



Safe and Caring Policy

May 25, 2015

The Safe and Caring Policy will be incorporated in all school manuals, Board, Staff, Students and Parents.

PART I

Consistent with its mission and vision, Al- Mustafa Academy Board is committed to a safe, inclusive, equitable, and welcoming learning and teaching environment for all students.

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, and the *Alberta Human Rights Act*, including the right not to be discriminated against by reason of race, national origin, colour, religion or gender identity or gender expression. Legislation also provides as a fundamental right the “right of parents to make informed decisions respecting the education of their children;” and,
- Requirements of the *Alberta School Act* (and upon Proclamation the *Education Act, Section 35.1*) that provide for support measures that support the equality and non-discrimination of dignity of students who may belong to minority groups, including sexual orientation.

PART II

The Al- Mustafa Academy Board will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived differences or gender identity or gender expression.

The Al- Mustafa Academy Board believes that all students have the right to:

- be treated fairly, equitably, and with dignity and respect;
- have their confidentiality protected and respected;
- self-identification and determination;
- freedom of conscience, expression, and association;
- be fully included and represented in an inclusive, positive, and respectful manner by all school personnel;

- have equitable access to the same supports, services, and protections provided to heterosexual students and their families;
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
- Have their unique identities, families, cultures, and communities included, valued and respected within the school environment.

PART III

The Al- Mustafa Academy Board 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 such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
- Improve students' understanding of the individual lives of minorities, including sexual and gender minorities, and their families, cultures, and communities.
- Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that minorities including gender minorities 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.

To assist teachers and school leaders with implementation measures, the following Alberta Education resources may be used by school staff to assist with implementation of this policy:

The Walk Around: A School Leader's Observation Guide.

https://education.alberta.ca/media/14273824/the%20walk%20around_school%20leader.pdf

The Walk Around: Teacher's Companion Tool.

https://education.alberta.ca/media/14274234/the%20walk%20around_teacher.pdf

PART IV

When implementing the above policy directions, the Al- Mustafa Academy Board 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 that case, the Court outlined the obligations of teachers in a private religious school in respect to delivering a prescribed provincial curriculum related to other religions and worldviews and at the same time teach the school's faith tradition.

- Loyola’s teachers must be permitted to describe and explain Catholic doctrine and ethical beliefs from the Catholic perspective, and cannot be required to adopt a neutral position.
- Loyola’s teachers must describe and explain the ethical beliefs and doctrines of other religions in an objective and respectful way.
- Loyola’s teachers 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, Loyola’s teachers may identify what Catholic beliefs are, why Catholics follow those beliefs, 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.
- Loyola’s teachers cannot be expected to teach ethics or religious doctrines that are contrary to the Catholic faith 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, Loyola’s own religious perspective that is incompatible with freedom of religion.

The above Safe and Caring Policy is duly accepted by the Board of Trustees of Al- Mustafa Academy and shall be incorporated to maintain a healthy, safe and positive school culture.



Signed by Chair of Board of Trustees
Al- Mustafa Academy

June 15, 2015
Date