christian school it is our conviction, based on God's Word recorded in the Holy Bible, that all human life has inestimable value, and therefore that everyone should be treated with care and respect at all times.

Alberta school boards are responsible for understanding their local contexts and for developing policies and procedures, within legislated frameworks, that best meet the needs of their communities. Our Board takes this responsibility very seriously. The following information regarding the structure and context of our school must be considered in order to understand the manner in which our mandate to provide positive learning environments is implemented.

[redacted] is organized under the auspices of the [redacted], and its stated purpose is to provide the members of that denomination with the opportunity "to enrol their children in a school wherein not only all religious instruction, but also all academic and practical instruction for daily life, is based on the unchangeable and infallible truth of the Word of God, which truth is clearly expressed in the Three Forms of Unity of the Reformed Faith as established by the Synod of Dordt in 1618-1619." Further, our purpose is "to provide the children of the aforementioned parents with an education that is based upon God's Word while meeting the curriculum requirements prescribed by Alberta Education in so far as these requirements are agreeable with God's Word and the Three Forms of Unity." It will be clear from these statements that our ultimate guide and authority is based on the Word of God found in the Holy Bible.

The "Principles" included in our attached Policy indicate several areas of Biblical belief and practice related to provision of safe, caring and respectful environments. One way to summarize these beliefs might be to say that while we recognize the inherent dignity of all humans, and affirm the *equal value* of every person, we also recognize that not all are *equivalent*. Therefore, Biblical distinctions such as those between children and their parents, as well as between men and women, must be maintained. These distinctions are part of a consistent Christian worldview, and respect for individuals within such categories is part of how we show our care for them. Further, the maintenance and development of the structure provided by our foundational worldview is an important factor in ensuring safety for all.

By sending their children to our school, parents have expressed their desire for education in an environment guided by God's Word and [redacted] standards. Our enrolment policy and staff code of conduct, along with other portions of our Bylaws, policies, and handbook, demonstrate that the same principles underlie every part of our operation. To act against these beliefs, then, would not only be contrary to God's Word, but would deny our accountability to the school community that instituted our school specifically to ensure that education will be provided in accordance with Biblical principles.

We are grateful that our school has been able to provide decades of excellent education in service to our supporting community and to our province and society. Alberta is recognized internationally for the plurality of educational options it offers for its children and parents. This diversity, which provides strength and integrity to the entire system, is founded on ideals of local governance

responsive to the needs and perspectives of supporting parents and communities. All Alberta school boards seek the welfare and safety of the students under their care, and must be able to do so consistently with their fundamental beliefs. Our attached policy and code of conduct demonstrate our commitment to providing a safe, caring, and respectful educational environment while remaining true to the Biblical worldview that animates our educational philosophy.

Links to the [redacted] policy and code of conduct may be found here:

- [redacted] Safe & Caring School Policy
- [redacted] Student Code of Conduct

Note: several provisions of the *School Act* related to this policy are currently being challenged in the courts as unconstitutional. Consequently, this policy will be subject to continuing review.

Approved by Board – June 2018
Previous version – March 2016

[redacted] Safe & Caring School Policy

Objective

The purpose of [redacted] is to provide education in accordance with God's Word in an environment that allows and encourages positive expression of God-given talents and abilities. Each human individual possesses intrinsic value by virtue of having been created in the image of God, and all must be treated with respect regardless of individual characteristics. Therefore, [redacted] is to provide a safe, caring, and respectful environment for all students and staff.

Principles

As expressed in the school Constitution and handbook, the purpose of [redacted] is to provide education for the children of members of the [redacted] by means of educational programming consistent with God's Word, revealed in the Holy Bible, and with Biblical doctrines as expressed in the Three Forms of Unity.

All human beings are created by God and bear His image (Gen. 1:26; Gen. 9:6). Therefore, all human life has intrinsic value, regardless of differences (including those listed in the Alberta *Human Rights Act*) in abilities or attributes.

Due to the fall of Adam, the father and representative head of all mankind, there now remain in man only glimmerings of natural light (Rom. 1:20, Eph. 4:24). Human life now exhibits brokenness and corruption as a consequence of our fall into sin (Gen. 8:21; Rom. 8:22, Eph. 4:18). The specific manifestations of this brokenness may vary from person to person, but *"all* have sinned, and come short of the glory of God" (Rom. 3:23). We remain responsible to obey and glorify our Creator (2 Pet. 1:19), though we are no longer capable of achieving holiness by our own works (Luke 17:10; John 3:27; 1 Cor. 4:7). Therefore, salvation and reconciliation with God cannot be earned other than through application of the perfect obedience of Jesus Christ (Isa. 53; John 14:6). Nevertheless, obedience to God's laws is commanded for all humans, and God has promised to bless even outward obedience to His upright requirements (Matt. 10:42, Rom. 2:6).

True human flourishing and "wellness," then, are only possible when living in accordance with God's commands. Love, care & respect for our fellow humans, with a desire for their wellbeing, therefore demands that we call everyone to obedience to God's will as expressed in His Word and His created order.

Aspects of Biblical teaching relevant to this policy include:

- God created mankind as male and female, equal in dignity and worth, yet with distinct and complementary roles. Men and women are to dress and behave in accordance with their biological sex. (Gen. 1:27, 2:18; Deut. 22:5; Matt. 19:4; Mark 10:6; Eph. 5:22-33; 1 Tim. 2:12-14)
- God's institution of marriage, a covenant relationship between one man and one woman, is the sole environment within which sexual activity is permitted, and is the context in which children are to be raised. (Gen. 2:24; Matt. 5:27-32; Rom. 1:24-27; 1 Cor. 6:13 & 18, 7:2, 10:8; Gal. 5:19; Eph. 5:3; Col. 3:5 & 18-21; 1 Thess. 4:3; Heb. 13:4; Jude 7)
- Communication with or about those with whom we disagree should be loving and respectful, never in anger or hatred. This does not preclude honest, forthright communication about noncompliance with God's law. (Lev. 19:17-18; Prov. 15:1; Is. 5:20; Matt. 18:15-20; 2 Cor. 10:5; Gal. 5:14; Eph. 4:15; 2 Tim. 3:16; Heb. 10:24; 1 Pet. 3:15-16)
- All human authority is delegated from God, Who has graciously instituted various spheres of authority for the benefit of individuals and society. Delegated responsibilities are best dealt with at the appropriate level. Parents are primarily responsible for the education and upbringing of their children. (Acts 17:26; Rom. 13:1; 1 Tim. 2:1-4; John 19:11; 1 Pet. 2:13-14; Dt. 6)

- We make every attempt to comply with the authority of civil government in all matters that would not lead us into conflict with God's commands. Obedience to God's law supersedes subjection to human authority. (Matt. 22:21; Acts 5:29; Rom. 13:1-9; 1 Tim. 2:1-2; Titus 3:1; 1 Pet. 2:17-18)
- While part of the appropriate maturation of children / students is their increasing degree of responsibility for their own choices and actions, parents (and by extension the school) remain responsible for guiding their development and ensuring their accountability to authority and to God. (Gen. 18:19; Deut. 4:10 & Deut. 6; Ps. 78:1-8; Pr. 1:8-9, 20:11 & 22:6; Eph. 6:1-4; Col. 3:20)

Policy

[redacted] affirms the rights of students and staff members to not be discriminated against as provided for in the Alberta *Human Rights Act* to the extent applicable and subject to the Canadian *Charter of Rights and Freedoms* and the nature and character of [redacted] as a private, voluntary religious association.[1]

To ensure that [redacted] is a safe, respectful, caring, and inclusive environment for all staff and students, the Board will:

1) Ensure that staff & students are aware of their responsibility to contribute to the Christian character of the school, including its existence as a safe and respectful environment for all, by:
   a. Developing codes of conduct for staff and students that address legal requirements and define appropriate standards of behaviour, including respectful, safe, and caring treatment of others.
   b. Ensuring dissemination of these expectations and related codes of conduct.
2) Ensure the existence and publication of routes to report infringements of expected behaviour.

Administration will:

1) Ensure that reports of inappropriate behaviours are dealt with in a timely manner.
2) Consider student requests for clubs or activities to strengthen the provision of a safe and caring school environment.
   - Proposals will be evaluated according to their promotion of the values, principles, mission and vision of [redacted]
   - Any groups formed or activities undertaken will be under supervision of a [redacted] staff member.
   - Planning of events (including invitation of outside speakers) and notification about activities to be undertaken will be in accordance with the usual practices and responsibilities of the school.

Section 45(4)(d) of the *School Act* requires this Policy to indicate that the *Personal Information Protection Act* governs the disclosure of personal information by the Board.

This policy, and the student code of conduct, is to be reviewed annually by June 30.

[1] See e.g. *H.S. v. The Private Academy*, 2017 HRTO 791; *Caldwell et al. v. Stuart et al.*, [1984] 2 S.C.R. 603; *Loyola High School* v. Quebec (Attorney General), 2015 SCC 12.

School 'B'

Legend for notations in school authority Welcoming, Caring, Respectful and Safe Learning Environment Policies ("Safe and Caring Policy")

The *School Act* indicates that a school authority's Safe and Caring Policy cannot conflict with or be inconsistent with the legislation:

Board responsibility

Section 45.1

(4) A policy established under subsection (2) must contain a distinct portion that addresses the board's responsibilities under section 16.1, and the distinct portion of the policy

(a) must not contain provisions that conflict with or are inconsistent with this section or section 16.1, and in particular must not contain provisions that would

(i) undermine the promotion of a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, or

(ii) require a principal to obtain the approval of the superintendent or board or to follow other administrative processes before carrying out functions under section 16.1,

A review of your school authority's Safe and Caring Policy indicates portions which are either in conflict with, or are inconsistent with, the legislation. This has been highlighted and identified as follows:

Contains provisions that are in conflict with or are inconsistent with sections 45.1 or 16.1, which is prohibited under s.45.1(4)(a)(i).

Contains provisions that require other administrative processes before carrying out functions of s.16.1, which is prohibited under sections 16.1 and 45.1(4)(a)(ii).

Contains notification of the establishment of a student organization or the holding of an activity that go further than what is permissible under section 45.1(4)(c).

Provisions contain language which suggests alternative viewpoints are not equally legitimate, which is disrespectful of diversity and thus inconsistent with s. 45.1(4)(a)(i).

Contains provisions which we consider unwelcoming, uncaring, and/or disrespectful to certain segments of the student body, and which could thereby undermine their sense of belonging. While such provisions may frame the values of your school authority and can be articulated elsewhere, they are inconsistent with the Board's responsibilities under ss.45.1(1) and (2) and need to be removed from your Safe and Caring Policy.

[redacted] Welcoming, Caring, Respectful and Safe Teaching and Learning Environment Policy

POLICY'S CONTEXTS

School Vision and Mission Statement

[redacted] exists to assist parents in the Christian education of their children towards spiritual and academic excellence through the establishment and maintenance of Christian Schools.

Statement of Faith of the School's Value Commitments

1) We believe that the Bible, containing the 66 books of the Old and New Testaments, is the only inspired, inerrant, infallible Word of God and is the final authority on the Christian faith and life. (II Timothy 3:16; II Peter 1:21).
2) We believe there is only one God, who exists eternally in three equal persons — Father, Son, and Holy Spirit — and who created out of nothing the heavens and the earth and all that is in them by the power of His spoken word (Genesis 1:1; Genesis 1:26; Psalm 33:6; Matthew 28:19; John 1:1-3; Mark 1:9-11; Hebrews 11:3).
3) We believe that Jesus Christ is both true God and true man (Exodus 3:13-15 and John 8:58-59; John 1:1-18; John 10:30-33; Galatians 4:4-5; Philippians 2:5-8; Hebrews 2:1418). We believe in His virgin birth (Isaiah 7:14; Matthew 1:18-23; Luke 1:26-35); His sinless life (Hebrews 4:15; Hebrews 7:26); His miracles (John 2:11); His substitutionary death (Romans 4:25; Romans 5:8; Galatians 3:13-14; Hebrews 2:9); His physical resurrection (Luke 24:39-43; I Corinthians 15:1-22); His ascension to the right hand of the Father (Mark 16:19; Luke 24:50-53); and His personal, visible, and bodily return in power and glory to judge the living and the dead (Acts 1:11; Revelation 20:11-15; Revelation 22:12).
4) We believe that men and women were created by God in His own image (Genesis 1:27; Genesis 9:6), that marriage was instituted by God whereby a man and a woman are joined together in lifelong commitment to faithful companionship, and that Biblical marriage is the only legitimate and acceptable context for sexual intimacy (Genesis 2:20-24; Matthew 19:4-6; Romans 7:2; I Thessalonians 4:1-8; Hebrews 13:4).
5) We believe men and women were created in the image of God, after His likeness, and therefore have transcendent, intrinsic worth. (Gen. 1:27) The unjustified destruction of any human being from conception to natural death (e.g., through abortion, embryonic stem cell research, cloning, doctor-assisted suicide, etc.) is wrong. (Ex. 21:22)
6) We believe that all men and women are born spiritually separated from God because of sin (Genesis 3:23-24; Romans 3:10-12; I John 1:8-10), and are incapable of being reconciled to God apart from the work of Jesus Christ (Romans 5:6-8; Acts 4:12; Ephesians 2:1-5). We

believe that man is justified (declared righteous) by God on the single ground of the righteousness of Jesus Christ (namely, His sacrificial and atoning death on the cross to pay the penalty for sin, and His perfect obedience, received by faith apart from works. (Isaiah 53:1-12; Jeremiah 23:6; Matthew 20:28; John 3:16-19; John 5:24; Romans 3:21-26; Romans 4:1-3; Romans 5:8-19; Romans 10:1-10; I Corinthians 1:30; II Corinthians 5:21; Galatians 2:21; Ephesians 2:8-9; Philippians 3:9; I John 4:10).

7) We believe that ultimately God will judge the living and the dead. Those who are saved will rise to eternal life, and those that are lost to eternal punishment (Matthew 16:27; John 5:28-29; Matthew 25:46; I Corinthians 15:12-17).
8) We believe that the Church, the body of Christ, consists of all true believers. (I Corinthians 12:12-13; Ephesians 2:19-21; Hebrews 10:25)
9) We believe in the presence and power of the Holy Spirit, who indwells believers enabling them to live a Godly life (Romans 8:13-14; I Corinthians 3:16; I Corinthians 6:19-20; Ephesians 2:10; Ephesians 5:15-21).

While [redacted] acknowledges and respects the legitimate differences that exist within evangelical theology, only the above doctrines will be taught as truth in our school.

*Above statements use some wording from the following organizations' statements of faith: [redacted], Evangelical Fellowship of Canada and Stand to Reason

Statement of Parent's Faith and/or Values Commitment Contingent upon enrollment of his/her child in the School

Parent Code

I (we) will support [redacted] by:

- Affirming Christian faith and values that are taught by the school.
- Ensuring the regular attendance of my child(ren).
- Ensuring completion of homework.
- Reinforcing school behaviour expectations and discipline.
- Volunteering.
- Attending parent meetings and interview.
- Paying my financial obligations on time, and contributing generously as I/we are able.
- Recommending the school to other families as opportunities arise.

My signature below indicates that I have read the above. I fully understand what is being stated and I am in agreement with it.

Legislative Contexts

School Act of Alberta,

Alberta Human Rights Act;

Canadian Charter of Rights and Freedoms; and,

Article 5 of the *United Nations Convention on the Rights of the Child* (1990)

PART I

Consistent with its mission and vision, the [redacted] is committed to a safe, caring, respectful, inclusive, equitable, and welcoming learning and teaching environment for all students. This environment shall be one that recognizes and respects student diversity, equity of learning opportunity for all students, respect for human rights, and that fosters a sense of belonging of all students within a respectful school community.

This policy recognizes that all students have the right to learn and work in an environment free of discrimination, prejudice, and harassment. This right is guaranteed under the

- *Canadian Charter of Rights and Freedoms;*
- The *Alberta Human Rights Act,* as amended March 10, 2015, which includes the right not to be discriminated against by reason of race, national origin, colour, religion or gender identity or gender expression.
- The *School Act* also provides as a fundamental right the "right of parents to make informed decisions respecting the education of their children;" and,
- Requirements of the *School Act* (and upon Proclamation the *Education Act,)* that provide for measures that support the equality and non-discrimination of students who may belong to minority groups, and/or sexual orientation or expression minorities.

PART II

The [redacted] supports the ongoing growth of inclusive communities by involving our parents, staff, students, and school community in a wide range of opportunities to learn about, support and be part of the diversity that reflects our society. In this way the school can focus on building true inclusion and support for its students.

This policy does not define one set of human needs as greater than another. This school policy supports and respects the individuality of all students and aims to create a positive and supportive environment focused on providing the best possible learning opportunity for each student.

The [redacted] believes that all students have the right to:

- be treated fairly, equitably, and with dignity and respect;
- have matters of confidentiality dealt with in a respectful and careful manner;
- freedom of conscience, expression, and association;
- be welcomed in a positive, and respectful manner by all school personnel;
- have access to appropriate supports, services, and protections
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, intimidation, bullying, and/or violence;

PART III

The [redacted] is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
- Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that all students and their families, are treated with respect and dignity in all aspects of the school community in a manner consistent with the school's mission and vision.

[redacted] affirms the rights of students and staff members to not be discriminated against as provided for in the Alberta Human Rights Act to the extent applicable and subject to the Canadian Charter of Rights and Freedoms and the nature and character of [redacted] as a private, voluntary religious association. (See e.g. H.S. v. The Private Academy, 2017 HRTO 791; Caldwell et al. v. Stuart et al., [1984] 2 S.C.R. 603; Loyola High School v. Quebec (Attorney General), 2015 SCC 12)

PART IV

[redacted] will promote a respectful and physically safe environment that will cultivate physical, intellectual, social, emotional and spiritual growth. In keeping with our

Mission, Vision, and Core Values, we are committed to promoting the truth of Scripture within all aspects of the operation of the school including the creation and operation of student groups and clubs. All school groups, clubs and activities ("groups") must teach, demonstrate, and embrace the biblical perspective that is the foundation for all of the school activities.

- Names for student groups will be approved by the principal and will incorporate language that reflects and/or is in harmony with the teachings of Scripture and the values and faith perspective of the school community.
- The principal will determine the nature of any request for a student group and how best to meet the expressed needs. Through conversations with students, the purpose for the group needs to be identified so it can be properly addressed pursuant to the school's value commitments or statement of faith.
- Groups shall support the mission, vision and core values of the school while upholding the value of the individual as created in the image of God. Any groups formed shall reflect, through name and action, the philosophy and theology of the [redacted] [redacted] Statement of Faith and emphasize the value of the person, inclusion, hospitality, respect, justice, truth, and the call to loving service.
- Groups may have as their purpose: to assemble students who enjoy common activities and wish to learn and develop skills and knowledge related to those activities, or to assemble students who experience discrimination or perceived discrimination with students who want to offer these students their support, or to advocate for social change such as eliminating poverty, illiteracy or any forms of discrimination.
- Groups shall be led by teachers, staff members or other trained Evangelical Protestant Christian sponsors, whose lifestyle and reputation reflect the biblical values of the school. These may be assisted by counselors, pastors, social workers, or other trained individuals.
- Groups shall be open to explore a variety of issues from an Evangelical Protestant Christian perspective.
- The principal shall ensure that advocacy efforts are directed towards positive social change from a Christian perspective.
- Groups may sponsor activities to address issues and promote awareness such as inviting guest speakers, holding regular meetings, facilitating discussions, planning events, etc.
- [redacted] recognizes that parents have been given the responsibility to raise their children and that they are the primary educators of their children. Therefore, [redacted] will involve parents as appropriate and necessary regarding their children's participation in school student groups in accordance with the [redacted] usual practices of notification.

Section 45(4)(d) of the School Act requires this Policy to indicate that the Personal Information Protection Act governs the disclosure of personal information by the Board

PART V

When implementing this policy (Parts I to IV), the [redacted] will act reasonably in the best interests of the student in keeping with the guidelines outlined by the Supreme Court of Canada (*Loyola College vs. Quebec, 2015*) in order to balance human rights and the right to religious freedom. Consistent with the Court's guidelines, the school, the principal, teachers and other staff are free to act and communicate the school's animating faith and/or values in a respectful manner:

- *The School's teachers and staff may describe and explain the school's faith and/or value community beliefs, doctrines and ethical beliefs from the faith/perspective, and need not be required to adopt a neutral position.*

- *The School's teachers and staff must describe and explain the ethical beliefs and doctrines of other faith/value communities and other members of Alberta's pluralistic society in a respectful manner.*

- *The School's teachers and staff must maintain a respectful tone of debate — both by conveying their own contributions in a respectful way, and by ensuring the classroom dialogue proceeds in accordance with respect, tolerance and understanding for those with different beliefs and practices.*

- *Where the context of the classroom discussion requires it, the School's teachers may identify the School community's animating beliefs and/or values beliefs, why the school community follow those beliefs and/or values, and the ways in which another specific ethical or doctrinal proposition does not accord with those beliefs, be it in the context of a particular different religion or an ethical position considered in the abstract.*

- *The School's teachers and staff need not teach ethics or religious doctrines that are contrary to the school community's faith/value commitments in a way that portrays them as equally credible or worthy of belief. Respect, tolerance, and understanding are all properly required, and the highlighting of differences must not give rise to denigration or derision. However, ensuring that all viewpoints are regarded as equally credible or worthy of belief would require a degree of disconnect from, and suppression of, the School's own religious and/or value perspective that is incompatible with the school community's freedom of religion.*

As appropriate, if a parent or student believes the faith and/or value commitment of the School and the parent's or student's faith and/or values are incompatible and continuing to enroll the student in the School is not in the best interest of the student, then the School shall assist the parent or student to enroll in another school for the subsequent school year.

School 'C'

Legend for notations in school authority Welcoming, Caring, Respectful and Safe Learning Environment Policies ("Safe and Caring Policy")

The *School Act* indicates that a school authority's Safe and Caring Policy cannot conflict with or be inconsistent with the legislation:

Board responsibility

Section 45.1

(4) A policy established under subsection (2) must contain a distinct portion that addresses the board's responsibilities under section 16.1, and the distinct portion of the policy

(a) must not contain provisions that conflict with or are inconsistent with this section or section 16.1, and in particular must not contain provisions that would

(i) undermine the promotion of a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, or

(ii) require a principal to obtain the approval of the superintendent or board or to follow other administrative processes before carrying out functions under section 16.1,

A review of your school authority's Safe and Caring Policy indicates portions which are either in conflict with, or are inconsistent with, the legislation. This has been highlighted and identified as follows:

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Contains provisions that require other administrative processes before carrying out functions of s.16.1, which is prohibited under sections 16.1 and 45.1(4)(a)(ii).

Contains notification of the establishment of a student organization or the holding of an activity that go further than what is permissible under section 45.1(4)(c).

Provisions contain language which suggests alternative viewpoints are not equally legitimate, which is disrespectful of diversity and thus inconsistent with s. 45.1(4)(a)(i).

Contains provisions which we consider unwelcoming, uncaring, and/or disrespectful to certain segments of the student body, and which could thereby undermine their sense of belonging. While such provisions may frame the values of your school authority and can be articulated elsewhere, they are inconsistent with the Board's responsibilities under ss.45.1(1) and (2) and need to be removed from your Safe and Caring Policy.

WELCOMING, CARING, RESPECTFUL AND SAFE TEACHING AND LEARNING ENVIRONMENT POLICY

[redacted]

(hereafter known as [redacted])

School Mission Statement

[redacted] exists to provide an educational environment that reinforces Christian homes and churches in preparing children spiritually, academically, socially and physically for a lifetime of serving Jesus Christ..

Statement of School's Value Commitments

Theological Foundation

The educational philosophy of [redacted] is based upon a God-centered view of man and truth as presented in the Bible. The essential truths of this view are detailed in the Statement of Faith.

Since God created and sustains all things through His Son, Jesus Christ, the universe and all life are dynamically related to God and have the purpose of glorifying Him. This is pointedly true of man who was made in God's image, different in kind from all other creatures, with the unique capacity to know and respond to God personally and voluntarily.

Because man is a sinner by nature and choice, he cannot, in this condition, know or honor God in his life. He can do this only by being born again to do God's will. This should be the ultimate purpose of his life. The goal of education should therefore be to enable men to know God, encourage them to love Him, and equip them to serve Him.

The authority for such an education comes both from God's command that children be taught to love God and place Him first in their lives, and from the fact that parents are responsible for the total education and training of their children. At the parents' request, Christian schools, along with their church, become partners in giving this education. From this philosophy come our mission and goals. The Scripture verses which follow each goal are ones which illustrate or imply or support the stated goal.

Spiritual & Moral

1. *To teach the Bible as God's inspired Word and to develop attitudes of love and respect towards it. 2 Tim. 3:16; Deut. 6:1,2*
2. *To teach the basic doctrines of the Bible. Joshua 1:7,8; Matt. 28:20; 2 Tim. 3:16,17*
3. *To lead each student to a personal relationship with Christ as Savior and Lord. John 3:16; Romans 10:9,10; I John 1:9*
4. *To develop a desire to know and obey the will of God as revealed in the Scriptures. Rom. 12:1,2; Eph. 5:15-17; I Thess. 4:1-3*
5. *To equip the student to carry out the will of God daily. Luke 10:27; I Thess. 3:13; Matt. 6:48; Luke 9:23*
6. *To impart an understanding of each Christian's place in the church and its worldwide task of evangelism and discipleship and to stimulate the student's involvement in this task. Matt 28:18-20; 2 Tim 2:2*
7. *To develop the "mind of Christ" towards godliness and sin, and to teach the student how to live an overcoming life through exercising of selfrestraint and consideration of others. Gen 39:9; Rom 15:1-3; 1 Cor 10:12,13; Phil 4:13*
8. *To encourage the development of selfdiscipline and responsibility in the student based on respect for and submission to God and Godordained authority. 2 Thess 3:6 &10; Rom 13:1-3*

9. *To help the student develop for himself or herself a Christian world view by personally integrating life and studies with the Bible. Rom 12:1, 2; Gen 1:27- 29*

Academic

1. *To promote high academic standards within the potential of the individual as uniquely created by God and to help each student realize his or her full academic potential. Phil. 4:13; 2 Tim. 2:15*
2. *To help each student gain a thorough comprehension and command of the fundamental processes used in communicating with others, such as reading, writing, speaking, listening, viewing and representing. Rom 10:14b; Deut. 17:19*
3. *To teach and encourage the use of good study/work habits. Ecc. 1:13a; Ezra 2:10*
4. *To teach the student how to do independent research, to critically evaluate sources of information, and to reason logically from a Biblical perspective. Acts 17:11; I Thess 5:21; Pro 18:17; Isaiah 1:17, 18; I Peter 3:15*
5. *To develop an understanding of the order and design in Creation and the laws which govern its processes and interactions. Ecc. 1:5-7*
6. *To motivate the student to view education as a lifelong process. James 1:22- 25*
7. *To promote good citizenship through developing the understanding and appreciation of our Christian and Canadian heritage of responsible freedom, human dignity, and Biblical acceptance of authority. Ps. 72:8; Rom 13:1*
8. *To develop an understanding of current affairs in all fields and to relate them to God's plan for man. Acts 12:29-31; Acts 17:26,27*
9. *To develop an understanding and appreciation for God's world, and an awareness of man's role in his environment, and how to use and preserve it properly. Gen. 1:28*
10. *To promote an appreciation of the fine arts through the development of the student's understanding and personal expression. Ex 15:20,21; Ps. 150; Ex. 31:1-5*
11. *To develop an understanding of fundamental mathematical concepts and skills in their application to every day life situations and to gain mathematical skills needed to succeed in an ever-growing technological world. To relate curriculum to real-life situations in the community. Luke 8:5-8; Prov 16:11*

Personal and Social

1. *To help the student develop his or her character and personality based both on a proper understanding and acceptance of himself or herself as a unique individual created in the image of God and on the fullest possible development of his or her own capabilities. Col 3:7-10*
2. *To teach the student to treat everyone with love and respect since everyone is created in God's image. Luke 6:27-31*
3. *To make the student a contributing member of his or her society who realizes his or her dependence on others and their dependence on Him. Col 3:23, 24; I Cor 12:7-11*
4. *To promote an understanding of time as a Godgiven commodity which is to be used for His glory. Eph 5:15,16*
5. *To show a Biblical view of life and work, and provide the skills needed for developing mature personal and career relationships. I Tim. 4:12-16*
6. *To develop godly attitudes toward marriage and the family along with the understanding and skills needed to establish a Godhonoring home. I Peter 3: 6,7 ; Eph. 5:21,22; Eph 5:25; Eph. 6:1- 4*
7. *To promote physical fitness, good health habits, and wise use of the body as the temple of God. I Cor. 6:15a, 19-20; Rom. 6:11-14*

8. *To impart Biblical attitudes toward material things, and to encourage individual responsibility for using them for God's glory. I John 2:15-17; Matt. 16:26, 27*

9. *To help each student accurately assess his strengths and weaknesses and recognize his or her responsibility to develop his or her talents fully and use them for the benefit of others. I Cor. 10:31; Rom. 12:3-8*

Family

1. *To cooperate closely with the parents in every phase of the student's development and to help the parents to understand the school's purpose and program. Deut. 4:5-9; Deut. 6:6-9*

2. *To aid families in Christian growth and to help them develop Christ-centered homes. Eph. 5:33; Eph. 6:4*

3. *To aid parents in understanding our changing culture, its effects on our homes and children, and how to deal with them from a Biblical perspective. I John 2:15-17; Prov 22:6*

4. *To encourage regular attendance and involvement in a local church. Heb. 10:25*

5. *To involve parents regularly in the ministry of the school. Deut. 6:6-9*

Statement of Faith

1) *We believe that the Bible, containing the 66 books of the Old and New Testaments, is the only inspired, inerrant, infallible Word of God and is the final authority on the Christian faith and life. (II Timothy 3:16; II Peter 1:21).*

2) *We believe there is only one God, who exists eternally in three equal persons — Father, Son, and Holy Spirit — and who created out of nothing the heavens and the earth and all that is in them by the power of His spoken word (Genesis 1:1; Genesis 1:26; Psalm 33:6; Matthew 28:19; John 1:1-3; Mark 1:9-11; Hebrews 11:3).*

3) *We believe that Jesus Christ is both true God and true man (Exodus 3:13-15 and John 8:58-59; John 1:1-18; John 10:30-33; Galatians 4:4-5; Philippians 2:5-8; Hebrews 2:14-18). We believe in His virgin birth (Isaiah 7:14; Matthew 1:18-23; Luke 1:26-35); His sinless life (Hebrews 4:15; Hebrews 7:26); His miracles (John 2:11); His substitutionary death (Romans 4:25; Romans 5:8; Galatians 3:13-14; Hebrews 2:9); His physical resurrection (Luke 24:39-43; I Corinthians 15:1-22); His ascension to the right hand of the Father (Mark 16:19; Luke 24:50-53); and His personal, visible, and bodily return in power and glory to judge the living and the dead (Acts 1:11; Revelation 20:11-15; Revelation 22:12).*

4) *We believe that men and women were created by God in His own image (Genesis 1:27; Genesis 9:6), that marriage was instituted by God whereby a man and a woman are joined together in lifelong commitment to faithful companionship, and that Biblical marriage is the only legitimate and acceptable context for sexual intimacy (Genesis 2:20-24; Matthew 19:4-6; Romans 7:2; I Thessalonians 4:1-8; Hebrews 13:4). We believe that all men and women are born spiritually separated from God because of sin (Genesis 3:23-24; Romans 3:10-12; I John 1:8-10), and are incapable of being reconciled to God apart from the work of Jesus Christ (Romans 5:6-8; Acts 4:12; Ephesians 2:1-5).*

5) *We believe in the absolute necessity of rebirth by the Holy Spirit for salvation (John 3:1-3; I Peter 1:23). We believe that man is justified (declared righteous) by God on the single ground of the righteousness of Jesus Christ (namely, His sacrificial and atoning death on the cross to pay the penalty for sin, and His perfect obedience) freely given to all who believe in Him. We believe that this saving work and perfect righteousness of Jesus Christ can only be received by faith alone (Isaiah 53:1-12; Jeremiah 23:6; Matthew 20:28; John 3:16-19; John 5:24; Romans 3:21-26; Romans 4:1-3; Romans 5:8-19; Romans 10:1-10; I Corinthians 1:30; II Corinthians 5:21; Galatians 2:21; Ephesians 2:8-9; Philippians 3:7-9; I John 4:10).*

6) *We believe in the physical resurrection of both the saved and the lost. Those who are saved will rise to eternal life, and those that are lost to eternal punishment (Matthew 16:27; John 5:28-29; Matthew 25:46; I Corinthians 15:12-17).*

7) *We believe that the Church is the body of born-again believers in fellowship with Christ and with fellow believers (I Corinthians 12:12-13; Ephesians 2:19-21; Hebrews 10:25).*

8) *We believe in the presence and power of the Holy Spirit, who indwells believers enabling them to live a Godly life (Romans 8:13-14; I Corinthians 3:16; I Corinthians 6:19-20; Ephesians 2:10; Ephesians 5:15-21).*

While [redacted] Schools acknowledge and respect the legitimate differences that exist within evangelical theology, only the above doctrines will be taught as truth in our schools.

Legislative Context:

CANADIAN CHARTER OF RIGHTS AND FREEDOMS

SCHOOL ACT OF ALBERTA

ALBERTA BILL OF RIGHTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS

PART I

Consistent with our mission and vision, [redacted] is committed to a respectful and physically safe environment that will cultivate physical, intellectual, social, emotional and spiritual growth, and that will teach our students to be respectful and caring toward each other, even and especially when students disagree with each other.

PART II

[redacted] supports the ongoing growth of inclusive communities by involving our parents, staff, students, and school community in a wide range of opportunities to learn about, support and be part of the diversity that reflects our society. In this way the school can focus on building true inclusion and support for its students.

This policy does not define one set of human needs as greater than another. This school policy supports and respects the individuality of all students and aims to create a positive and supportive environment focused on providing the best possible learning opportunity for each student.

PART III

[redacted] is committed to implementing measures that will:

- ***Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.***

- *Ensure that all discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.*
- *Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that all students and their families are treated with respect and dignity in all aspects of the school community in a manner consistent with the school's mission and vision.*

1. [redacted] *the rights of students and staff members to not be discriminated against as provided for in the Alberta Human Rights Act to the extent applicable and subject to the Canadian Charter of Rights and Freedoms and the nature and character of* [redacted] *as a private, voluntary religious association.*[1]
2.

3.

PART IV

[redacted] *will promote a respectful and physically safe environment that will cultivate physical, intellectual, social, emotional and spiritual growth. In keeping with our Mission, Vision, and Core Values, we are committed to promoting the truth of Scripture within all aspects of the operation of the school including the creation and operation of student groups and clubs. All school groups, clubs and activities ("groups") must teach, demonstrate, and embrace the biblical perspective that is the foundation for all of the school activities.*

- *Names for student groups will be approved by the principal and will incorporate language that reflects and/or is in harmony with the teachings of Scripture and the values and faith perspective of the school community.*
- *The principal will determine the nature of any request for a student group and how best to meet the expressed needs. Through conversations with students, the purpose for the group needs to be identified so it can be properly addressed pursuant to the school's value commitments or statement of faith.*
- *Groups shall support the mission, vision and core values of the school while upholding the value of the individual as created in the image of God. Any groups formed shall reflect, through name and action, the philosophy and theology of the* [redacted] *Statement of Faith and emphasize the value of the person, inclusion, hospitality, respect, justice, truth, and the call to loving service.*
- *Groups may have as their purpose: to assemble students who enjoy common activities and wish to learn and develop skills and knowledge related to those activities, or to*

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[1] See e.g. *H.S. v. The Private Academy*, 2017 HRTO 791; *Caldwell et al. v. Stuart et al.*, [1984] 2 S.C.R. 603; *Loyola High School* v. Quebec (Attorney General), 2015 SCC 12.

assemble students who experience discrimination or perceived discrimination with students who want to offer these students their support, or to advocate for social change such as eliminating poverty, illiteracy or any forms of discrimination.

- *Groups shall be led by teachers, staff members or other trained Evangelical Protestant Christian sponsors, whose lifestyle and reputation reflect the biblical values of the school. These may be assisted by counselors, pastors, social workers, or other trained individuals.*
- *Groups shall be open to explore a variety of issues from an Evangelical Protestant Christian perspective.*
- *The principal shall ensure that advocacy efforts are directed towards positive social change from a Christian perspective .*
- *Groups may sponsor activities to address issues and promote awareness such as inviting guest speakers, holding regular meetings, facilitating discussions, planning events, etc.*
- [redacted]*recognizes that parents have been given the responsibility to raise their children and that they are the primary educators of their children. Therefore,* [redacted] *will involve parents as appropriate and necessary regarding their children's participation in school student groups in accordance with* [redacted] *usual practices of notification.*

- *Section 45(4)(d) of the School Act requires this Policy to indicate that the Personal Information Protection Act governs the disclosure of personal information by the Board.*

PART V

When implementing this policy, [redacted] ***will act reasonably in the best interests of the student in keeping with the guidelines outlined by the Supreme Court of Canada (Loyola College vs. Quebec, 2015) in order to balance human rights and the right to religious freedom. Consistent with the Court's guidelines, the school, the principal, teachers and other staff may communicate the school's animating faith and/or values in a respectful manner:***

- *The School's teachers and staff may describe and explain the school's faith and/or value community beliefs, doctrines and ethical beliefs from the faith/perspective, and need not be required to adopt a neutral position.*

- *The School's teachers and staff must describe and explain the ethical beliefs and doctrines of other faith/value communities and other members of Alberta's pluralistic society in a respectful manner.*

- *The School's teachers and staff must maintain a respectful tone of debate — both by conveying their own contributions in a respectful way, and by ensuring the classroom*

dialogue proceeds in accordance with respect, tolerance and understanding for those with different beliefs and practices.

- *Where the context of the classroom discussion requires it, the School's teachers may identify the School community's animating beliefs and/or values, why the school community follows those beliefs and/or values, and the ways in which another specific ethical or doctrinal proposition does not accord with those beliefs, be it in the context of a particular different religion or an ethical position considered in the abstract.*

- *The School's teachers and staff need not teach ethics or religious doctrines that are contrary to the school community's faith/value commitments in a way that portrays them as equally credible or worthy of belief. Respect, tolerance, and understanding are all properly required, and the highlighting of differences must not give rise to denigration or derision. However, ensuring that all viewpoints are regarded as equally credible or worthy of belief would require a degree of disconnect from, and suppression of, the School's own religious and/or value perspective that is incompatible with the school community's freedom of religion.*

As appropriate, if a parent, student, or the school administrator believes the faith and/or value commitments of the School and the parent's or student's faith and/or values are incompatible and continuing to enroll the student in the School is not in the best interest of the student, then the School shall assist the parent or student to enroll in another school for the subsequent school year.

School 'D'

Legend for notations in school authority Welcoming, Caring, Respectful and Safe Learning Environment Policies ("Safe and Caring Policy")

The *School Act* indicates that a school authority's Safe and Caring Policy cannot conflict with or be inconsistent with the legislation:

Board responsibility

Section 45.1

(4) A policy established under subsection (2) must contain a distinct portion that addresses the board's responsibilities under section 16.1, and the distinct portion of the policy

(a) must not contain provisions that conflict with or are inconsistent with this section or section 16.1, and in particular must not contain provisions that would

(i) undermine the promotion of a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, or

(ii) require a principal to obtain the approval of the superintendent or board or to follow other administrative processes before carrying out functions under section 16.1,

A review of your school authority's Safe and Caring Policy indicates portions which are either in conflict with, or are inconsistent with, the legislation. This has been highlighted and identified as follows:

Contains provisions that are in conflict with or are inconsistent with sections 45.1 or 16.1, which is prohibited under s.45.1(4)(a)(i).

Contains provisions that require other administrative processes before carrying out functions of s.16.1, which is prohibited under sections 16.1 and 45.1(4)(a)(ii).

Contains notification of the establishment of a student organization or the holding of an activity that go further than what is permissible under section 45.1(4)(c).

Provisions contain language which suggests alternative viewpoints are not equally legitimate, which is disrespectful of diversity and thus inconsistent with s. 45.1(4)(a)(i).

Contains provisions which we consider unwelcoming, uncaring, and/or disrespectful to certain segments of the student body, and which could thereby undermine their sense of belonging. While such provisions may frame the values of your school authority and can be articulated elsewhere, they are inconsistent with the Board's responsibilities under ss.45.1(1) and (2) and need to be removed from your Safe and Caring Policy.

[redacted]

Policy

Title	Effective date
[redacted] – Safe, Caring and Inclusive Schools Policy	**July 4, 2018**
Document #	Revision date
001	**July 4, 2018**
Cross referenced policies	Scheduled Review Date
N/a	**March 31, 2019**

1. [redacted] – SAFE, CARING AND INCLUSIVE SCHOOLS POLICY

PROTECT THEM ALL

You shall not hate your brother in your heart, but you shall reason frankly with your neighbor, lest you incur sin because of him. You shall not take vengeance or bear a grudge against the sons of your own people, but you shall love your neighbor as yourself: I am the LORD.
- Leviticus 19:17-18

Truly, I say to you,as you did it to one of the least of these my brothers, you did it to me.'
- Matthew 25:40

1.1. Introduction

Every student at [redacted] has the right to be free from harassment, violence, name-calling, and intimidation, and all students should be treated with dignity and respect. [redacted] affirms the rights of students and staff members to not be discriminated against as provided for in the Alberta Human Rights Act to the extent applicable and subject to the Canadian Charter of Rights and Freedoms and the nature and character of [redacted] as a private, voluntary religious association. Consequently, [redacted] has zero tolerance toward bullying.

Bullying is ultimately a condition of human brokenness that torments too many children (and adults!). It occurs for all kinds of terrible reasons and sometimes for no reason at all. [redacted] does not tolerate bullying because it violates the commands of God (Leviticus 19:17-18; Proverbs 6:16-19; Matthew 5:44-45; Romans 12:17-21; I John 3:15). [redacted] insists on zero tolerance toward bullying. Every individual child is protected completely and equally. Human dignity is bestowed by God on all persons. Therefore the goal at [redacted] is to *Protect Them All!*

1.2. Policy

[redacted] strives to provide a safe and caring school environment for all students, staff and parent volunteers. [redacted] will take a firm and intentional approach to ensure that all students have a safe and respectful learning environment and are treated with respect and dignity.

Note: Section 45(4)(d) of the School Act requires this Policy to indicate that the *Personal Information Protection Act* governs the disclosure of personal information by the Board.

1.3. Background

God commands us to exhibit brotherly love in our relationships with one another.

1.3.1. Bibical Principles:

- Take care of yourself. (Matt. 7:1-5, 1 Cor. 6:19-20, Rom. 12:1)
- Take care of each other. (Matt. 7:12, Rom. 12:9-21, 1 Cor. 13:4-7)
- Take care of this place. (Gen. 1:28, Ps. 127:1, Matt. 25:14-30, Ps. 24:1)

1.3.2. Six characteristics of a safe and caring school are:

- a respectful and caring school culture
- safety and security
- a focus on teaching and learning
- positive relationships among students and staff
- social and behavioural expectations
- community involvement

1.4. Procedures

1.4.1. Education

1. At the beginning of each school year, all students, parents/guardians and teachers are required to review the [redacted] Parent/Student Handbook.
2. At the beginning of each school year, and throughout the year as required, the classroom teachers will review established expectations with their students.
3. At the beginning of each school year, and throughout the year as required, the classroom teachers will review with their students the concept of restoration and provide strategies to work towards reconciliation with peers and/or adults.
4. Community based presentations that promote Safe, Caring and Inclusive Schools, and are approved by Administration, will be utilized by the teachers.

1.4.2. Harassment/Bullying

1. The School board will ensure there are programs in place to educate staff members, students and parents of the issue of harassment/bullying.
2. All staff members are to become knowledgeable of harassment/bullying behaviours and the mechanism for dealing with and resolving such behaviour by reviewing the harassment/bullying section of the Staff Handbook and attending any inservices offered by the School board.
3. Teachers will take a proactive stance to prevent and increase awareness of harassment/bullying in their classrooms using age appropriate language and examples.
4. Students should be taught to work out issues of conflict among themselves and when necessary, how to seek out assistance from a staff member.
5. If a student observes another student being harassed or bullied, they shall inform their classroom teacher.
6. If a teacher observes or suspects a student is being bullied by another student, he/she shall investigate the complaint, interview participants and/or witnesses, and review evidence as necessary. If bullying is confirmed, the teacher will assist the students in resolving the conflict. If the conflict remains unresolved, the teacher shall advise the Principal. The Principal will meet with the students and schedule a meeting with the parents/guardians of the students.

7. If a teacher observes or suspects a student is being harassed by an adult, he/she shall advise the Principal. The Principal and the teacher will investigate the complaint, interview participants and/or witnesses, and review evidence as necessary. Detailed documentation of steps taken and findings shall be made by the Principal and the teacher. If harassment is confirmed, the Principal shall advise the student's parents, and contact the appropriate authorities, i.e. police, social services.
8. If a teacher is harassed by a student, parent, or other staff member, they shall attempt to resolve the conflict with the offender. If the conflict remains unresolved, the teacher shall advise the Principal. The Principal will schedule a meeting with the parents/guardians and/or the offending party.
9. Any conflict that cannot be resolved with the Principal will be referred to the Board.

1.4.3. Discipline

When discipline of a student(s) is required to ensure a safe and caring school environment, it will be handled pursuant to the Student Discipline Policy.

The principal and the staff will ensure that consequences of unacceptable behaviour are fair and given on a case by case basis. Disciplinary action must take into account the student's age, maturity, and individual circumstances. The principal and the staff must also provide support for students who are impacted by inappropriate behaviour, as well as for students who engage in inappropriate behaviour.

1.4.4. Restoration

As a Christian school, we strive to achieve reconciliation and unity in the spirit of Matthew 18:15 – 19. Students and staff will be encouraged to seek reconciliation with one another and, if required, seek out the assistance of a third party within the school (i.e. a teacher or staff member). If reconciliation is not achieved, all parties will meet with the Principal to work towards restoration.

If the conflict involves the Principal, the parties will meet with the Chair of the Board to work towards restoration.

1.5. Definitions

1.5.1. Harassment/Bullying

Bullying means 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.

- **Harassment** – by an adult toward a student
- **Bullying** – by a student towards a student

1.5.2. Examples of Harassment/Bullying

Bullying and harassment can include, but is not limited to, the following behaviours:

- **Physical Aggression**

spitting; pushing; tripping; hitting; shoving; kicking; hair pulling; hiding personal possessions (lunch, etc.); damaging property; attacking family or friends; coercion; intimidation; threatening with a weapon; defacing property; stealing.

- **Verbal Aggression**

inappropriate teasing; name calling; offensive remarks, inappropriate jokes or innuendo, mocking; sarcasm; putdowns; whistling/catcalls; leaving nasty or threatening notes; threatening or intimidating phone calls; giving dirty looks; racist, sexist taunting; daring another to do something dangerous; verbal threats against property; verbal threats of violence or inflicting bodily harm; coercion; extortion; includes all forms of communication including mail, e-mail, fax, voice mail, notes or yearbook journaling

- **Nonverbal – Body Language**

inappropriate glaring; snickering; gestures; ignoring (silent treatment); shunning; confining; surrounding; blocking, unwelcome physical contact such as inappropriate touching or patting

- **Intimidation**

stealing; extortion; pranks; dares (public challenge); bribery; threats; locking in a confined space; swarming; stalking; anonymous phone calls; gossip; breaking confidence

- **Discrimination**

racial slurs; imitation of accent; put downs about cultural differences; insults about appearances

1.6. Request for the Creation of Student Support Organizations/Clubs

Upon receipt of a request for a club or activity, the principal shall determine whether the requested club or activities would create a safe, caring, welcoming and respectful environment and is consistent with the vision and mission of the school.

Any notification concerning clubs and activities will be consistent with the usual practices and responsibilities of the school.

The request form can be found on page 5 of this policy.

1.7. Conclusion

"There are six things that the Lord hates, seven that are an abomination to him: haughty eyes, a lying tongue, and hands that shed innocent blood, a heart that devises wicked plans, feet that make haste to run to evil, a false witness who breathes out lies, and one who sows discord among brothers."

- Proverbs 6:16-19

Jesus summarizes all of this in Matthew 5:44-45 commanding us to love even our enemies. This command Paul reiterates in Romans 12:17-21 and in Ephesians 4:29 urging the church to "let no corrupting talk come out of your mouths, but only such as is good for building up, as fits the occasion, that it may give grace to those who hear." It is clear throughout the Bible that we have a duty to treat everyone with love, seeking to build each other up. This leaves no room for bullying or harassment at [redacted]

1.8. Request Form for the Creation of Student Organizations/Clubs

SUPPORT FOR STUDENT ORGANIZATIONS/CLUBS

[redacted] will support the formation of student organizations that are consistent with the vision and mission of the school. Should any stakeholder wish to start a club at [redacted] the following request form must be submitted to the administration:

RATIONALE

1.) Name of organization/club:

_____

2.) Please highlight the general goals of this club.

_____

_____

_____

_____

_____

3.) Please explain how the formation of this club will help [redacted] better achieve its mission and vision.

_____

_____

_____

_____

_____

_____ _____

Parent Signature Student Signature

Please submit this form to the administration.

Approved: _____ Yes _____ No

_____ _____

Board President Signature Principal Signature