



TEMPO School – Policy 11

A Framework for Supporting Gay-Straight Alliances

Welcoming, Caring, Respectful and Safe Learning Environments

TEMPO School is committed and obligated to ensuring each student enrolled in a school operated by TEMPO School and each staff member employed by TEMPO School is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

TEMPO School recognizes and affirms the rights of all staff members and enrolled students as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Staff and students will not be discriminated against for reasons of race, age, ancestry, place of origin, colour, religious beliefs, gender, gender identity, gender expression, physical or mental disability, marital status, source of income, family status and sexual orientation as provided for in the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms.

Support for Student Organizations

1. Students may ask any TEMPO School staff member for help in creating a voluntary student organization or leading an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
2. If such a request is made to a TEMPO School staff member, the staff member shall immediately advise the headmaster/principal of the school of the request and the headmaster/principal of the school shall immediately grant permission for the establishment of the student organization or the holding of the activity at the school.
3. Within a reasonable time from the date that the principal receives the request, the headmaster/principal shall 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.
 - The headmaster/principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison. The headmaster/principal will ensure that the Minister-appointed responsible adult has access to the school and the resources required to facilitate the establishment and the ongoing operation of the student organization and organizing any activities.
4. 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 headmaster/principal. The headmaster/principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance.”
5. Notification, if any, respecting a voluntary student organization or an activity is limited to the fact of the establishment of the organization or the holding of the activity, and is otherwise consistent with the usual practices relating to notifications of other student organizations and activities.
6. TEMPO School is an organization bound by the Personal Information Protection Act. Disclosure of any personal information, including a student’s participation in a voluntary student organization or activity as outlined in this policy, must be in accordance with TEMPO School’s responsibilities under the provisions of the Personal Information Protection Act.

7. Included for additional clarity and as required by s. 45.1 of the School Act, below is the text of Sections 16.1 (1), (3), (3.1), (4) and (6) of the School Act.

Support for student organizations

16.1(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 headmaster/principal of the school shall

(a) immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and

(b) subject to subsection (4), within a reasonable time from the date that the headmaster/principal receives the request 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.

(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 headmaster/principal.

(3.1) For greater certainty, the headmaster/principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.

(4) The headmaster/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.

(6) The headmaster/principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in subsection (1) is limited to the fact of the establishment of the organization or the holding of the activity.

Student Code of Conduct

Purpose

TEMPO School is committed to providing to students and staff a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging and positive sense of self.

Acceptable Behaviour

Students will:

- be diligent in pursuing their studies;
- attend school regularly and punctually;
- co-operate fully with everyone authorized by the board to provide education programs and other services;
- comply with the rules of the school;
- account to their teachers for their conduct;
- respect the rights of others;
- ensure that their conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging; and
- positively contribute to their school and community.

Unacceptable Behaviour

Students will refrain from, report and not tolerate bullying or bullying behaviour directed towards others in the school, whether or not the behaviour occurs within the school building, during the school day or by electronic means. Bullying behaviours are a form of aggression and can be physical, verbal, social or cyber.

“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.

The following are examples of unacceptable behaviours may include:

- behaviours that interfere with the learning of others and/or the school environment or that create unsafe conditions;
- acts of bullying, harassment or intimidation/discrimination;
- acts of violence, physical aggression or threatening behavior;
- retribution against any person in the school who has intervened to prevent or report bullying or harassment, or to stop an incident that might cause harm to others;
- illegal activity, such as possession or use of weapons, possession or use of alcohol, drugs or other forms of intoxicants on school property or at any other school related function (i.e. graduation, field trips); and
- theft or damage of property.
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Consequences for Unacceptable Behaviour

School staff responses to unacceptable behaviour will take into account a student’s age, maturity and individual circumstances. Students engaging in unacceptable behaviour will receive support to behave in appropriate ways that contribute to the positive learning environment of the school. Equally as important is that students affected by inappropriate behaviour will also be supported by the school.

School staff responses may include:

- logical consequences;
- targeted interventions focused on skill-building in areas such as managing emotions, focusing attention, resolving conflict or problem-solving;
- restorative processes;
- mentoring;
- peer-support networks;
- behaviour plan;
- regular check-ins with teachers, administrators or school counselors;
- suspension from an activity, school, one or more class periods, courses or education programs, or riding the school bus; and
- expulsion from school.

References: *School Act* (current as of April 2018), sections 12, 16.1, 20, 24, 25, 45.1
Alberta Human Rights Act (current as of June 2018)
Canadian Charter of Rights and Freedoms Alberta Bill of Rights (current as of March 2015)
Alberta Education <https://education.alberta.ca/bullying-prevention/what-is-bullying/>