

Date	April 14, 2026
To	Board of Trustees
From	Trustee Nickela Anderson, Policy Review Committee, Chair Trustee Sarah Doll, Policy Review Committee Trustee Holly Nichol, Policy Review Committee Trustee Julie Kusiek, Policy Review Committee
Subject	Omnibus Updates to Board Policies re: <i>Protection of Privacy Act</i> and <i>Access to Information Act</i>
Resource Staff	Kelsey Duebel, Wanas Radwan
Reference	Board Policy CH.BP - Framework for Policy Development and Review

ISSUE

The Policy Review Committee (PRC) has completed an omnibus review of all board policies to reflect the transition from the repealed Alberta *Freedom of Information and Protection of Privacy Act* (FOIP Act) to the current Alberta *Protection of Privacy Act* (POPA) and the *Access to Information Act* (AITA). The PRC is presenting the updated policies to the Board of Trustees (the Board) for first, second, third and final reading.

RECOMMENDATION

That administrative changes identified from the omnibus removal of references to the Alberta *Freedom of Information and Protection of Privacy Act* in board policies be read for the first, second, and third and final time and be approved.

BACKGROUND

In June 2025, the former *FOIP Act* was repealed and replaced with the Alberta *Protection of Privacy Act* and the *Access to Information Act*. To align board policies with Alberta's access and privacy legislation, the PRC completed an omnibus review of all board policies to:

- Identify outdated references to the repealed Alberta *FOIP Act*.
- Identify potential revisions required to align board policies with *POPA* and *AITA*.

With support from administration, the PRC reviewed the scan of board policies at the February 3, 2026 and February 24, 2026, PRC meetings, and identified the following for revision:

- Board Policy AB.BP Dispute Resolution and Appeals
- Board Policy CHA.BP Board Delegation of Authority
- Board Policy CN.BP Managing Division Information
- Board Policy CNA.BP Information Security
- Board Policy DK.BP Division Technology
- Board Policy FA.BP Human Resources Framework

- Board Policy HF.BP Safe, Caring, Respectful Learning Environments
- Board Policy HFA.BP Sexual Orientation, Gender Identity and Gender Expression

During this scan, the PRC identified outdated references to the repealed Alberta *School Act* in Board Policy FA.BP Human Resources Framework. As such, in addition to the removal of reference to the *FOIP Act*, reference to the *School Act* will be removed and replaced with appropriate sections of the *Education Act*.

- The transition from the *School Act* to the *Education Act* also included an update in terminology from school “district” to school “division.” As such, all references to “district” in the policy have been updated to “division.”

All the proposed changes are administrative in nature and intended to align board policy with legislative requirements. As such, engagement is not recommended at this time. A more fulsome review of all board policies will occur as part of the multi-year Policy Framework Review Project, and it is expected that opportunities for engagement will be identified to support this process.

RELATED FACTS

- Administration met with subject matter experts from Technology and Information Management on December 1, 2025 and February 18, 2026, to confirm the scope of revisions necessary in board policy to maintain compliance with *POPA* and *AITA*.
- The PRC completed an omnibus review of board policies to identify outdated reference to the repealed *FOIP Act* on February 3, 2026.
- A total of 8 policies were identified for revision, which included the removal of reference to the repealed *FOIP Act*, and the addition of reference to *POPA* and/or *AITA*, as appropriate.
- As part of this omnibus review, the PRC identified an opportunity to replace reference to the repealed Alberta *School Act* with the *Education Act*.
 - This proposed change remains administrative in nature and only impacts Board Policy FA.BP Human Resources Framework.
- As these proposed changes do not change direction, public engagement is not recommended. A more comprehensive review of all board policies will take place as part of the multi-year Policy Framework Review Project.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the first, second, third and final reading of all board policies identified in this omnibus review.
2. Provide the PRC with feedback to inform revisions of the documents to support approval at an upcoming board meeting.

CONSIDERATIONS and ANALYSIS

The proposed revisions are intended to bring board policies into alignment with legislative requirements. As these changes are administrative in nature, public engagement is not recommended at this time. A more comprehensive review of these board policies is expected to occur as part of the multi-year Policy Framework Review Project.

NEXT STEPS

Upon approval of the recommendation, the board policies will be updated on the Division website.

ATTACHMENTS and APPENDICES

ATTACHMENT I Tracked Versions of Revised Policies

ATTACHMENT II Clean Versions of Revised Policies

NA:wr

ATTACHMENT I TRACKED VERSIONS OF REVISED POLICIES

CODE: AB.BP

EFFECTIVE DATE: (11-09-2001)

TOPIC: Dispute Resolution and Appeals

ISSUE DATE: (06-02-2024)

REVIEW YEAR: (2031)

Red text indicates new/revised content
PURPOSE

To outline the Board of Trustees' (the Board) expectation for how Division staff, parents/guardians and students work to resolve school-level disputes and appeals in a manner that supports a cooperative and collaborative learning environment and aligns with the requirements of the *Education Act*.

DEFINITIONS

Appeal refers to the process used to reconsider a school-level decision by a Division staff member after the dispute resolution process has been used and no resolution has been reached.

Dispute Resolution refers to the process used to address concerns and complaints at the school level.

Operational Day refers to a day when teachers have duties assigned by the Board. Operational days include instructional days (when students receive instruction) and non-instructional days (when students are not receiving instruction). The school year typically begins with an operational day and ends with an operational day.

POLICY

The Board recognizes and supports the right of parents/guardians and students to raise disputes to employees of the Board.

The Board expects that dispute resolution and appeals:

- Are approached in a respectful manner that upholds the integrity of the education system and has the intent for resolution.
- Are addressed openly and collaboratively to facilitate cooperation and understanding among involved parties.
- Treat all parties fairly and ethically, in alignment with the Division's cornerstone values of accountability, equity, collaboration and integrity.
- Are supported through clear and accessible administrative procedures.

The Division's dispute resolution and appeals processes will be used for school-level issues and staff decisions not already addressed through separate processes outlined in other board policies, administrative regulations, procedures and guiding documents.

A dispute must be handled in a confidential manner, in accordance with *the Access to Information Act and the Protection of Privacy Act*. ~~the Alberta Freedom of Information and Protection of Privacy Act.~~

A. DISPUTE RESOLUTION

1. Disputes must be first raised to staff directly involved in the issue or decision in question. If a dispute is raised with a Trustee or staff member not directly involved in the issue, the dispute will be referred to the staff member who is directly involved.
2. If a resolution is not reached at the school level and the dispute is eligible for appeal, the dispute may be appealed to the Superintendent of Schools, in accordance with Section B of this policy.

B. APPEALS

1. In alignment with Section 42 of the *Education Act*,
 - A parent/guardian of a student or child and
 - In the case of the student who is 16 years of age or older, either a parent/guardian of the student or the student,may appeal a decision made by an employee of the Board within 30 operational days from when the parent/guardian or student was informed of the decision.

A parent/guardian or student over the age of 16 must follow the Division's dispute resolution process prior to appealing a decision.

Only the following decisions are eligible for appeal:

- a. Decisions that significantly affect the education of a student or of a child enrolled in a Division early childhood education program.
 - b. Decisions respecting access to, accuracy or completeness of a student record, which may only be appealed by a person who may review a student record as per Section 56 of the *Education Act*.
 - c. The Division's failure to make a decision respecting 1(a) and/or 1(b).
2. With respect to Section B(1)(a), decisions that are subject to appeal include, but are not limited to:
 - a. Provision of and access to specialized supports and services.
 - b. Access to enrolment at a particular school or program.
 - c. Eligibility for and access to transportation services.
 3. Decisions not subject to appeal, include, but are not limited to:
 - a. Student academic assessment and performance.

- b. Student suspensions and expulsions.
 - c. Teaching and learning resources.
 - d. Human resources matters.
 - e. Trustee conduct and Board governance matters.
4. The Board delegates authority to the Superintendent of Schools to determine whether a specific employee decision is subject to appeal, in accordance with this policy.
 5. Subject to Section 52 of the *Education Act*, the Board delegates authority for review and final decision on appeals to the Superintendent of Schools. This delegation of authority to the Superintendent of Schools includes the right to sub-delegate authority and responsibility to a designate(s). Superintendent/designate decisions on appeals are not subject to further appeal.
 6. In alignment with Section 43 of the *Education Act*,
 - A parent/guardian of a student or child and
 - In the case of a student who is 16 years of age or older, either a parent/guardian of the student or the student,who is affected by a decision may request that the Minister of Education review the decision if it relates to:
 - a. The provision of specialized supports and services to a student in accordance with Section 11(4) of the *Education Act* or to a child enrolled in a Division early childhood services program.
 - b. The expulsion of a student.

A person who may review a student record under Section 56 of the *Education Act* may request that the Minister review a decision respecting access to, accuracy or completeness of the student record.

ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians.

REFERENCES

AB.AR Appeal Processes
CHA.BP Board Delegation of Authority
DEA.AR Transportation Services
Education Act Sections 42, 43, 52
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
FBCB.AR Division Staff Code of Conduct
FBM.AR Grievance Process
GI.AR Teaching and Learning Resources
GK.BP Student Assessment, Achievement and Growth
GKB.AR Standards for Evaluation

HA.BP Inclusive Education
HA.AR Students in Need of Specialized Supports and Services
HB.AR Student Placement
HC.BP Resident Student Enrolment
HC.AR Student Admission and Enrolment
HEC.BP Non-resident Student Admission and Enrolment
HED.BP Student Attendance
HED.AR Student Attendance
HG.BP Student Behaviour and Conduct
HG.AR Student Behaviour and Conduct
HGD.BP Student Suspension and Expulsion
HGD.AR Student Suspension and Expulsion
HO.AR Student Records
Trustees' Handbook
Access to Information Act
Protection of Privacy Act

CODE: CHA.BP

EFFECTIVE DATE: (22-05-2007)

TOPIC: Board Delegation of Authority

ISSUE DATE: (07-09-2021)

REVIEW YEAR: (2028)

Red text indicates new/revised content

POLICY

1. In accordance with Section 52(1) of the *Education Act*, the Board authorizes the Superintendent of Schools to do any act or thing or exercise any power that the Board may or is required to do or exercise, except those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated.
2. Notwithstanding the above, the Board reserves to itself the authority to make decisions regarding contracts or agreements that have the potential for political sensitivity, harm or impact to the Division's reputation. This authority applies to contracts or agreements with partnerships or funding outside of typical operations or procurement processes that include, but are not limited to:
 - a. International funding sources, governments or organizations.
 - b. Other orders of government within Canada.
3. The Board reserves to itself the authority to make decisions regarding new unanticipated expenditures that exceed \$1,200,000 and have not been accounted for in the current annual budget.
4. In accordance with Section 52(5)(a) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher under Sections 213(1) and (2) of the *Education Act*.
5. In accordance with Section 52(5)(b) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.
6. A decision of the Superintendent of Schools to suspend or terminate the services of a teacher is not appealable to the Board.
7. Pursuant to **the *Access to Information Act* and the *Protection of Privacy Act*** ~~Section 95 of the *Freedom of Information and Protection of Privacy Act*~~, the Board designates the Superintendent as head of the Division for the purposes of the ***Access to Information Act* and the *Protection of Privacy Act*** ~~*Freedom of Information and Protection of Privacy Act*~~.
8. Notwithstanding the above, the Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with Board policies.

REFERENCES

CH.BP Framework for Policy Development and Review
 FGB.BP Evaluation of Superintendent of Schools

Education Act Sections 52, 62, 213, 215

Access to Information Act

Protection of Privacy Act

~~Freedom of Information and Protection of Privacy Act~~

CODE: CN.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Managing Division Information**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2013)

Red text indicates new/revised content

POLICY

All records created in the service of Edmonton Public Schools, regardless of form or creator, are the property of Edmonton Public Schools. Records are an asset and support the Division's work in providing a quality education to each student to reach their maximum potential.

A. The Board believes that:

1. Division records are a vital Division resource that must be managed effectively and efficiently;
2. staff should have access to the information necessary for them to carry out their work;
3. the Division is responsible for documenting the activities and results for which the Division is accountable;
4. parents, staff, students and the public have the right of access to records held by the Division except where Division or legislated requirements prevent.

B. The Board expects that Division records management practices and processes shall ensure:

1. open and accountable reporting to the public;
2. Division records are maintained in a legally defensible manner;
3. accountability for managing and maintaining information is clear and well-defined;
4. information is managed through its entire life cycle from collection, record creation or receipt to final disposition through archival preservation or destruction;
5. the privacy of individuals is protected at all times during collection, use and disclosure of information;
6. the security, integrity and accuracy of information used and reported.

C. Division Archives

1. The Board encourages the collection and preservation of records and objects which form the permanent record of the Division's philosophy, policy, people, and performance.
2. Edmonton Public Schools Archives and Museum shall be the official repository and custodian of such materials.
3. The Board believes that records and objects assist in the interpretation of history, and that these materials should be accessible to Division staff, students, parents, and the general public, subject to any restrictions imposed by law or Division policy and regulations.

REFERENCES

CN.AR - Creation, Use and Maintenance of Division Information

CO.BP - Fiscal Oversight and Accountability

DDC.AR - Publication and Authorization for Use of Division Owned Materials

HO.AR - Student Records

IQ.AR - Conducting Research within the Division

~~Freedom of Information and Protection of Privacy Act~~

Protection of Privacy Act

Access to Information Act

Education Act

CODE: CNA.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Information Security**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2020)

Red text indicates new/revised content

PURPOSE

To ensure that information and information systems are adequately protected against damage, loss, and unauthorized use, disclosure or modification.

When information and information systems are protected, the Division is better positioned to: protect the privacy of staff and students; manage risks; preserve resources; enable innovation and provide seamless and integrated educational programming.

All records created in the service of Edmonton Public Schools, regardless of form or creator, are the property of Edmonton Public Schools. Records are an asset and support the Division's work in providing a quality education to each student to reach their maximum potential.

DEFINITIONS

Division information is data in any form (physical or digital, in transmission or stored) created or captured for the purpose of Edmonton Public Schools activities in line with the Division's educational mandate and Mission, Vision and Priorities.

Information security is the protection of information from losses of:

- Confidentiality: Information must not be disclosed, purposefully or inadvertently, to anyone who does not have authority to receive it.
- Integrity: Information needs to be accurate and complete.
- Availability: Information must be available when required.

POLICY

The Board is committed to a Division-wide, systematic and coordinated approach to ensuring the confidentiality, integrity and availability of Division information assets in order to support the Division's work in providing a quality education to students in a safe and secure learning environment. The Board believes that the Division's approach to information security should be consistent with international standards, should enable business and educational outcomes, and expects the following principles to guide this work:

1. *Accountability* - The responsibilities and accountability of the Division, its staff and all users of Division information systems should be explicit.
2. *Awareness* - The Division, its staff and all users of Division information should be aware of the need for the security of information systems and what they can do to enhance security.

3. *Ethics* - The information systems and the security of information systems should be provided and used in such a manner that the rights and legitimate interest of others are respected.
4. *Multidisciplinary* - Measures, practices and procedures for the security of information systems should take account of and address all relevant considerations and viewpoints.
5. *Proportionality* - Security levels, costs, measures, practices and procedures should be appropriate and proportionate to the value of and degree of reliance on the information systems and to the severity, probability and extent of potential harm.
6. *Integration* - Measures, practices and procedures for the security of information systems should be coordinated and integrated with other measures, practices and procedures of the organization so as to create a coherent system of security.
7. *Timeliness* - The Division should act in a timely coordinated manner to prevent and respond to breaches of security of information systems.
8. *Reassessment* - The security of information systems should be reassessed periodically, as information systems and the requirements for their security vary over time.
9. *Transparency* - The security of information systems should be compatible with the legitimate use and flow of data and information in an open and accountable public institution

EXPECTATIONS

1. The Superintendent of Schools shall ensure implementation of this policy through appropriate administrative regulations, defined and communicated processes, practices, and assignment of roles and responsibilities.
2. The Superintendent of Schools shall notify the Board of Trustees of any significant breaches of information security in a timely fashion.

ACCOUNTABILITY

1. A yearly report of information security actions and issues regarding confidentiality, integrity and availability shall be completed internally, and a report of the findings presented to the Board as part of the Division's annual results review.
2. An external audit of information security shall be completed every four years, and a report of the findings presented to the Board of Trustees.

REFERENCES

CN.BP - Managing Division Information
CN.AR - Creation, Use and Maintenance of Division Information
CNA.AR - Security of Personal and Division Information
HO.AR - Student Records
DK.BP - Division Technology

Protection of Privacy Act

Access to Information Act

~~*Freedom of Information and Protection of Privacy Act*~~

Education Act

ISO/IEC 27001:2005

Provincial Approach to Student Information (PASI) Usage Agreement

Student Record Regulation of Alberta

CODE: DK.BP**EFFECTIVE DATE:** (09-03-2010)**TOPIC:** Division Technology**ISSUE DATE:** (27-05-2025)**REVIEW YEAR:** (2032)

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PURPOSE

To reflect the Board of Trustees' (the Board) commitment to enabling high quality learning, teaching and working environments through the use of technology.

DEFINITIONS

Artificial Intelligence (AI) refers to technology that enables computers to perform various functions that would be typically associated with requiring human intelligence. AI involves the development and use of algorithms and systems to learn from various data sets that can perform tasks such as problem-solving, pattern recognition, natural language processing and prediction and more. AI includes generative artificial intelligence, a machine learning system that can create new content such as text, images, music, audio and videos, in response to a prompt or series of prompts.

Division Technology includes those technologies licensed or owned by the Division, including but not limited to: hardware, applications (which may include AI), networking and communications equipment.

Technology refers to any hardware, applications (which may include AI), networking and communications equipment used in the Division, including those that are personally owned.

POLICY

The Board believes technology supports high quality learning and teaching that enables students to discover, develop and apply competencies across subject and discipline areas for learning, work and life.

The Board supports the safe and appropriate use of technology that contributes to a productive learning environment and aligns with Division expectations for positive student and staff behaviour.

The Board supports a learning and teaching environment in which Division students and staff have equitable access to devices, applications, infrastructure and networks that facilitate the effective integration of technology.

The Board recognizes the importance of Division technology that is designed to maintain the safety, security and privacy of students and staff and values transparency related to practices supporting the collection, management and storage of data.

The Board acknowledges the role of technology to provide high quality working environments that enable communication and information management.

The Board values professional learning and capacity building of Division staff in the area of technology to support student learning.

The Board acknowledges that learning, teaching and working environments are continually evolving, and supports the use of technology that adapts to these dynamic environments. To achieve this outcome, the Division collaborates with industry leaders and innovators in the field of educational technology.

ACCOUNTABILITY

The Superintendent is responsible for implementing this policy through appropriate administrative regulations and communication with Division stakeholders, including staff, students and families.

REFERENCES

AA.BP - Stakeholder Relations
AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
CN.BP - Managing Division Information
CN.AR - Creation, Use and Maintenance of Division Information
CNA.BP - Information Security
DCA.AR - Video Surveillance Systems
DK.AR - Division Technology
DKB.AR - Appropriate Use of Division Technology
DKC.AR - Canada's Anti-Spam Legislation (CASL) Compliance
EA.BP - Infrastructure Planning Principles
FA.BP - Human Resources Framework
GA.BP - Student Programs of Study
HG.BP - Student Behaviour and Conduct
HG.AR - Student Behaviour and Conduct
Alberta Education Learning and Technology Policy Framework
~~Freedom of Information and Protection of Privacy Act~~
Access to Information Act
Protection of Privacy Act

CODE: FA.BP

EFFECTIVE DATE: (19-06-2018)

TOPIC: Human Resources Framework

ISSUE DATE: (20-06-2018)

REVIEW YEAR: (2022)

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PURPOSE

To provide a framework that guides a comprehensive human resource strategy to attract, develop, engage, and retain qualified staff to support the ~~District~~ **Division** Vision, Mission, Values, and Priorities.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the ~~District~~ **Division**.

A human resources framework supports the Board in meeting its responsibility to establish and maintain governance and organizational capability that promotes student and staff well-being and success, and effectively addresses potential legal, operational, or financial risk.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Conflict of Interest**
- **Human Resource Strategy**
- **Internal Controls**
- **Organizational Capability**
- **Wellness**

POLICY

Student success is achieved through high quality learning opportunities supported by meaningfully engaged students, staff, and communities. The Board recognizes that human resources are critical in meeting the diverse needs of students and supporting the ~~District~~ **Division** Vision, Mission, Values, and Priorities. The Board values the dedication, professional contributions, achievements, and performance of ~~District~~ **Division** staff that are committed and engaged in supporting and advancing student learning and achievement, the ~~District~~ **Division's** reputation, and public support for education.

The Board affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board. Staff members employed by the Board and students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

The Board is committed to transparent and clearly communicated human resource management practices that:

- meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future **District Division** needs, fiscal responsibility, market conditions, and organizational health;
- attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the **District Division**;
- ensure continuity of instruction and **District Division** services are maintained while supporting staff in balancing work and personal needs;
- are free of bias resulting from any prejudice, and ensure procedural fairness and equity for employment and advancement;
- promote positive, safe, and respectful working environments that foster collaborative and responsible behaviour and reflects the diversity of our community;
- consider the impact on student and staff wellness and safety when making and implementing decisions; and
- achieve desired outcomes in an ethical, efficient and effective manner.

The Board believes that **District Division** management practices that promote and support a culture of staff wellness, continuous growth, engagement, accountability, and innovation are critical to building staff capacity and organizational capability. Further, the Board believes that:

- all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging;
- a **District Division** culture of collaboration and evidence-based decision making supports innovation and calculated risk-taking;
- the involvement of staff in decision making that affects their work increases employee engagement, performance, and productivity;
- staff who are valued, supported, and trusted by the **District Division** behave accordingly in interactions with students, colleagues, and other education stakeholders;
- positive working relationships between the **District Division** and staff group representatives developed through regular communication and consultation using a collaborative, interest-based approach can best address both **District Division** and staff needs; and
- an ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth, improved staff performance, and succession planning.

The Board believes it is important to create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership. The Board maintains high standards for ethical conduct and expects all staff to:

- avoid and disclose potential conflicts of interest;
- fulfill the responsibilities of their positions in an honest, diligent, and lawful manner;
- treat all people with dignity, respect, and consideration in carrying out their duties;
- be careful stewards of **District Division** resources; and
- adhere to Board policies, and administrative regulations and directives of the Superintendent of Schools.

In addition to the **Education Act School Act**, other federal and provincial legislation places obligations on the Board with respect to human resource management practices. Subject to the limitations laid out in this

policy, the Board delegates authority for all human resource management decisions to the Superintendent of Schools, or designate, as required in accordance with:

- federal and provincial legislation;
- ~~Section 61 of the School Act~~ **Section 52 of the Education Act** except those matters which the Board cannot delegate; and
- the direction provided in this policy.

Specifically, this delegation of authority includes authorization of the Superintendent of Schools to:

- suspend the services of a teacher under the **Sections 213(1) and 213(2) of the Education Act** ~~School Act section 105(1) and 105(2)~~; and
- terminate the services of a teacher pursuant to **Section 215 of the Education Act**. ~~section 107 of the School Act.~~

The Board retains authority to approve:

- the designation or appointment of Superintendent of Schools and General Counsel; and
- all collective agreements and terms and conditions of employment for staff not covered by a collective agreement.

EXPECTATIONS

1. The Superintendent of Schools shall implement this policy through:
 - a. establishment of a comprehensive human resource strategy;
 - b. the assignment of roles, responsibilities and authority; and
 - c. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.
2. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the **District Division**, and confirmation of new principal designations.
3. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

ACCOUNTABILITY

The Superintendent of Schools shall provide the Board with information on implementation of the policy through the annual budget and results review process, and in the annual Alberta Education Results Report.

REFERENCES

- AA.BP – Stakeholder Relations
- AD.BP – ~~District~~ Vision, Mission, Values and Priorities
- AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
- AEBB.BP – Wellness of Students and Staff
- AEBC.AR – Acknowledging Student, Staff and Trustee Deaths and Bereavements

AGA.BP – Recognition of Students, Staff, Parents, and the Community
CH.BP – Framework for Policy Development and Review
CHA.BP – Board Delegation of Authority
CN.BP – Managing ~~District~~ **Division** Information
CNA.BP – Information Security
CO.BP – Fiscal Oversight and Accountability
FBA.AR – Designation, Appointment and Assignment to Leadership Positions
FBCA.AR – Respectful Working Environments
FBCB.AR – ~~District~~ **Division** Staff Code of Conduct
FBCD.AR – Mandatory Records Checks for Employees
FBCE.AR – Volunteers - Registration and Records Checks
FBE.AR – Health and Wellness of Staff and Students
FBEA.AR – Health and Safety Roles and Responsibilities
FBEB.AR – Workplace Violence
FBEC.AR – Public Interest Disclosure (Whistleblower Protection)
FBM.AR – Grievance Process
FCA.AR – Staff Qualifications Targets
FCAA.AR – Teacher Contracts
FCAB.AR – Intern Teachers
FCAC.AR – Substitute Teachers Affiliation with Schools
FCB.AR – Staffing Procedures Document
FCBD.AR – Time in Recognition of Duties Related to Reporting Student Achievement
FGB.BP – Evaluation of Superintendent of Schools
FGCA.AR – Supervision and Evaluation of Teachers
FGCB.AR – Supervision and Evaluation of Exempt Non-Management Staff
FGCC.AR – Supervision and Evaluation of Custodial, Maintenance and Support Staff
FIA.AR – Pensions
FJA.AR – Staff Participation in Alberta Education Activities
FJB.AR – Staff Out-of-~~District~~ **Division** Exchanges
FJC.AR – Staff Secondment to External Agencies
FJD.AR – Leaves of Absence - Community Service
FJE.AR – Leaves of Absence - Military Service
FJF.AR – Leaves of Absence - Personal
FLC.AR – School Professional Development Days
HF.BP – Safe, Caring and Respectful Learning Environments
HFA.BP – Sexual Orientation and Gender Identity
Glossary of Terms
[Alberta Employment Standards Code and Regulations](#)
[Alberta Human Rights Act](#)
[Alberta Occupational Health and Safety Act](#)
[Canadian Charter of Rights and Freedoms](#)
~~[Freedom of Information and Protection of Privacy Act](#)~~
[Access to Information Act](#)
[Protection of Privacy Act](#)
[Education Act](#)
~~[School Act Section 45.1\(1\)\(3\)](#)~~

CODE: HF.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Safe, Caring and Respectful Learning Environments**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2017)

Red text indicates new/revised content

POLICY

Edmonton Public School Board is committed to creating welcoming learning environments which promote understanding and respect among all members of the school community.

The Board believes that a responsive, safe, caring and inclusive school environment is necessary for students to learn and achieve high academic standards. It believes that equity of opportunity, and equity of access to programs, services, and resources are critical to supporting all students in realizing their full potential. The Board expects these beliefs to be reflected in Division programs, operations and practices.

The Board recognizes that individual and systemic biases related to race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, physical or mental disability, marital status, family status, source of income, socio-economic status and sexual orientation exist in society. Therefore, the Board acknowledges that such biases may exist within our schools. The Board believes that such biases are intolerable. Biases result in behaviours that damage the physical, mental and emotional well-being of students and negatively impact their educational, social and career outcomes. Further, they damage relationships with peers, families and community partners. The Board believes staff play a central role in creating environments which acknowledge and promote understanding, respect and recognition of the diversity of students and families within the school community. As students learn by example, all members of the school community are expected to model respectful conduct, inclusive behaviour and an understanding and appreciation of diversity.

The Board is committed to acknowledging, addressing, and eradicating discrimination, harassment, intimidation or bullying. The Board believes schools have the responsibility to ensure that students and their families feel safe to share these issues and concerns. Within a safe and caring environment, students and their families have the right and responsibility to bring these concerns to the attention of the school staff. The Board expects that school and Division staff will be respectful of the concerns of students and their families and will work with them to provide appropriate supports and resolve their issues in a timely manner.

REFERENCES

FAA.BP - Human Resources Framework
FBCA.BP - Respectful Working Environments
FBCA.AR - Respectful Working Environments
GGAB.BP - Multicultural Education
GGAB.AR - Multicultural Education
HAA.BP - First Nations, Métis, and Inuit Education
HAA.AR - Aboriginal Education
HG.BP - Student Behaviour and Conduct

HG.AR - Student Behaviour and Conduct
HGD.BP - Student Suspension and Expulsion
HGD.AR - Student Suspension and Expulsion
Alberta Human Rights Act
~~*Freedom of Information and Protection of Privacy Act*~~
Protection of Privacy Act
Canadian Charter of Rights and Freedoms
United Nations Convention on the Rights of the Child

CODE: HFA.BP

EFFECTIVE DATE: (29-11-2011)

TOPIC: Sexual Orientation, Gender Identity and Gender Expression **ISSUE DATE:** (18-06-2024)

REVIEW YEAR: (2031)

Red text indicates new/revised content

PURPOSE

To articulate the Board of Trustees' (the Board) commitment to support all sexually diverse and/or gender diverse students, staff and families.

To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity and supports a sense of belonging throughout the Division.

DEFINITIONS

Cisgender is a term used to describe a person whose gender identity aligns with their sex assigned at birth.

Cisnormativity refers to an implicit cultural or social framework that assumes all individuals are either cisgender male or cisgender female. This assumption contributes to the marginalization of gender diverse people (i.e., people who do not identify as cisgender).

Discrimination is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation (This definition applies to this policy and does not supercede the definition of discrimination as set out in other Board policies, administrative regulations or procedures).

Gender Expression, as defined by the Alberta Human Rights Commission, refers to the varied ways a person expresses their gender. This can include a combination of dress, demeanour, social behaviour and other factors.

Gender Identity, as defined by the Alberta Human Rights Commission, refers to a person's internal, individual experience of gender, which may or may not align with the sex assigned to them at birth. For example, the Alberta Human Rights Commission explains that a person may identify as being a woman, a man, two-spirit, transgender, non-binary, gender non-conforming, intersex or another gender. Gender identity is different from sexual orientation.

Heteronormativity refers to an implicit cultural or social framework that assumes all individuals are heterosexual. This assumption contributes to the marginalization of sexually diverse people (i.e., people who do not identify as heterosexual).

Heterosexual is a term used to describe a person who feels physically and emotionally attracted to someone who is considered to be the opposite gender identity.

Perceived Gender Expression refers to the ways in which someone may interpret another person's gender expression. (An example of this term may include interpreting gender expression based on the style of clothing a person wears.)

Perceived Gender Identity refers to the ways in which someone may interpret another person's internal, individual experience of gender. This interpretation may be made based on someone's outward expression of self. (An example of this term may include interpreting gender identity based on someone's choice to wear makeup.)

Perceived Sexual Orientation refers to the ways in which someone may interpret another person's physical, emotional or romantic attraction to others. (An example of this term may include an assumption that everyone is attracted to individuals of the opposite gender identity.)

Sexual Orientation, as defined by the Alberta Human Rights Commission, refers to a person's physical, emotional or romantic attraction to others. A person may be heterosexual, lesbian, gay, bisexual, pansexual, asexual, queer or any other sexual orientation.

POLICY

The Board is committed to establishing and maintaining a safe, inclusive, equitable and welcoming learning and teaching environment for all members of the school community. This includes students, staff and families who identify or are perceived as sexually diverse and/or gender diverse. The Board expects all members of this diverse community to be welcomed, respected, accepted and supported in every Division working and learning environment.

All members of the school community 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*, *Alberta Human Rights Act* and *Education Act*. These rights will be supported, and enforced, so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board strives to create learning and working environments that are free of harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity and/or gender expression.

The Board affirms their commitment to the protection of rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board.

The Board believes that all sexually diverse and/or gender diverse students, staff and families have the right to:

- Be treated fairly, equitably and with dignity and respect.
- Have their confidentiality protected and respected as per privacy legislation.
- 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 and cisgender students, staff and 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.
- Have their unique identities, families, cultures and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language and actions with the goal to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all reported incidents of discriminatory behaviours are reviewed appropriately.
- Improve understanding of the individual lives of sexually diverse and/or gender diverse students and their families, cultures and communities throughout the year.
- Develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexually diverse and/or gender diverse staff, students and their families are welcomed and treated with respect and dignity in all aspects of the school community.
- Work towards the removal of institutional and individual barriers related to heteronormativity and cishnormativity in order to improve the experience of sexually diverse and/or gender diverse students, staff and families.

The Board also recognizes the need to develop and maintain mutually supportive relationships with a variety of diverse sexual orientation, gender identity and gender expression community groups and stakeholders in order to ensure the ongoing improvement of the implementation of this policy. These community relationships will involve ongoing feedback and collaboration.

ACCOUNTABILITY

The Superintendent will provide an annual update to the Board around progress made in support of student success and achievement within a welcoming, inclusive, safe and healthy environment.

In the Four-Year Education Plan, the Division will identify goals and strategies that reflect the Division's commitment to supporting our diverse school communities, and will provide an annual update on progress and priority strategies in support of this policy through the Annual Education Results Report to Alberta Education.

REFERENCES

AD.BP Vision, Mission, Values, and Priorities
AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
AE.BB.BP Wellness of Students and Staff
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
FBCB.AR Division Staff Code of Conduct
FBE.AR Health and Wellness of Staff and Students
GGDA.AR Guidelines for Student Activities and Organizations
HF.BP Safe, Caring and Respectful Learning Environments

HF.AR Safe, Caring and Respectful Learning Environments

HFA.AR Sexual Orientation and Gender Identity

HG.BP Student Behaviour and Conduct

HG.AR Student Behaviour and Conduct

Alberta Human Rights Act

Alberta Teachers' Association Code of Professional Conduct

Alberta Teachers' Association Declaration of Rights and Responsibilities

Canadian Charter of Rights and Freedoms

~~*Freedom of Information and Protection of Privacy Act*~~

Protection of Privacy Act

Access to Information Act

United Nations Convention on the Rights of the Child

Education Act Sections 3, 4, 6, 10, 12, 14, 33(1), 35.1(1), 52

ATTACHMENT II CLEAN VERSIONS OF REVISED POLICIES

CODE: AB.BP

EFFECTIVE DATE: (11-09-2001)

TOPIC: Dispute Resolution and Appeals

ISSUE DATE: (06-02-2024)

REVIEW YEAR: (2031)

PURPOSE

To outline the Board of Trustees' (the Board) expectation for how Division staff, parents/guardians and students work to resolve school-level disputes and appeals in a manner that supports a cooperative and collaborative learning environment and aligns with the requirements of the *Education Act*.

DEFINITIONS

Appeal refers to the process used to reconsider a school-level decision by a Division staff member after the dispute resolution process has been used and no resolution has been reached.

Dispute Resolution refers to the process used to address concerns and complaints at the school level.

Operational Day refers to a day when teachers have duties assigned by the Board. Operational days include instructional days (when students receive instruction) and non-instructional days (when students are not receiving instruction). The school year typically begins with an operational day and ends with an operational day.

POLICY

The Board recognizes and supports the right of parents/guardians and students to raise disputes to employees of the Board.

The Board expects that dispute resolution and appeals:

- Are approached in a respectful manner that upholds the integrity of the education system and has the intent for resolution.
- Are addressed openly and collaboratively to facilitate cooperation and understanding among involved parties.
- Treat all parties fairly and ethically, in alignment with the Division's cornerstone values of accountability, equity, collaboration and integrity.
- Are supported through clear and accessible administrative procedures.

The Division's dispute resolution and appeals processes will be used for school-level issues and staff decisions not already addressed through separate processes outlined in other board policies, administrative regulations, procedures and guiding documents.

A dispute must be handled in a confidential manner, in accordance with the *Access to Information Act* and the *Protection of Privacy Act*.

B. DISPUTE RESOLUTION

3. Disputes must be first raised to staff directly involved in the issue or decision in question. If a dispute is raised with a Trustee or staff member not directly involved in the issue, the dispute will be referred to the staff member who is directly involved.
4. If a resolution is not reached at the school level and the dispute is eligible for appeal, the dispute may be appealed to the Superintendent of Schools, in accordance with Section B of this policy.

C. APPEALS

2. In alignment with Section 42 of the *Education Act*,
 - A parent/guardian of a student or child and
 - In the case of the student who is 16 years of age or older, either a parent/guardian of the student or the student,may appeal a decision made by an employee of the Board within 30 operational days from when the parent/guardian or student was informed of the decision.

A parent/guardian or student over the age of 16 must follow the Division's dispute resolution process prior to appealing a decision.

Only the following decisions are eligible for appeal:

- d. Decisions that significantly affect the education of a student or of a child enrolled in a Division early childhood education program.
 - e. Decisions respecting access to, accuracy or completeness of a student record, which may only be appealed by a person who may review a student record as per Section 56 of the *Education Act*.
 - f. The Division's failure to make a decision respecting 1(a) and/or 1(b).
7. With respect to Section B(1)(a), decisions that are subject to appeal include, but are not limited to:
 - a. Provision of and access to specialized supports and services.
 - b. Access to enrolment at a particular school or program.
 - c. Eligibility for and access to transportation services.
 8. Decisions not subject to appeal, include, but are not limited to:
 - a. Student academic assessment and performance.

- b. Student suspensions and expulsions.
 - c. Teaching and learning resources.
 - d. Human resources matters.
 - e. Trustee conduct and Board governance matters.
9. The Board delegates authority to the Superintendent of Schools to determine whether a specific employee decision is subject to appeal, in accordance with this policy.
10. Subject to Section 52 of the *Education Act*, the Board delegates authority for review and final decision on appeals to the Superintendent of Schools. This delegation of authority to the Superintendent of Schools includes the right to sub-delegate authority and responsibility to a designate(s). Superintendent/designate decisions on appeals are not subject to further appeal.
11. In alignment with Section 43 of the *Education Act*,
- A parent/guardian of a student or child and
 - In the case of a student who is 16 years of age or older, either a parent/guardian of the student or the student,
- who is affected by a decision may request that the Minister of Education review the decision if it relates to:
- b. The provision of specialized supports and services to a student in accordance with Section 11(4) of the *Education Act* or to a child enrolled in a Division early childhood services program.
 - b. The expulsion of a student.

A person who may review a student record under Section 56 of the *Education Act* may request that the Minister review a decision respecting access to, accuracy or completeness of the student record.

ACCOUNTABILITY

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with Division stakeholders, including staff, students and parents/guardians.

REFERENCES

AB.AR Appeal Processes
CHA.BP Board Delegation of Authority
DEA.AR Transportation Services
Education Act Sections 42, 43, 52
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
FBCB.AR Division Staff Code of Conduct
FBM.AR Grievance Process
GI.AR Teaching and Learning Resources
GK.BP Student Assessment, Achievement and Growth
GKB.AR Standards for Evaluation

HA.BP Inclusive Education
HA.AR Students in Need of Specialized Supports and Services
HB.AR Student Placement
HC.BP Resident Student Enrolment
HC.AR Student Admission and Enrolment
HEC.BP Non-resident Student Admission and Enrolment
HED.BP Student Attendance
HED.AR Student Attendance
HG.BP Student Behaviour and Conduct
HG.AR Student Behaviour and Conduct
HGD.BP Student Suspension and Expulsion
HGD.AR Student Suspension and Expulsion
HO.AR Student Records
Trustees' Handbook
Access to Information Act
Protection of Privacy Act

CODE: CHA.BP**EFFECTIVE DATE:** (22-05-2007)**TOPIC:** Board Delegation of Authority**ISSUE DATE:** (07-09-2021)**REVIEW YEAR:** (2028)

POLICY

1. In accordance with Section 52(1) of the *Education Act*, the Board authorizes the Superintendent of Schools to do any act or thing or exercise any power that the Board may or is required to do or exercise, except those matters which, in accordance with Section 52(4) of the *Education Act*, cannot be delegated.
2. Notwithstanding the above, the Board reserves to itself the authority to make decisions regarding contracts or agreements that have the potential for political sensitivity, harm or impact to the Division's reputation. This authority applies to contracts or agreements with partnerships or funding outside of typical operations or procurement processes that include, but are not limited to:
 - a. International funding sources, governments or organizations.
 - b. Other orders of government within Canada.
3. The Board reserves to itself the authority to make decisions regarding new unanticipated expenditures that exceed \$1,200,000 and have not been accounted for in the current annual budget.
4. In accordance with Section 52(5)(a) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to suspend the services of a teacher under Sections 213(1) and (2) of the *Education Act*.
5. In accordance with Section 52(5)(b) of the *Education Act*, the Board delegates authority to the Superintendent of Schools to terminate the services of a teacher.
6. A decision of the Superintendent of Schools to suspend or terminate the services of a teacher is not appealable to the Board.
7. Pursuant to the *Access to Information Act* and the *Protection of Privacy Act*, the Board designates the Superintendent as head of the Division for the purposes of the *Access to Information Act* and the *Protection of Privacy Act*.
8. Notwithstanding the above, the Board also reserves to itself the authority to make decisions on specific matters requiring Board approval in accordance with Board policies.

REFERENCES

CH.BP Framework for Policy Development and Review
FGB.BP Evaluation of Superintendent of Schools
Education Act Sections 52, 62, 213, 215
Access to Information Act
Protection of Privacy Act

CODE: CN.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Managing Division Information**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2013)**POLICY**

All records created in the service of Edmonton Public Schools, regardless of form or creator, are the property of Edmonton Public Schools. Records are an asset and support the Division's work in providing a quality education to each student to reach their maximum potential.

D. The Board believes that:

5. Division records are a vital Division resource that must be managed effectively and efficiently;
6. staff should have access to the information necessary for them to carry out their work;
7. the Division is responsible for documenting the activities and results for which the Division is accountable;
8. parents, staff, students and the public have the right of access to records held by the Division except where Division or legislated requirements prevent.

E. The Board expects that Division records management practices and processes shall ensure:

7. open and accountable reporting to the public;
8. Division records are maintained in a legally defensible manner;
9. accountability for managing and maintaining information is clear and well-defined;
10. information is managed through its entire life cycle from collection, record creation or receipt to final disposition through archival preservation or destruction;
11. the privacy of individuals is protected at all times during collection, use and disclosure of information;
12. the security, integrity and accuracy of information used and reported.

F. Division Archives

4. The Board encourages the collection and preservation of records and objects which form the permanent record of the Division's philosophy, policy, people, and performance.
5. Edmonton Public Schools Archives and Museum shall be the official repository and custodian of such materials.
6. The Board believes that records and objects assist in the interpretation of history, and that these materials should be accessible to Division staff, students, parents, and the general public, subject to any restrictions imposed by law or Division policy and regulations.

REFERENCES

CN.AR - Creation, Use and Maintenance of Division Information

CO.BP - Fiscal Oversight and Accountability

DDC.AR - Publication and Authorization for Use of Division Owned Materials

HO.AR - Student Records

IQ.AR - Conducting Research within the Division

Protection of Privacy Act

Access to Information Act

Education Act

CODE: CNA.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Information Security**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2020)

PURPOSE

To ensure that information and information systems are adequately protected against damage, loss, and unauthorized use, disclosure or modification.

When information and information systems are protected, the Division is better positioned to: protect the privacy of staff and students; manage risks; preserve resources; enable innovation and provide seamless and integrated educational programming.

All records created in the service of Edmonton Public Schools, regardless of form or creator, are the property of Edmonton Public Schools. Records are an asset and support the Division's work in providing a quality education to each student to reach their maximum potential.

DEFINITIONS

Division information is data in any form (physical or digital, in transmission or stored) created or captured for the purpose of Edmonton Public Schools activities in line with the Division's educational mandate and Mission, Vision and Priorities.

Information security is the protection of information from losses of:

- Confidentiality: Information must not be disclosed, purposefully or inadvertently, to anyone who does not have authority to receive it.
- Integrity: Information needs to be accurate and complete.
- Availability: Information must be available when required.

POLICY

The Board is committed to a Division-wide, systematic and coordinated approach to ensuring the confidentiality, integrity and availability of Division information assets in order to support the Division's work in providing a quality education to students in a safe and secure learning environment. The Board believes that the Division's approach to information security should be consistent with international standards, should enable business and educational outcomes, and expects the following principles to guide this work:

10. *Accountability* - The responsibilities and accountability of the Division, its staff and all users of Division information systems should be explicit.
11. *Awareness* - The Division, its staff and all users of Division information should be aware of the need for the security of information systems and what they can do to enhance security.

12. *Ethics* - The information systems and the security of information systems should be provided and used in such a manner that the rights and legitimate interest of others are respected.
13. *Multidisciplinary* - Measures, practices and procedures for the security of information systems should take account of and address all relevant considerations and viewpoints.
14. *Proportionality* - Security levels, costs, measures, practices and procedures should be appropriate and proportionate to the value of and degree of reliance on the information systems and to the severity, probability and extent of potential harm.
15. *Integration* - Measures, practices and procedures for the security of information systems should be coordinated and integrated with other measures, practices and procedures of the organization so as to create a coherent system of security.
16. *Timeliness* - The Division should act in a timely coordinated manner to prevent and respond to breaches of security of information systems.
17. *Reassessment* - The security of information systems should be reassessed periodically, as information systems and the requirements for their security vary over time.
18. *Transparency* - The security of information systems should be compatible with the legitimate use and flow of data and information in an open and accountable public institution

EXPECTATIONS

3. The Superintendent of Schools shall ensure implementation of this policy through appropriate administrative regulations, defined and communicated processes, practices, and assignment of roles and responsibilities.
4. The Superintendent of Schools shall notify the Board of Trustees of any significant breaches of information security in a timely fashion.

ACCOUNTABILITY

3. A yearly report of information security actions and issues regarding confidentiality, integrity and availability shall be completed internally, and a report of the findings presented to the Board as part of the Division's annual results review.
4. An external audit of information security shall be completed every four years, and a report of the findings presented to the Board of Trustees.

REFERENCES

CN.BP - Managing Division Information
CN.AR - Creation, Use and Maintenance of Division Information
CNA.AR - Security of Personal and Division Information
HO.AR - Student Records
DK.BP - Division Technology
Protection of Privacy Act

Access to Information Act

Education Act

ISO/IEC 27001:2005

Provincial Approach to Student Information (PASI) Usage Agreement

Student Record Regulation of Alberta

CODE: DK.BP**EFFECTIVE DATE:** (09-03-2010)**TOPIC:** Division Technology**ISSUE DATE:** (27-05-2025)**REVIEW YEAR:** (2032)

PURPOSE

To reflect the Board of Trustees' (the Board) commitment to enabling high quality learning, teaching and working environments through the use of technology.

DEFINITIONS

Artificial Intelligence (AI) refers to technology that enables computers to perform various functions that would be typically associated with requiring human intelligence. AI involves the development and use of algorithms and systems to learn from various data sets that can perform tasks such as problem-solving, pattern recognition, natural language processing and prediction and more. AI includes generative artificial intelligence, a machine learning system that can create new content such as text, images, music, audio and videos, in response to a prompt or series of prompts.

Division Technology includes those technologies licensed or owned by the Division, including but not limited to: hardware, applications (which may include AI), networking and communications equipment.

Technology refers to any hardware, applications (which may include AI), networking and communications equipment used in the Division, including those that are personally owned.

POLICY

The Board believes technology supports high quality learning and teaching that enables students to discover, develop and apply competencies across subject and discipline areas for learning, work and life.

The Board supports the safe and appropriate use of technology that contributes to a productive learning environment and aligns with Division expectations for positive student and staff behaviour.

The Board supports a learning and teaching environment in which Division students and staff have equitable access to devices, applications, infrastructure and networks that facilitate the effective integration of technology.

The Board recognizes the importance of Division technology that is designed to maintain the safety, security and privacy of students and staff and values transparency related to practices supporting the collection, management and storage of data.

The Board acknowledges the role of technology to provide high quality working environments that enable communication and information management.

The Board values professional learning and capacity building of Division staff in the area of technology to support student learning.

The Board acknowledges that learning, teaching and working environments are continually evolving, and supports the use of technology that adapts to these dynamic environments. To achieve this outcome, the Division collaborates with industry leaders and innovators in the field of educational technology.

ACCOUNTABILITY

The Superintendent is responsible for implementing this policy through appropriate administrative regulations and communication with Division stakeholders, including staff, students and families.

REFERENCES

AA.BP - Stakeholder Relations
AE.BP - Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
CN.BP - Managing Division Information
CN.AR - Creation, Use and Maintenance of Division Information
CNA.BP - Information Security
DCA.AR - Video Surveillance Systems
DK.AR - Division Technology
DKB.AR - Appropriate Use of Division Technology
DKC.AR - Canada's Anti-Spam Legislation (CASL) Compliance
EA.BP - Infrastructure Planning Principles
FA.BP – Human Resources Framework
GA.BP - Student Programs of Study
HG.BP - Student Behaviour and Conduct
HG.AR - Student Behaviour and Conduct
Alberta Education Learning and Technology Policy Framework
Access to Information Act
Protection of Privacy Act

CODE: FA.BP

EFFECTIVE DATE: (19-06-2018)

TOPIC: Human Resources Framework

ISSUE DATE: (20-06-2018)

REVIEW YEAR: (2022)

PURPOSE

To provide a framework that guides a comprehensive human resource strategy to attract, develop, engage, and retain qualified staff to support the Division Vision, Mission, Values, and Priorities.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the Division.

A human resources framework supports the Board in meeting its responsibility to establish and maintain governance and organizational capability that promotes student and staff well-being and success, and effectively addresses potential legal, operational, or financial risk.

DEFINITIONS

Definitions for the following terms and for terminology for all other policies related to AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments are found in a Glossary of Terms (linked in References).

- **Conflict of Interest**
- **Human Resource Strategy**
- **Internal Controls**
- **Organizational Capability**
- **Wellness**

POLICY

Student success is achieved through high quality learning opportunities supported by meaningfully engaged students, staff, and communities. The Board recognizes that human resources are critical in meeting the diverse needs of students and supporting the Division Vision, Mission, Values, and Priorities. The Board values the dedication, professional contributions, achievements, and performance of Division staff that are committed and engaged in supporting and advancing student learning and achievement, the Division's reputation, and public support for education.

The Board affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board. Staff members employed by the Board and students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

The Board is committed to transparent and clearly communicated human resource management practices that:

- meet all legislated requirements, collective agreements and terms and conditions of employment, and consider current and future Division needs, fiscal responsibility, market conditions, and organizational health;
- attract, recruit and retain the most qualified and high performing individuals available based on the requirements of the position and the needs of the Division;
- ensure continuity of instruction and Division services are maintained while supporting staff in balancing work and personal needs;
- are free of bias resulting from any prejudice, and ensure procedural fairness and equity for employment and advancement;
- promote positive, safe, and respectful working environments that foster collaborative and responsible behaviour and reflects the diversity of our community;
- consider the impact on student and staff wellness and safety when making and implementing decisions; and
- achieve desired outcomes in an ethical, efficient and effective manner.

The Board believes that Division management practices that promote and support a culture of staff wellness, continuous growth, engagement, accountability, and innovation are critical to building staff capacity and organizational capability. Further, the Board believes that:

- all staff share responsibility to contribute to creating and maintaining welcoming, caring, respectful, and safe learning and working environments that honour diversity and foster a sense of belonging;
- a Division culture of collaboration and evidence-based decision making supports innovation and calculated risk-taking;
- the involvement of staff in decision making that affects their work increases employee engagement, performance, and productivity;
- staff who are valued, supported, and trusted by the Division behave accordingly in interactions with students, colleagues, and other education stakeholders;
- positive working relationships between the Division and staff group representatives developed through regular communication and consultation using a collaborative, interest-based approach can best address both Division and staff needs; and
- an ongoing supervision and evaluation process of collaboratively setting goals, coaching, staff development, and recognition of contributions supports continuous growth, improved staff performance, and succession planning.

The Board believes it is important to create and maintain a culture of integrity through clearly defined and communicated expectations for the conduct and accountability of all staff and exemplary leadership. The Board maintains high standards for ethical conduct and expects all staff to:

- avoid and disclose potential conflicts of interest;
- fulfill the responsibilities of their positions in an honest, diligent, and lawful manner;
- treat all people with dignity, respect, and consideration in carrying out their duties;
- be careful stewards of Division resources; and
- adhere to Board policies, and administrative regulations and directives of the Superintendent of Schools.

In addition to the *Education Act*, other federal and provincial legislation places obligations on the Board with respect to human resource management practices. Subject to the limitations laid out in this policy, the Board delegates authority for all human resource management decisions to the Superintendent of Schools, or designate, as required in accordance with:

- federal and provincial legislation;
- Section 52 of the *Education Act* except those matters which the Board cannot delegate; and
- the direction provided in this policy.

Specifically, this delegation of authority includes authorization of the Superintendent of Schools to:

- suspend the services of a teacher under the Sections 213(1) and 213(2) of the *Education Act*; and
- terminate the services of a teacher pursuant to Section 215 of the *Education Act*.

The Board retains authority to approve:

- the designation or appointment of Superintendent of Schools and General Counsel; and
- all collective agreements and terms and conditions of employment for staff not covered by a collective agreement.

EXPECTATIONS

3. The Superintendent of Schools shall implement this policy through:
 - d. establishment of a comprehensive human resource strategy;
 - e. the assignment of roles, responsibilities and authority; and
 - f. the development of administrative regulations, processes, and internal controls aligned with provincially and federally legislated requirements and recognized standards of practice for public bodies.

4. The Superintendent of Schools shall inform the Board of all designations and appointments of assistant superintendent, executive director, managing director, director, and principal to the Division, and confirmation of new principal designations.

4. The Superintendent of Schools shall provide the Board the opportunity to identify desired competencies when recruiting for positions working directly with the Board on a regular basis.

ACCOUNTABILITY

The Superintendent of Schools shall provide the Board with information on implementation of the policy through the annual budget and results review process, and in the annual Alberta Education Results Report.

REFERENCES

- AA.BP – Stakeholder Relations
- AD.BP – Vision, Mission, Values and Priorities
- AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
- AEBB.BP – Wellness of Students and Staff
- AEBC.AR – Acknowledging Student, Staff and Trustee Deaths and Bereavements
- AGA.BP – Recognition of Students, Staff, Parents, and the Community
- CH.BP – Framework for Policy Development and Review
- CHA.BP – Board Delegation of Authority
- CN.BP – Managing Division Information
- CNA.BP – Information Security

CO.BP – Fiscal Oversight and Accountability
FBA.AR – Designation, Appointment and Assignment to Leadership Positions
FBCA.AR – Respectful Working Environments
FBCB.AR – Division Staff Code of Conduct
FBCD.AR – Mandatory Records Checks for Employees
FBCE.AR – Volunteers - Registration and Records Checks
FBE.AR – Health and Wellness of Staff and Students
FBEA.AR – Health and Safety Roles and Responsibilities
FBEB.AR – Workplace Violence
FBEC.AR – Public Interest Disclosure (Whistleblower Protection)
FBM.AR – Grievance Process
FCA.AR – Staff Qualifications Targets
FCAA.AR – Teacher Contracts
FCAB.AR – Intern Teachers
FCAC.AR – Substitute Teachers Affiliation with Schools
FCB.AR – Staffing Procedures Document
FCBD.AR – Time in Recognition of Duties Related to Reporting Student Achievement
FGB.BP – Evaluation of Superintendent of Schools
FGCA.AR – Supervision and Evaluation of Teachers
FGCB.AR – Supervision and Evaluation of Exempt Non-Management Staff
FGCC.AR – Supervision and Evaluation of Custodial, Maintenance and Support Staff
FIA.AR – Pensions
FJA.AR – Staff Participation in Alberta Education Activities
FJB.AR – Staff Out-of-Division Exchanges
FJC.AR – Staff Secondment to External Agencies
FJD.AR – Leaves of Absence - Community Service
FJE.AR – Leaves of Absence - Military Service
FJF.AR – Leaves of Absence - Personal
FLC.AR – School Professional Development Days
HF.BP – Safe, Caring and Respectful Learning Environments
HFA.BP – Sexual Orientation and Gender Identity
Glossary of Terms
[Alberta Employment Standards Code and Regulations](#)
[Alberta Human Rights Act](#)
[Alberta Occupational Health and Safety Act](#)
[Canadian Charter of Rights and Freedoms](#)
Access to Information Act
Protection of Privacy Act
Education Act

CODE: HF.BP**EFFECTIVE DATE:** (28-01-2020)**TOPIC:** Safe, Caring and Respectful Learning Environments**ISSUE DATE:** (29-01-2020)**REVIEW YEAR:** (2017)

POLICY

Edmonton Public School Board is committed to creating welcoming learning environments which promote understanding and respect among all members of the school community.

The Board believes that a responsive, safe, caring and inclusive school environment is necessary for students to learn and achieve high academic standards. It believes that equity of opportunity, and equity of access to programs, services, and resources are critical to supporting all students in realizing their full potential. The Board expects these beliefs to be reflected in Division programs, operations and practices.

The Board recognizes that individual and systemic biases related to race, colour, ancestry, place of origin, religious beliefs, gender, gender identity, physical or mental disability, marital status, family status, source of income, socio-economic status and sexual orientation exist in society. Therefore, the Board acknowledges that such biases may exist within our schools. The Board believes that such biases are intolerable. Biases result in behaviours that damage the physical, mental and emotional well-being of students and negatively impact their educational, social and career outcomes. Further, they damage relationships with peers, families and community partners. The Board believes staff play a central role in creating environments which acknowledge and promote understanding, respect and recognition of the diversity of students and families within the school community. As students learn by example, all members of the school community are expected to model respectful conduct, inclusive behaviour and an understanding and appreciation of diversity.

The Board is committed to acknowledging, addressing, and eradicating discrimination, harassment, intimidation or bullying. The Board believes schools have the responsibility to ensure that students and their families feel safe to share these issues and concerns. Within a safe and caring environment, students and their families have the right and responsibility to bring these concerns to the attention of the school staff. The Board expects that school and Division staff will be respectful of the concerns of students and their families and will work with them to provide appropriate supports and resolve their issues in a timely manner.

REFERENCES

FAA.BP - Human Resources Framework
FBCA.BP - Respectful Working Environments
FBCA.AR - Respectful Working Environments
GGAB.BP - Multicultural Education
GGAB.AR - Multicultural Education
HAA.BP - First Nations, Métis, and Inuit Education
HAA.AR - Aboriginal Education
HG.BP - Student Behaviour and Conduct
HG.AR - Student Behaviour and Conduct

HGD.BP - Student Suspension and Expulsion

HGD.AR - Student Suspension and Expulsion

Alberta Human Rights Act

Protection of Privacy Act

Canadian Charter of Rights and Freedoms

United Nations Convention on the Rights of the Child

CODE: HFA.BP

EFFECTIVE DATE: (29-11-2011)

TOPIC: Sexual Orientation, Gender Identity and Gender Expression **ISSUE DATE:** (18-06-2024)

REVIEW YEAR: (2031)

PURPOSE

To articulate the Board of Trustees' (the Board) commitment to support all sexually diverse and/or gender diverse students, staff and families.

To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity and supports a sense of belonging throughout the Division.

DEFINITIONS

Cisgender is a term used to describe a person whose gender identity aligns with their sex assigned at birth.

Cisnormativity refers to an implicit cultural or social framework that assumes all individuals are either cisgender male or cisgender female. This assumption contributes to the marginalization of gender diverse people (i.e., people who do not identify as cisgender).

Discrimination is negative differential treatment of a person or group on the basis of race, religious beliefs, ethnicity, language, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender identity and/or gender expression or sexual orientation (This definition applies to this policy and does not supercede the definition of discrimination as set out in other Board policies, administrative regulations or procedures).

Gender Expression, as defined by the Alberta Human Rights Commission, refers to the varied ways a person expresses their gender. This can include a combination of dress, demeanour, social behaviour and other factors.

Gender Identity, as defined by the Alberta Human Rights Commission, refers to a person's internal, individual experience of gender, which may or may not align with the sex assigned to them at birth. For example, the Alberta Human Rights Commission explains that a person may identify as being a woman, a man, two-spirit, transgender, non-binary, gender non-conforming, intersex or another gender. Gender identity is different from sexual orientation.

Heteronormativity refers to an implicit cultural or social framework that assumes all individuals are heterosexual. This assumption contributes to the marginalization of sexually diverse people (i.e., people who do not identify as heterosexual).

Heterosexual is a term used to describe a person who feels physically and emotionally attracted to someone who is considered to be the opposite gender identity.

Perceived Gender Expression refers to the ways in which someone may interpret another person's gender expression. (An example of this term may include interpreting gender expression based on the style of clothing a person wears.)

Perceived Gender Identity refers to the ways in which someone may interpret another person's internal, individual experience of gender. This interpretation may be made based on someone's outward expression of self. (An example of this term may include interpreting gender identity based on someone's choice to wear makeup.)

Perceived Sexual Orientation refers to the ways in which someone may interpret another person's physical, emotional or romantic attraction to others. (An example of this term may include an assumption that everyone is attracted to individuals of the opposite gender identity.)

Sexual Orientation, as defined by the Alberta Human Rights Commission, refers to a person's physical, emotional or romantic attraction to others. A person may be heterosexual, lesbian, gay, bisexual, pansexual, asexual, queer or any other sexual orientation.

POLICY

The Board is committed to establishing and maintaining a safe, inclusive, equitable and welcoming learning and teaching environment for all members of the school community. This includes students, staff and families who identify or are perceived as sexually diverse and/or gender diverse. The Board expects all members of this diverse community to be welcomed, respected, accepted and supported in every Division working and learning environment.

All members of the school community 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*, *Alberta Human Rights Act* and *Education Act*. These rights will be supported, and enforced, so that all members of the school community may work together in an atmosphere of mutual respect and appreciation for individual differences. The Board strives to create learning and working environments that are free of harassment, bullying, intimidation or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity and/or gender expression.

The Board affirms their commitment to the protection of rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each staff member employed by the Board and each student enrolled in a school operated by the Board.

The Board believes that all sexually diverse and/or gender diverse students, staff and families have the right to:

- Be treated fairly, equitably and with dignity and respect.
- Have their confidentiality protected and respected as per privacy legislation.
- 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 and cisgender students, staff and 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.
- Have their unique identities, families, cultures and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language and actions with the goal to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all reported incidents of discriminatory behaviours are reviewed appropriately.
- Improve understanding of the individual lives of sexually diverse and/or gender diverse students and their families, cultures and communities throughout the year.
- Develop, implement and evaluate inclusive educational strategies, professional development opportunities and administrative guidelines to ensure that sexually diverse and/or gender diverse staff, students and their families are welcomed and treated with respect and dignity in all aspects of the school community.
- Work towards the removal of institutional and individual barriers related to heteronormativity and cishnormativity in order to improve the experience of sexually diverse and/or gender diverse students, staff and families.

The Board also recognizes the need to develop and maintain mutually supportive relationships with a variety of diverse sexual orientation, gender identity and gender expression community groups and stakeholders in order to ensure the ongoing improvement of the implementation of this policy. These community relationships will involve ongoing feedback and collaboration.

ACCOUNTABILITY

The Superintendent will provide an annual update to the Board around progress made in support of student success and achievement within a welcoming, inclusive, safe and healthy environment.

In the Four-Year Education Plan, the Division will identify goals and strategies that reflect the Division's commitment to supporting our diverse school communities, and will provide an annual update on progress and priority strategies in support of this policy through the Annual Education Results Report to Alberta Education.

REFERENCES

AD.BP Vision, Mission, Values, and Priorities
AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
AE.BB.BP Wellness of Students and Staff
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
FBCB.AR Division Staff Code of Conduct
FBE.AR Health and Wellness of Staff and Students
GGDA.AR Guidelines for Student Activities and Organizations
HF.BP Safe, Caring and Respectful Learning Environments

HF.AR Safe, Caring and Respectful Learning Environments

HFA.AR Sexual Orientation and Gender Identity

HG.BP Student Behaviour and Conduct

HG.AR Student Behaviour and Conduct

Alberta Human Rights Act

Alberta Teachers' Association Code of Professional Conduct

Alberta Teachers' Association Declaration of Rights and Responsibilities

Canadian Charter of Rights and Freedoms

Protection of Privacy Act

Access to Information Act

United Nations Convention on the Rights of the Child

Education Act Sections 3, 4, 6, 10, 12, 14, 33(1), 35.1(1), 52