EDMONTON PUBLIC SCHOOLS

Recommendation Report

Date	November 24, 2026
To	Board of Trustees
From	Trustee Nickela Anderson, Chair, Policy Review Committee Trustee Holly Nichol, Policy Review Committee Trustee Jan Sawyer, Policy Review Committee
Subject	Omnibus Review of Policy Language in Compliance with Bill 25
Resource Staff	Kelsey Duebel, Wanas Radwan
Reference	Bill 25 *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act, 2026*

ISSUE

The Policy Review Committee (PRC) has completed an omnibus review of all board policies to reflect changes to language in the *Education Act* following the implementation of *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act*, *2026* (formerly Bill 25). The PRC is presenting the updated policies to the Board of Trustees (the Board) for first, second, and third reading.

RECOMMENDATION

That the Board of Trustees approve the omnibus update to board policies, as presented in Attachment II, to comply with *An Act to Remove Politics and Ideology from Classrooms and Amend the Education Act*, *2026*.

BACKGROUND

As part of the updates made to the *Education Act* through Bill 25, reference to "*welcoming, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self*" have been repealed and replaced with "a *safe and caring environment that fosters and maintains respectful and responsible behaviour.*"

To remain in compliance with the *Education Act*, revisions are required that replace instances of "*welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self*" with "*a safe and caring environment that fosters and maintains respectful and responsible behaviour.*" The following board policies (14 total) make direct reference to the Board's mandated responsibility to the substituted language and have therefore been identified for revision:

- HG.BP Student Behaviour and Conduct
- HFA.BP Sexual Orientation, Gender Identity and Gender Expression
- HAAB.BP Anti-racism and Equity
- HAA.BP First Nations, Métis, and Inuit Education
- HA.BP Inclusive Education
- GGAJ.BP Early Years

- FGB.BP Evaluation of Superintendent of Schools
- FA.BP Human Resources Framework
- EM.BP Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions
- AGA.BP Recognition of Students, Staff, Parents, and the Community
- AEBB.BP Wellness of Students and Staff
- AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments
- AD.BP Vision, Mission, Values, and Priorities
- AA.BP Stakeholder Relations

As part of this omnibus review, Board Policy FA.BP Human Resources Framework was identified for a further revision to enhance clarity around superintendent contracts, in alignment with Bill 25. Specifically, this revision includes:

- The addition of a clause that articulates the Board will not enter into a contract of employment or a contract renewing a contract of employment with an individual who is appointed as a superintendent without the Minister's prior approval in writing of the contract.

RELATED FACTS

- To align board policies with the new language in the *Education Act*, revisions are required that replace instances of "*welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self*" with "*a safe and caring environment that fosters and maintains respectful and responsible behaviour.*"
- As these proposed changes are required to remain in alignment with the *Education Act* and are administrative in nature, engagement will focus on informing the public of the changes.

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

- With the exception of an administrative change made to Board Policy FA.BP Human Resources Framework, this omnibus review only addresses the change of language from "*welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self*" to "*a safe and caring environment that fosters and maintains respectful and responsible behaviour.*"
    - Additional changes that may be required as a result of amendments made by Bill 25 will be addressed through the individual review and revision of each affected board policy.
- As Board Policy HG.BP Student Behaviour and Conduct requires additional changes to align with direction outlined in Bill 25, it has not been included in this omnibus update.
- During the review process, the PRC identified a few board policies that referenced "welcoming" environments. In cases when this language was not made in reference to the *Education Act*, no revisions were recommended and the policies were not included in this omnibus update.
- As these proposed changes are required to remain in alignment with the *Education Act* and are administrative in nature, engagement will focus on informing the public of the changes.
- In alignment with Section 9(b)(i) of Board Policy CH.BP Framework for Policy Development and Review,

the omnibus updates to these policies are intended to support alignment with legislative requirements. Therefore, the requirement for three separate readings is waived.

NEXT STEPS

Upon approval of the recommendation report, the revised policies will be posted to the Division website and the update will be communicated to Division students, staff, families, and community.

ATTACHMENTS and APPENDICES

ATTACHMENT I Tracked versions of revised policies
ATTACHMENT II Clean versions of revised policies

NA: wr

ATTACHMENT I

CODE: HFA.BP **EFFECTIVE DATE:** (29-11-2011)

TOPIC: Sexual Orientation, Gender Identity and Gender Expression **ISSUE DATE:** ~~(18-06-2024)~~ (24-11-2026)

REVIEW YEAR: (2031)

Red text indicates changes made based on Bill 25

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 safe and caring environment that fosters and maintains respectful and responsible behaviours ~~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 cisnormativity 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 safe and caring environment. ~~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 Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
AEBB.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~~

CODE: HAAB.BP

TOPIC: Anti-racism and Equity

EFFECTIVE DATE: (09-06-2009)

ISSUE DATE: ~~(22-06-2021)~~ (24-11-2026)

REVIEW YEAR: (2028)

Red text indicates changes made based on Bill 25

PURPOSE

To affirm the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~.

To affirm the Board's commitment to provide learning and working environments ~~one~~ that respect~~s~~ diversity, commit~~s~~ to anti-racism and foster~~s~~ a sense of belonging throughout the Division.

To affirm the Board's commitment to addressing individual, institutional and systemic racism and inequity in the public school system.

To promote an environment of anti-racism that recognizes diversity as a strength and values diversity in its schools, staff and communities.

To affirm the Board's commitment to developing positive relationships with staff, families and community members and working together in support of student success.

DEFINITIONS

Anti-racism: is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.

Racism: includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level. In this context:

- **Individual racism** refers to an individual expressing racist assumptions, beliefs or behaviours and is a form of racial discrimination, whether expressed overtly or covertly.
- **Institutional racism** occurs when institutions create or maintain racial inequity, often as a result of hidden biases in policies, practices and procedures that privilege some groups and disadvantage others.
- **Systemic racism** occurs when racist assumptions, beliefs or behaviours are reinforced by systems of power that perpetuate racial group inequity. Systemic racism involves dimensions of our history and culture that have allowed racial privileges and inequities to endure and adapt over time.

Cultural Diversity: refers to the presence of all diverse groups in an organization and community and acknowledges and values their socio-cultural differences and their cultural expressions and contributions within the organization and community.

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.

Diversity: refers to the uniqueness of human differences. It includes ways of being, doing and knowing.

Equity: is achieved in an educational institution when students with diverse backgrounds, lived experiences and needs are fully able to participate in the benefits of an education. Equity involves providing each learner with the type and amount of support needed to be successful, including culturally relevant and responsive environments and resources. Students are provided the opportunity to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute as citizens in society.

Implicit Bias: refers to the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.

Inclusive: an inclusive education system is a way of thinking and acting that demonstrates acceptance of, and belonging for, all students. It is founded on the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources. An inclusive education system supports every student to be included and feel represented within their greater school community.

Intercultural Understanding: learning from and engaging with diverse cultures in ways that support commonalities and differences, create connections with others and cultivate mutual respect.

White Supremacy: in this context, is the systematic marginalization of People of Colour based on a socially constructed racial hierarchy that privileges people who identify as white. It does not refer to extremist ideologies which believe that white people are genetically or culturally superior to non-whites.

POLICY

All members of the school community have the right to learn and work in an environment free of discrimination and racism. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*. The Board confirms its commitment and role in achieving racism-free Division schools and recognizes that working toward this vision is for the benefit of all students, staff and the community at large.

The Board acknowledges that racism exists and the important role of public education in reflecting, influencing and driving positive systemic change. Racism can be perpetuated at the individual, institutional and systemic level and is rooted in historical oppression, white supremacy and colonialism. Proactive action is required to create anti-racist environments. The Board further acknowledges that individuals experiencing racism at any level encounter barriers to positive relationships, learning, academic success, personal fulfilment and well-being. The Board recognizes the complexity of how racism is experienced by students and commits to addressing incidents of racism through responsive and transparent processes.

The Board acknowledges that anti-racism and equity require continuous action, learning and improvement. The Board commits to using evidence and data to better understand issues of racism and equity in Edmonton Public Schools, to inform decision-making and action and to monitor progress and outcomes of this ongoing work.

The diversity of the students, staff and families of Edmonton Public schools is a strength. The Board recognizes that respect for diverse cultural perspectives, traditions, languages, beliefs and values enriches the learning and working environment for everyone and is important to student well-being and personal growth. The Board is committed to honouring cultural diversity, promoting intercultural understanding to enable reflection and growth and fostering a sense of belonging. The Board is committed to supporting systemic change and acknowledges that empathy, compassion and learning are critical for achieving anti-racism and equity.

A. ANTI-RACISM AND NON-DISCRIMINATION

The Board recognizes that racism exists in our schools, the education system and the broader community and that the efforts to eradicate racism, discrimination and privilege from our learning and working environments is an ongoing and collective responsibility. The Board commits to this through:

1. Developing processes and resources that enable safe reporting of incidents and healthy relationships to strengthen open, respectful and restorative dialogue supportive of an environment of anti-racism, compassion and empathy.
2. Providing professional development and capacity building for Division staff to better understand their responsibility to address racism when it occurs and their role in preventing and mitigating biases and barriers caused by racism and discrimination that affect students, staff and families in the school system.
3. Continuously and meaningfully engaging with members of the community who have experienced systemic and institutional racism and marginalization to help inform the Division's deliberate efforts to eradicate racism and discrimination within the school system.

B. EQUITY AND INCLUSION

The Board understands that a sense of belonging for students and staff enriches the learning environment for all students. The Board commits to equity and inclusion through:

1. Establishing and implementing an anti-racist environment that reflects the cultural diversity of the school and broader community and that is responsive to students' life experiences and cultural backgrounds.
2. Supporting staff through professional development that is focused on helping staff understand the diversity within their school and broader community and their responsibility to respect cultural diversity and promote intercultural understanding.
3. Actively establishing and maintaining community relationships that reflect the diversity of the school and broader community.

C. STUDENT SUCCESS AND ACHIEVEMENT

The Board believes that every student can reach their full potential, and acknowledges that respect for, and responsiveness to, students' lived experience, culture and language is fundamental to their success. Deliberate and strategic efforts are required to ensure the success and achievement for all students. The Board commits to this through:

1. Supporting an environment where students' diverse histories, identities and lived experiences are valued and recognized as part of their success, engagement and belonging in schools.
2. Building staff capacity to review, identify and use resources and materials that represent the cultural diversity of the community.

3. Engaging with staff, family, educational institutions, community members and cultural groups to support student success and provide culturally meaningful opportunities to learn in a way that brings unique voices and lived experiences to the curriculum and their learning.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities and developing administrative regulations, processes and best practices, including processes for safe reporting of incidents of racism.

ACCOUNTABILITY

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

The Division will identify goals and strategies that support the diversity of our school communities, including English Language Learners, through the Three-Year Education Plan and will provide an annual update on progress and priority strategies through the Annual Education Results Report to Alberta Education.

REFERENCES

ACB.BP National Anthem and Flag
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
GI.AR Teaching and Learning Resources
GGAB.AR Multicultural Education
HAA.BP First Nations, Métis and Inuit Education
HEGD.AR Exemption of Pupil from Instruction on Religious Grounds
HF.BP Safe, Caring and Respectful Learning Environments
Teaching Quality Standard
Leadership Quality Standard

CODE: HAA.BP

TOPIC: First Nations, Métis, and Inuit Education

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2026)

Red text indicates changes based on Bill 25

PURPOSE

- To affirm the Board of Trustees' (the Board) mandated responsibility and expectation for providing a ~~in supporting First Nations, Métis, and Inuit students to thrive within a~~ safe and caring environment that fosters and maintains respectful and responsible behaviours.

- To affirm the Board's commitment to supporting First Nations, Métis, and Inuit students to thrive within a learning environment that is ~~welcoming, inclusive, safe and healthy learning environment that is~~ respectful of and responsive to students' life experiences.

- To support a Division culture that promotes truth and reconciliation through the acknowledgement of the impact of colonization and intergenerational loss of language, culture, identity and relationships on children, families and communities.

- To strengthen the learning and academic achievement of students through collaborative relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members.

DEFINITIONS

Aboriginal is used in the context of the Indigenous peoples of a particular country. Section 35(2) of Canada's *Constitution Act, 1982* states "Aboriginal peoples of Canada includes the Indian (status and non-status), Inuit and Métis peoples of Canada." The word "Indigenous" is often used instead of "Aboriginal".

Colonization refers to the period of European colonization from Columbus (1492) to present day in the Americas, Oceania, Asia and Africa. Colonizers impose their institutions and belief systems in the already inhabited lands, which negatively impacts the social, cultural, spiritual and political structures and practices of the Indigenous peoples. This results in the intergenerational loss of language, culture and relationships on children, families and communities.

Elder is a First Nations, Métis, or Inuit individual recognized by their community for their wisdom that has been passed down through the generations pertaining to traditions, knowledge, spirituality, culture and language.

First Nations refers to a distinct nation or group of Indigenous people with their own languages, traditions, protocols, spiritual and cultural practices. Each group has their own traditional government with hereditary leaders or leaders chosen by the people of the group.

First Nations, Métis, and Inuit is used to refer to the diversity of Indigenous peoples. This diversity is represented in part through the different languages, communities and groups of the Indigenous peoples in Alberta.

Indigenous is used internationally to refer to the descendants of the original inhabitants of an area.

Intergenerational Trauma happens when the transfer of knowledge, language, culture and values from one generation to the next is broken; for example, the impact of Indian Residential Schools. Intergenerational trauma reverberates through individuals, families and communities resulting in a legacy of loss that persists across multiple generations.

Inuit means "the people" in the Inuktitut language. Inuit communities are spread across the vast region of Canada referred to as "Inuit Nunangat", an Inuit term that includes land, water, and ice. Inuit have an oral history with distinct traditions, languages, beliefs, songs, art and culture.

Knowledge Keepers are individuals recognized by Elders and their community as having knowledge and wisdom related to First Nations, Métis, or Inuit cultural practices, customs, history, values and language. Knowledge Keepers are sometimes referred to as "cultural advisors".

Métis means a person who self identifies as Métis and is recognized by a Métis community. Métis are distinct from other Indigenous peoples, and have their own history, culture, language, flag, songs, dance and stories.

Reconciliation is the process and goal of creating societal change through a fundamental shift in thinking and attitudes. Reconciliation involves learning about historical and contemporary First Nations, Métis, and Inuit perspectives and experiences that are grounded in experiential truth, including legislation, treaties and residential schools. Fundamental to reconciliation are mutually respectful relationships between Indigenous and non-Indigenous peoples.

Traditional Protocol is the presentation of tobacco or a gift to an Elder or Knowledge Keeper. Protocol represents a verbal contract between two parties, as the Elder or Knowledge Keeper is agreeing to the request and the person offering protocol is committing to respect the process. The use of protocol is dependent on the cultural practices of the Elder, Knowledge Keeper and the community.

Treaty 6 is an agreement signed in 1876 between Crown representatives and First Nations leaders that outlines the rights, obligations and benefits of the signing parties to each other. This commitment was acknowledged through a ceremonial and sacred agreement that incorporated the spirit and intent for treaties to last "as long as the sun shines, the grass grows and rivers flow." According to the Confederacy of Treaty 6 First Nations, the total area of the Treaty stretches from western Alberta, through Saskatchewan and into Manitoba; and includes 50 First Nations. Provisions in Treaty 6 recognize the medicine chest as well as the right to education. Edmonton Public Schools is located on Treaty 6 territory.

POLICY

The intent of this policy is to strengthen First Nations, Métis, and Inuit student academic achievement in learning environments that are equitable, culturally responsive and meaningful. This policy also supports the belief that the inclusion of First Nations, Métis, and Inuit perspectives and knowledge will benefit all students.

The Board acknowledges and respects Treaty 6 territory on which the Edmonton Public School Division resides and recognizes and celebrates the history and significance of this land and the people who came before us. The Board acknowledges that we are all Treaty people and that Treaty 6 signifies the ongoing agreement and relationship among Treaty people living together on this land.

The Board confirms its commitment and role in actively supporting truth and reconciliation and recognizes that working towards this vision is for the benefit of students, staff and the community.

The Board welcomes and embraces the rich cultural diversity of First Nations, Métis, and Inuit students. The Board recognizes that respect for historical and contemporary First Nations, Métis, and Inuit knowledge, perspectives, contributions, cultural beliefs, traditions, languages and values contributes to welcoming, inclusive, safe and healthy learning and working environments for everyone.

The Board respects the learning potential and aspirations of First Nations, Métis, and Inuit students and supports the establishment of conditions under which the full capacity of students is realized.

The Board recognizes that creating learning and working environments where First Nations, Métis, and Inuit students thrive is a shared responsibility reflecting the collaborative efforts of students, Division staff, parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members. The Board values building and nurturing these positive relationships.

A. WELCOMING, INCLUSIVE, SAFE AND HEALTHY LEARNING ENVIRONMENTS
   The Board understands that developing relationships to learn about each student's life experiences enriches the school community and strengthens student success and achievement. We commit to such relationships through:
   1. nurturing a positive sense of self and promoting a sense of belonging within the school community
   2. strengthening intentional understanding, respect and recognition of historical and contemporary First Nations, Métis, and Inuit knowledge, perspectives, contributions, cultural beliefs, traditions, languages and values
   3. supporting culturally responsive learning and working environments that weave in First Nations, Métis, and Inuit ways of knowing, being and doing.

B. TRUTH AND RECONCILIATION
   The Board commits to the ongoing process of truth and reconciliation and recognizes the importance of truth and opportunities that support reconciliation within school communities. The Board acknowledges the harmful impacts of systemic racism on First Nations, Métis, and Inuit students, families and communities. We are working towards truth and reconciliation through:
   1. committing resources and building organizational capacity to support First Nations, Métis, and Inuit student success and academic achievement
   2. supporting professional learning and capacity building of Division staff to meet the learning needs of First Nations, Métis, and Inuit and all other students
   3. supporting education that reflects historical and contemporary First Nations, Métis, and Inuit perspectives and experiences, including but not limited to: treaties and agreements with First Nations, Métis legislation and agreements, the legacy of residential schools, the Sixties Scoop, and Eskimo Identification tags
   4. supporting students, staff and Division leaders to build and apply knowledge and understanding about First Nations, Métis, and Inuit perspectives, contributions, cultural beliefs, traditions, languages and values
   5. using culturally responsive resources that reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit cultures and communities
   6. acknowledging the impacts of intergenerational trauma
   7. practicing culturally responsive protocols to develop mutually respectful relationships

8. supporting opportunities for students to participate in language and cultural learning experiences related to First Nations, Métis, and Inuit cultures and communities.

C. STUDENT SUCCESS AND ACADEMIC ACHIEVEMENT

The Board commits to strategic efforts that support the success and academic achievement of First Nations, Métis, and Inuit students. The Board confirms this work is realized through a focus on the strengths and potential of students. We are working towards this through:

1. building and nurturing relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, and community members to support student success within the school community
2. identifying and using instructional and assessment strategies that strengthen First Nations, Métis, and Inuit student engagement and learning
3. identifying and using culturally relevant resources
4. analyzing a range of data to support evidence-based decisions relevant to student success
5. identifying culturally relevant research and implementing research-based practices that strengthen First Nations, Métis, and Inuit student engagement and learning.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices.

ACCOUNTABILITY

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

The Division will provide an annual update on progress and priority strategies that support First Nations, Métis, and Inuit students through the Annual Education Results Report to Alberta Education.

REFERENCES

AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
GGAB.BP - Multicultural Education
HAA.AR - Aboriginal Education
Truth and Reconciliation Commission of Canada: Calls to Action
Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada
Teaching Quality Standard
Leadership Quality Standard
Superintendent Quality Standard
Education Act ~~Section 33(1)(d)~~

CODE: HA.BP

TOPIC: Inclusive Education

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2019)

Red text indicates changes based on Bill 25

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

POLICY

The Board of Trustees is committed to inclusive education. The Board of Trustees expects the Division to be an inclusive education system with its values reflected in Division programs, operations and practices. The attendance area school is the guaranteed point of entry for all students, and the regular classroom shall be the first placement option considered.

An inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education is a values-based approach to accepting responsibility for all learners, whether registered in Division Early Years or school age learning environments. It is founded on the belief that all students can learn and reach their full potential given opportunity, effective teaching, and appropriate resources. An inclusive education system supports every student to be included in their greater school community. The success of an inclusive education system relies on the engagement, collaboration and involvement of students, parents/guardians, staff and community.

The Board of Trustees believes all students can learn and is committed to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

PHILOSOPHICAL FOUNDATION STATEMENT

The Board of Trustees believes that the Division, as an inclusive education system:

- welcomes, respects, accepts and supports children and their parents/guardians;
- provides for families a range of options in programs and programming choice;
- demonstrates an ongoing commitment to meet the needs of the diverse student population;
- actively recruits qualified staff with academic training that supports an inclusive education system;
- provides staff with continuing opportunities for professional learning in support of achieving an inclusive education system;
- provides each student with the relevant learning opportunities necessary to enable each student to achieve success;
- provides a continuum of specialized supports and services to students that is consistent with the principles of inclusive education;
- maintains a high standard of responsiveness, open communication, and accountability;

- continually develops partnerships with community organizations.

The Board of Trustees believes that schools, as inclusive learning environments:
- visibly demonstrate the qualities of an inclusive education system;
- provide welcoming, acceptance and belonging for all children and their parents/guardians;
- work in partnership with parents/guardians in planning, problem solving and collaborative decision making;
- emphasize the achievement of learning outcomes for all students using effective instructional practices and specialized supports based on the learning needs of each individual student;
- model strength-based programming and assessment practices based on individual student needs.

The Board of Trustees understands that creating an inclusive education system is complex and will take time.

ACCOUNTABILITY

The provision of an annual report at a public board meeting on progress towards the strategic direction of this policy will ensure accountability and demonstrate the Division's commitment to inclusive education throughout this transformation.

REFERENCES

AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
HA.AR- Students in Need of Specialized Supports and Services
HC.BP - Student Accommodation
Glossary of Terms
Standards for Special Education - Amended June 2004
Setting the Direction Framework, June 2009
Setting the Direction Framework: Government of Alberta Response, June 2010
Setting the Direction: Moving toward an Inclusive Education System in Alberta, Revised November 2010
Education Act ~~Sections 3, 11(1)(2)(3)(4)(5), 197(e)~~

CODE: GGAJ.BP

TOPIC: Early Years

EFFECTIVE DATE: (24-11-2009)

ISSUE DATE: ~~(25-05-2021)~~ (24-11-2026)

REVIEW YEAR: (2028)

Red text indicates changes made based on Bill 25

PURPOSE

To affirm ~~support~~ the ~~Division's youngest learners to thrive through~~ Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours. ~~welcoming, inclusive, safe and healthy learning environment.~~

To affirm the Board's ~~of Trustees' (the Board)~~ role in supporting the Division's youngest learners to thrive through the provision of early childhood services programs in collaboration with families, community early years providers, and government.

DEFINITIONS

Early Years Programming is the continuum of programs offered in Edmonton Public Schools for children under the age of six and for children as young as two years and eight months in alignment with requirements for Early Childhood Services under the Education Act. Early Years Programming includes Pre-Kindergarten and Kindergarten and is delivered in alignment with provincial eligibility and funding requirements.

- **Pre-Kindergarten** provides early intervention for children who are in need of specialized programming supports, are 3 or 4 years old by December 31st of the year they register, and meet eligibility criteria. Children may be eligible for one or two years of Pre-Kindergarten before their Kindergarten year.
- **Kindergarten** serves all children in the year prior to Grade 1 who are 5 years old on or before December 31st of the year they register. In Edmonton Public Schools, Kindergarten is typically offered five half days per week though some full-day programs may be available to serve children living in neighbourhoods with high social vulnerability.

POLICY

Research in the field of early childhood recognizes that the early years of a child's life have a profound and lasting impact on children's future learning and development. Young children thrive when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning.

The Board believes that all children are curious and eager to learn and recognizes the importance of families as children's first teachers. Families play a significant role in children's learning, health, development and well-being. Families bring a wealth of cultural knowledge, practices, and identity critical to children's learning and development. The Board is committed to building strong relationships with families as critical partners in their children's learning.

The Board acknowledges that early childhood educators also have an important role in nurturing relationships among children, staff, and families and is committed to providing positive experiences in the early years of a child's life. Additionally, the Board recognizes the effectiveness of early years programming for children and the positive long term impact this investment has for the broader society.

Early childhood programming provides early intervention, especially in key areas such as language, self-regulation, empathy, social skills, gross and fine-motor skills and early literacy and numeracy. The Board is committed to providing an excellent start to learning through the provision of early years programming that is responsive to the needs of all children.

Early childhood educators support the growth and well-being of young learners through a range of developmentally appropriate and culturally responsive experiences using research and evidence-based approaches to learning. The Board is committed to providing early years programs and learning environments that are inclusive, nurturing, and strength-based and support the diversity of languages, cultures, social circumstances, and physical and intellectual abilities and well-being of the children served. Diverse cultural knowledge, expertise, and practices, including First Nations, Métis and Inuit ways of knowing, being and doing will be reflected in both the learning environment and activities that support learning. The Board recognizes that the provision of high quality early years programming is supported by staff who have the knowledge, skills, attitudes and expertise to work with the diverse needs of young children.

Strong early development and learning requires a relationship-based and culturally meaningful approach to nurture young children's sense of belonging as members of a community. There are many community organizations who serve as important partners in the provision of early years programming for families in the Edmonton community. The Division acknowledges the diversity of perspective, expertise and services of these partners and values the opportunity to collaborate with them to provide additional support for children and families.

The Board acknowledges the importance of strategic collaboration with community partners and various orders of government, including municipal and provincial, to advance funding, access and guidelines to support the needs of children and families in the community.

EXPECTATIONS

The Superintendent will implement this policy by assigning roles and responsibilities and through developing administrative regulations, processes and best practices.

ACCOUNTABILITY

The Superintendent will provide updates to the Board around progress made in support of early years programming in Edmonton Public Schools.

The Division will provide an annual update on progress and priority strategies that support early years programming through the Annual Education Results Report.

REFERENCES

AA.BP - Stakeholder Relations
AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
HAA.BP - First Nations, Métis and Inuit Education
Education Act ~~Section 21~~
Early Childhood Services Regulation (Alberta Education)

CODE: FGB.BP

TOPIC: Evaluation of Superintendent of Schools

EFFECTIVE DATE: (19-04-2016)

ISSUE DATE: ~~(22-06-2021)~~ (24-11-2026)

REVIEW YEAR: (2028)

Red text indicates changes made based on Bill 25

PURPOSE

To establish the Board of Trustees' (the Board) expectations for an annual performance evaluation of the Superintendent of Schools (Superintendent) that is transparent, comprehensive, based on pre-identified key performance areas and linked to the Strategic Plan.

The Board is responsible for selecting a Superintendent to be the Chief Executive Officer of the Board and the Chief Education Officer of the Division in accordance with the *Education Act.* The Superintendent is responsible, and held accountable to the Board on behalf of students and the public, for the total operation of the school system in a manner consistent with the requirements of the *Education Act,* Alberta Education regulations, Board policies, and our Vision, Mission, Values and Priorities.

To reflect the Board mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

DEFINITIONS

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

- Division Priorities
- Strategic Plan

POLICY

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school Division. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees helps to model and foster a collaborative working environment critical to a high functioning Division.

The Board is committed to an annual performance evaluation process that measures:

- The Superintendent's performance with respect to the roles and responsibilities of the Superintendent.
- Achievement of the Division Priorities against the goals and outcomes in the Strategic Plan.

For each annual evaluation cycle, organizational outcomes and key performance indicators will be pre-identified and clearly communicated to ensure that the Superintendent and the Board understand what is expected and what will be evaluated. Both quantitative and qualitative information will be used to inform the Board's evaluation of the Superintendent's performance.

The evaluation process and supporting information sources will serve to:

- Provide feedback on the Superintendent's leadership and performance in key areas.
- Allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals.
- Recognize areas and trends that are showing positive change or progress.
- Enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process.
- Inform the organizational outcomes, key performance indicators and Superintendent's own goals for the next evaluation cycle.

EXPECTATIONS

1. A three (3) member Trustee Committee elected at the Organizational Board meeting will, in accordance with the terms of reference established by the Board for the Committee and this policy, be responsible for:
   a. Recommending the evaluation process to be used to Caucus Committee.
   b. Organizing and overseeing the evaluation process.
   c. Reporting the evaluation results to the Caucus Committee and to public Board.
   d. Initiating a timely review and/or renewal process for the Superintendent's contract of employment in accordance with the *Education Act* and provisions of the Superintendent's contract.

2. If the evaluation process calls for individual Trustee, staff or other stakeholders to provide feedback that will inform the evaluation process, the administrator assigned to assist the Committee or a contracted party external to the Division will compile and/or summarize the individual responses for reporting purposes to maintain respondents' anonymity.

3. The evaluation process will provide the Superintendent of Schools with an opportunity to:
   a. Review all information used in the evaluation.
   b. Discuss the evaluation report with the Trustee subcommittee.
   c. Include a response to the evaluation in the report to Caucus Committee.
   d. Discuss the evaluation report with the Caucus Committee.

4. The Superintendent will be provided copies of the evaluation report submitted to the Caucus Committee and the final evaluation report to the Board.

5. The Caucus Committee evaluation report and the Board's evaluation report will be filed in the Board records. The records will be accessible to the Superintendent, any Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

ACCOUNTABILITY

A summary of the Superintendent's evaluation will be brought to a public Board meeting.

REFERENCES

Trustees' Handbook - Board Roles and Responsibilities

AD.BP Vision, Mission, Values and Priorities
AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
Glossary of Terms
Superintendent of Schools Regulation Alberta Regulation 98/2019
Education Act ~~Sections 11(1), 222, 223, 224~~

CODE: FA.BP

TOPIC: Human Resources Framework

EFFECTIVE DATE: (19-06-2018)

ISSUE DATE: ~~(20-06-2018)~~ (24-11-2026)

REVIEW YEAR: (2022)

Red text indicates changes made based on Bill 25

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 safe and caring environment that fosters and maintains respectful and responsible behaviours ~~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 Safe and Caring Environments ~~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 a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~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.

A board will not enter into a contract of employment or a contract renewing a contract of employment with an individual who is appointed as a superintendent without the Minister's prior approval in writing of the contract, in accordance with the *Education Act*.

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 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 – Vision, Mission, Values and Priorities
AE.BP Safe and Caring Environments ~~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: EM.BP

TOPIC: Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2025)

Red text indicates changes based on Bill 25

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

To establish expectations regarding alcohol, tobacco and cannabis on and in Division property (this includes Division vehicles) and at Division functions.

DEFINITIONS

Alcohol is the intoxicating agent in beverage alcohol, ethyl alcohol or ethanol.

Cannabis is a broad term used to describe the various products derived from the leaves, flowers and resins of Cannabis plants, synthetic cannabinoids, and/or medical cannabis. Cannabis can be consumed in a variety of ways, including but not limited to: smoking, vaporizing, eating or using water pipes.

Tobacco and **tobacco products** are composed in whole or in part of tobacco, including tobacco leaves and any extract of tobacco leaves. Tobacco can be consumed in a variety of ways, including but not limited to: smoking cigarettes and chewing tobacco.

Tobacco-like products are any products that mimic and are consumed in a manner similar to a tobacco product. Tobacco-like products can be consumed in a variety of ways, including but not limited to: smoking, using electronic cigarettes, vaporizing, or using water pipes or hookahs. For the purpose of this policy, tobacco-like products do not include regulated nicotine replacement therapy products.

POLICY

The Board believes that the consumption of alcohol, tobacco, tobacco-like products and cannabis on or in Division property or at Division functions is inappropriate.

Traditional tobacco is an important part of First Nations and Métis cultures. The Board recognizes that the ceremonial use of tobacco as part of cultural practice is appropriate in the Division.

EXPECTATIONS

A. ALCOHOL

1. The possession and/or consumption of alcohol is prohibited on and in Division property and at Division functions.

2. The Superintendent has the authority to approve the serving of alcohol on Division property provided it is not a Division sponsored function that would include students.

3. The Superintendent has the authority to approve Division students performing at venues where alcohol is available.

B. TOBACCO AND TOBACCO-LIKE PRODUCTS

1. The use of tobacco and tobacco-like products is prohibited on and in Division property and at Division functions.

2. Traditional use of tobacco for ceremonial purposes is permitted on Division property or at Division functions.

C. CANNABIS

1. The possession and/or consumption of cannabis is prohibited on and in Division property or at Division functions.

2. Notwithstanding Section C.1 of this policy, the possession and/or consumption of cannabis may be permitted for medical accommodations only when prior approval has been obtained as per Division-established processes.

ACCOUNTABILITY

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

REFERENCES

AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
DECA.AR - Operation and Maintenance of Division Fleet Vehicles
FA.BP - Human Resources Framework
FBCB.AR - Division Staff Code of Conduct
GICA.AR - Field Trips
HHCD.AR - Prescription and Non-Prescription Medication Management
IG.AR - Community Use of Division Buildings
IGD.AR - Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions
Edmonton Public Schools - Employee Health
Cannabis Act
Gaming, Liquor and Cannabis Act
Education Act ~~Section 33(1)(d)~~

CODE: AGA.BP

TOPIC: Recognition of Students, Staff, Parents, and the Community

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~(24-11-2026)

REVIEW YEAR: (2019)

Red text indicates changes based on Bill 25

PURPOSE

To ensure Division students, staff, parents and community members are recognized for achievement and service.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

POLICY

The Board values the dedication and professional contributions of staff to student learning and believes it is important to recognize staff for each five year interval of service and upon retirement.

The Board believes it is also important to acknowledge the outstanding contributions, achievements and performance of Division students, staff, parents and community members in promoting the pursuit of excellence critical for student learning, enhancing the Division's reputation and strengthening support for public education.

ACCOUNTABILITY

The Superintendent of Schools shall ensure the establishment of opportunities and protocols related to recognition of students, staff, parents and the community.

REFERENCES

AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
Glossary of Terms
Education Act ~~Section 33(1)(d)~~

CODE: AEBB.BP

TOPIC: Wellness of Students and Staff

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2021)

Red text indicates changes made based on Bill 25

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours. ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a Division culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

DEFINITIONS

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

The Alberta Education's *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **Emotional wellness**
- **Intellectual wellness**
- **Physical wellness**
- **Social wellness**
- **Spiritual wellness**

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to issues of sexual and mental health, are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a Division culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- Social and Physical Environments
- Teaching and Learning
- Healthy School Policy
- Partnerships and Services include connections between schools, families, community.

EXPECTATIONS

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a Division culture of wellness using a Comprehensive School Health approach.

2. The Division shall:
   a. consider student and staff health and safety in the planning, implementation and evaluation of Division services;
   b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
   c. meet or exceed all legislated occupational health and safety (OHS) requirements through a Division OHS program.

3. School staff shall work collaboratively with Division services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.

4. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *Education Act*, regulations and the *Guide to Education*.

5. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.

6. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and Division-wide planning and delivery of supports.

7. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report –Wellness of Students and Staff.

REFERENCES

AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
EA.BP - Infrastructure Planning Principles
FA.BP - Human Resources Framework
FBCA.AR - Respectful Working Environments
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
GGAB.BP - Multicultural Education
GI.AR - Teaching and Learning Resources
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
Comprehensive School Health Approach – Alberta Health Services
Framework for Kindergarten to Grade 12 Wellness Education
Glossary of Terms
Guide to Education
Joint Consortium for School Health
Education Act ~~Section 33(1)(d)~~

CODE: AE.BP **EFFECTIVE DATE:** (28-01-2020)

TOPIC: Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~ **ISSUE DATE:** ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2024)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

AE.BP Safe and Caring ~~Welcoming, Inclusive, Safe and Healthy Learning and Working~~ Environments serves as a foundation policy to setting overarching, high level direction to a set of comprehensive policies. The policies supported by AE.BP are listed in the References section.

DEFINITIONS

A comprehensive list of terms and definitions for all policies supporting AE.BP can be found in a glossary, accessible in the References section.

POLICY

A positive learning environment is foundational for all students to experience success. The Board is committed to providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity, fosters a sense of belonging and a positive sense of self. Each student and staff member in the Division has the right to learn and work in an environment that promotes equality of opportunity, dignity, respect and recognition of diversity.

Such an environment creates conditions where students and staff can thrive. The Board is committed to providing an environment that supports the positive mental health of students and staff and reflects emerging research related to trauma sensitivity and strength-based approaches, and applies restorative principles.

The Board is further committed to providing an environment free from harassment, bullying, discrimination and violence. It is the collective responsibility of all those involved with the Division, including trustees, employees, students, parents, volunteers, contractors and visitors, to create and maintain positive cultures within our schools and other educational settings.

ACCOUNTABILITY

The Administration will use relevant data and metrics to inform the Board about the effectiveness of the direction established by AE.BP through reporting and accountability related to the theme of safe and caring environments that foster and maintain respectful and responsible behaviours. ~~welcoming, inclusive, safe and healthy learning and working environments~~.

REFERENCES

AA.BP - Stakeholder Relations
ACB.BP - National Anthem and Flag
AD.BP - Vision, Mission, Values, and Priorities
AE.AR - Basic Beliefs, Commitments, and Expectations
AEBB.BP - Wellness of Students and Staff
AGA.BP - Recognition of Students, Staff, Parents, and the Community
FA.BP - Human Resources Framework
FGB.BP - Evaluation of Superintendent of Schools
GGAB.BP - Multicultural Education
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HFA.BP - Sexual Orientation and Gender Identity
HG.BP - Student Behaviour and Conduct
HGD.BP - Student Suspension and Expulsion
Glossary of Terms
Education Act ~~Section 33(1)(d)~~

CODE: AD.BP

TOPIC: Vision, Mission, Values and Priorities

EFFECTIVE DATE: (26-05-1987)

ISSUE DATE: ~~(21-06-2022)~~(24-11-2026)

REVIEW YEAR: (2026)

Red text indicates changes made based on Bill 25

PURPOSE

To provide a shared philosophical foundation to guide the work, strategic planning and decision making in the Division.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

DEFINITIONS

Vision is the ideal future state or conditions that the Division aspires to create.

A **Mission** declares the practical commitments and actions that the Division believes are needed to achieve its vision.

Priorities are broad statements that describe long-range desired results based on our Vision, Mission and Values.

Values are what anchor the Division and are foundational; they are not just a way of doing, but a way of being.

POLICY

Vision - Enhancing pathways for student success

Mission - Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfillment, empathy and possibility.

Values - Accountability, collaboration, equity and integrity

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.

2. Advance action towards anti-racism and reconciliation.

3. Promote a comprehensive approach to student and staff well-being and mental health.

ACCOUNTABILITY

The Superintendent will provide regular reports and feedback at public Board meetings to ensure the work of the Division aligns with the Vision, Mission, Values and Priorities established by the Board.

REFERENCES

Education Act ~~Section 33(1)(d)~~

CODE: AA.BP

EFFECTIVE DATE: (28-01-2020)

TOPIC: Stakeholder Relations

ISSUE DATE: ~~(29-01-2020)~~ (24-11-2026)

REVIEW YEAR: (2022)

Red text indicates changes made based on Bill 25

PURPOSE

- To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing meaningful opportunities for stakeholder engagement in addressing the needs of students.

- To establish a stakeholder relations policy framework to guide a consistent Division approach to the development and maintenance of strategic relationships that support all students in achieving the learning outcomes of a public education.

- To reflect the Board's mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours ~~welcoming, inclusive, safe and healthy learning and working environment~~ throughout the Division.

DEFINITIONS

The **Division** is Edmonton Public Schools, which includes the Board of Trustees, central service departments and all schools.

Stakeholders are people who contribute to, and have an interest in public education and supporting student achievement and well-being within the Division. The *Education Act* uses the phrase "partner(s) in education" to describe stakeholders. Stakeholders include but are not limited to:

- students, parents and/or guardians, and staff;
- all members of the Edmonton community including citizens, businesses, agencies, not-for-profit organizations and service groups;
- other school boards and educational institutions; and
- municipal, provincial, federal and international levels of government.

Stakeholder Relations is how the Division relates to, and interacts with, our stakeholders. The Division's approach to stakeholder relations focuses on best practices in communications, engagement and collaboration to support meaningful stakeholder participation, as well as strategic and mutually beneficial relationships between the Division and its stakeholders. The Division relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. It provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders. The levels of engagement from IAP2 are: inform, consult, involve, collaborate and empower.

Stakeholder Relationships are defined by the manner or role in which stakeholders engage with the Division. There are different expectations and parameters for interactions with a student, parent, staff member, community connection, donor, funder, partner, sponsor, school council, tenant, vendor or volunteer. However, all

stakeholder relationships require varying degrees of support and communication, and a common understanding of each party's role and responsibilities.

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

- **community connection**
- **donor**
- **funder**
- **parent (or guardian)**
- **partner**
- **school council**
- **community connection**
- **staff member**
- **student**
- **sponsor**
- **tenant**
- **vendor**
- **volunteer**
- **staff member**

POLICY

The Board believes education is the foundation for a democratic and civil society, and that everyone has a vested interest in education. A thriving education system that engages all students to their capacity is a shared responsibility between the Division and members of the community. In order to serve the diverse needs of students and support their full development and well-being, the Division needs the help of all education stakeholders in:

- supporting our Vision, Mission, Values and Priorities;
- enhancing the educational opportunities and supports available for students;
- supporting early childhood development and preparation of children for success in school;
- supporting the smooth transition of students from high school to the next phase of their lives;
- creating school environments that provide additional supports for children, families and communities;
- contributing ideas and perspectives to inform Division decision making at the system and school level;
- creating efficiencies in the use of public and community resources through the coordination and integration of services; and
- advocating support for the Division, publicly funded education, and community initiatives focused on students and families.

A. Stakeholder relationships require an investment of time and effort to build mutual understanding, respect and trust. The Board believes that a consistent approach to stakeholder relations will encourage the establishment of strategic stakeholder relationships throughout the Division that help to translate our Vision, Mission, Values, and Priorities into positive actions for its students.

B. The Board believes that the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to:
   - identify areas where support is needed in the school and/or community to improve student outcomes;
   - explore and develop strategic relationships and partnerships to leverage required expertise and resources;
   - identify evidence-based approaches that have the potential to address targeted needs;
   - develop the strategies to support implementation of the initiative; and
   - maintain and evaluate the results to inform next steps and ensure continuous improvement.

C. The Board holds the Division accountable for working with stakeholders in a way that maintains welcoming, and safe learning and working environments, and that recognizes the value of diversity, dialogue and the right of all persons to be treated respectfully.

D. The following principles shall guide stakeholder relations processes and practice for engagement and communication:

Accessible: Ensure equity by striving to remove barriers to understanding, input and participation.
Appreciative: Acknowledge stakeholder contributions and collaboration.
Collaborative: Promote the exchange of information, ideas, perspectives, professional expertise, resources and effort.
Inclusive: Respect the diversity within school communities.
Proactive: Anticipate and respond to the information needs of stakeholders to support and maintain their collaborative relationship with the Division by providing accurate and timely information about decisions to be made, opportunities to be involved and how stakeholder input informed the final decisions.
Relevant: The level and extent of stakeholder engagement should be aligned with:
- the scope and complexity of the issue or decisions being made;
- how the issue or decision may affect stakeholders; and
- available Division resources (time, funding, people).

Respectful: Honour stakeholders' experience, skills, talents, knowledge, expertise and authority.
Transparent: Be open and clear about purposes and processes, issues, constraints and implications, efforts and results.

E. The Board supports and encourages the pursuit of strategic stakeholder relationships that:
- align with our Vision, Mission, Values, and Priorities;
- preserve the Division's reputation;
- reflect the objectives and goals of all parties;
- clearly define and appropriately communicate and/or document expectations, roles, responsibilities and authorities of all parties;
- provide conflict resolution processes to address issues;
- provide resources and services to complement, not replace, public funding for education;
- do not require an exclusive endorsement of products or service, nor exploit students or the Division commercially, politically or otherwise; and
- ensure the Division's responsibilities are acknowledged with respect to student safety, personal information, management of financial resources and infrastructure, and compliance with legislation, staff collective agreements, board policy and administrative regulations.

EXPECTATIONS

The Superintendent of Schools shall implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices aligned with recognized standards of practice for public bodies. This work must include Division standards and guidelines for:

1. exploring, establishing, maintaining, evaluating and reporting on stakeholder relationships;
2. using data on stakeholder engagement and its impact on student achievement to inform practices;
3. communication practices;

4. responding to inquiries and vetting requests from stakeholders such as how to: establish a scholarship or sponsorship; make a donation; offer a program; or distribute materials through Division distribution mechanisms;
5. stakeholder engagement processes; and
6. establishing, maintaining, reporting and recognizing sponsorships and partnerships.

ACCOUNTABILITY

The Division shall report on strategic initiatives with stakeholders through the Annual Education Results Report to Alberta Education and the Division's annual results review process.

REFERENCES

AD.BP - Vision, Mission, Values and Priorities
AE.BP Safe and Caring Environments ~~Welcoming, Inclusive, Safe and Healthy Learning and Working Environments~~
AGA.BP - Recognition of Students, Staff, Parents and Community
CH.BP - Framework for Policy Development and Review
CNA.BP - Information Security
CO.BP - Fiscal Oversight and Accountability
EA.BP - Infrastructure Planning Principles
FAA.BP - Human Resources Framework
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
GGAB.BP - Multicultural Education
GGAJ.BP - Early Years
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HG.BP - Student Behaviour and Conduct
IA.AR - Parent and Community Involvement
IAA.AR - Educational Partnerships and Sponsorships
IBD.BP - Protocol for Trustee Recognition at School or Public Events
IJ.AR - School Participation in Charities: Canvassing in Schools
IJA.BP - Electioneering and Politically Motivated Communications
International Association for Public Participation (IAP2) Spectrum of Public Participation
Glossary of Terms
Education Act ~~Sections 31, 33(1)(d)~~
Trustees' Handbook

ATTACHMENT II

CODE: HFA.BP

EFFECTIVE DATE: (29-11-2011)

TOPIC: Sexual Orientation, Gender Identity and Gender Expression

ISSUE DATE: (24-11-2026)

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 safe and caring environment that fosters and maintains respectful and responsible behaviours 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 cisnormativity 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 safe and caring 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 Safe and Caring Environments
AEBB.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

CODE: HAAB.BP

TOPIC: Anti-racism and Equity

EFFECTIVE DATE: (09-06-2009)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2028)

PURPOSE

To affirm the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours.

To affirm the Board's commitment to provide learning and working environments that respect diversity, commit to anti-racism and foster a sense of belonging throughout the Division.

To affirm the Board's commitment to addressing individual, institutional and systemic racism and inequity in the public school system.

To promote an environment of anti-racism that recognizes diversity as a strength and values diversity in its schools, staff and communities.

To affirm the Board's commitment to developing positive relationships with staff, families and community members and working together in support of student success.

DEFINITIONS

Anti-racism: is the proactive and consistent process of identifying, challenging, preventing and eliminating racism. It uses direct action to acknowledge where privilege exists, raise awareness, advocate for change and challenge beliefs (such as prejudice, bias and stereotypes) at the personal and institutional level to create and implement action to fight racism for individuals and within an organization, workforce or group.

Racism: includes conscious and unconscious discriminatory or derogatory attitudes, microaggressions, comments or actions directed at marginalized groups relative to race or culture. It is based on assumptions, perceptions, social constructs, lack of knowledge or personal beliefs of superiority. Racism occurs in the context of a power and privilege imbalance and can be experienced at the individual, institutional or systemic level. In this context:

- **Individual racism** refers to an individual expressing racist assumptions, beliefs or behaviours and is a form of racial discrimination, whether expressed overtly or covertly.
- **Institutional racism** occurs when institutions create or maintain racial inequity, often as a result of hidden biases in policies, practices and procedures that privilege some groups and disadvantage others.
- **Systemic racism** occurs when racist assumptions, beliefs or behaviours are reinforced by systems of power that perpetuate racial group inequity. Systemic racism involves dimensions of our history and culture that have allowed racial privileges and inequities to endure and adapt over time.

Cultural Diversity: refers to the presence of all diverse groups in an organization and community and acknowledges and values their socio-cultural differences and their cultural expressions and contributions within the organization and community.

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.

Diversity: refers to the uniqueness of human differences. It includes ways of being, doing and knowing.

Equity: is achieved in an educational institution when students with diverse backgrounds, lived experiences and needs are fully able to participate in the benefits of an education. Equity involves providing each learner with the type and amount of support needed to be successful, including culturally relevant and responsive environments and resources. Students are provided the opportunity to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute as citizens in society.

Implicit Bias: refers to the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.

Inclusive: an inclusive education system is a way of thinking and acting that demonstrates acceptance of, and belonging for, all students. It is founded on the belief that all children can learn and reach their full potential given opportunity, effective teaching and appropriate resources. An inclusive education system supports every student to be included and feel represented within their greater school community.

Intercultural Understanding: learning from and engaging with diverse cultures in ways that support commonalities and differences, create connections with others and cultivate mutual respect.

White Supremacy: in this context, is the systematic marginalization of People of Colour based on a socially constructed racial hierarchy that privileges people who identify as white. It does not refer to extremist ideologies which believe that white people are genetically or culturally superior to non-whites.

POLICY

All members of the school community have the right to learn and work in an environment free of discrimination and racism. This right is guaranteed under the *Canadian Charter of Rights and Freedoms*, *Alberta Human Rights Act* and *Education Act*. The Board confirms its commitment and role in achieving racism-free Division schools and recognizes that working toward this vision is for the benefit of all students, staff and the community at large.

The Board acknowledges that racism exists and the important role of public education in reflecting, influencing and driving positive systemic change. Racism can be perpetuated at the individual, institutional and systemic level and is rooted in historical oppression, white supremacy and colonialism. Proactive action is required to create anti-racist environments. The Board further acknowledges that individuals experiencing racism at any level encounter barriers to positive relationships, learning, academic success, personal fulfilment and well-being. The Board recognizes the complexity of how racism is experienced by students and commits to addressing incidents of racism through responsive and transparent processes.

The Board acknowledges that anti-racism and equity require continuous action, learning and improvement. The Board commits to using evidence and data to better understand issues of racism and equity in Edmonton Public Schools, to inform decision-making and action and to monitor progress and outcomes of this ongoing work.

The diversity of the students, staff and families of Edmonton Public schools is a strength. The Board recognizes that respect for diverse cultural perspectives, traditions, languages, beliefs and values enriches the learning and working environment for everyone and is important to student well-being and personal growth. The Board is committed to honouring cultural diversity, promoting intercultural understanding to enable reflection and growth and fostering a sense of belonging. The Board is committed to supporting systemic change and acknowledges that empathy, compassion and learning are critical for achieving anti-racism and equity.

D. ANTI-RACISM AND NON-DISCRIMINATION

The Board recognizes that racism exists in our schools, the education system and the broader community and that the efforts to eradicate racism, discrimination and privilege from our learning and working environments is an ongoing and collective responsibility. The Board commits to this through:

4. Developing processes and resources that enable safe reporting of incidents and healthy relationships to strengthen open, respectful and restorative dialogue supportive of an environment of anti-racism, compassion and empathy.
5. Providing professional development and capacity building for Division staff to better understand their responsibility to address racism when it occurs and their role in preventing and mitigating biases and barriers caused by racism and discrimination that affect students, staff and families in the school system.
6. Continuously and meaningfully engaging with members of the community who have experienced systemic and institutional racism and marginalization to help inform the Division's deliberate efforts to eradicate racism and discrimination within the school system.

E. EQUITY AND INCLUSION

The Board understands that a sense of belonging for students and staff enriches the learning environment for all students. The Board commits to equity and inclusion through:

4. Establishing and implementing an anti-racist environment that reflects the cultural diversity of the school and broader community and that is responsive to students' life experiences and cultural backgrounds.
5. Supporting staff through professional development that is focused on helping staff understand the diversity within their school and broader community and their responsibility to respect cultural diversity and promote intercultural understanding.
6. Actively establishing and maintaining community relationships that reflect the diversity of the school and broader community.

F. STUDENT SUCCESS AND ACHIEVEMENT

The Board believes that every student can reach their full potential, and acknowledges that respect for, and responsiveness to, students' lived experience, culture and language is fundamental to their success. Deliberate and strategic efforts are required to ensure the success and achievement for all students. The Board commits to this through:

4. Supporting an environment where students' diverse histories, identities and lived experiences are valued and recognized as part of their success, engagement and belonging in schools.
5. Building staff capacity to review, identify and use resources and materials that represent the cultural diversity of the community.
6. Engaging with staff, family, educational institutions, community members and cultural groups to support student success and provide culturally meaningful opportunities to learn in a way that brings unique voices and lived experiences to the curriculum and their learning.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities and developing administrative regulations, processes and best practices, including processes for safe reporting of incidents of racism.

ACCOUNTABILITY

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

The Division will identify goals and strategies that support the diversity of our school communities, including English Language Learners, through the Three-Year Education Plan and will provide an annual update on progress and priority strategies through the Annual Education Results Report to Alberta Education.

REFERENCES

ACB.BP National Anthem and Flag
FA.BP Human Resources Framework
FBCA.AR Respectful Working Environments
GI.AR Teaching and Learning Resources
GGAB.AR Multicultural Education
HAA.BP First Nations, Métis and Inuit Education
HEGD.AR Exemption of Pupil from Instruction on Religious Grounds
HF.BP Safe, Caring and Respectful Learning Environments
Teaching Quality Standard
Leadership Quality Standard

CODE: HAA.BP

TOPIC: First Nations, Métis, and Inuit Education

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2026)

PURPOSE

- To affirm the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- To affirm the Board's commitment to supporting First Nations, Métis, and Inuit students to thrive within a learning environment that is respectful of and responsive to students' life experiences.
- To support a Division culture that promotes truth and reconciliation through the acknowledgement of the impact of colonization and intergenerational loss of language, culture, identity and relationships on children, families and communities.
- To strengthen the learning and academic achievement of students through collaborative relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members.

DEFINITIONS

Aboriginal is used in the context of the Indigenous peoples of a particular country. Section 35(2) of Canada's *Constitution Act, 1982* states "Aboriginal peoples of Canada includes the Indian (status and non-status), Inuit and Métis peoples of Canada." The word "Indigenous" is often used instead of "Aboriginal".

Colonization refers to the period of European colonization from Columbus (1492) to present day in the Americas, Oceania, Asia and Africa. Colonizers impose their institutions and belief systems in the already inhabited lands, which negatively impacts the social, cultural, spiritual and political structures and practices of the Indigenous peoples. This results in the intergenerational loss of language, culture and relationships on children, families and communities.

Elder is a First Nations, Métis, or Inuit individual recognized by their community for their wisdom that has been passed down through the generations pertaining to traditions, knowledge, spirituality, culture and language.

First Nations refers to a distinct nation or group of Indigenous people with their own languages, traditions, protocols, spiritual and cultural practices. Each group has their own traditional government with hereditary leaders or leaders chosen by the people of the group.

First Nations, Métis, and Inuit is used to refer to the diversity of Indigenous peoples. This diversity is represented in part through the different languages, communities and groups of the Indigenous peoples in Alberta.

Indigenous is used internationally to refer to the descendants of the original inhabitants of an area.

Intergenerational Trauma happens when the transfer of knowledge, language, culture and values from one generation to the next is broken; for example, the impact of Indian Residential Schools. Intergenerational trauma reverberates through individuals, families and communities resulting in a legacy of loss that persists across multiple generations.

Inuit means "the people" in the Inuktitut language. Inuit communities are spread across the vast region of Canada referred to as "Inuit Nunangat", an Inuit term that includes land, water, and ice. Inuit have an oral history with distinct traditions, languages, beliefs, songs, art and culture.

Knowledge Keepers are individuals recognized by Elders and their community as having knowledge and wisdom related to First Nations, Métis, or Inuit cultural practices, customs, history, values and language. Knowledge Keepers are sometimes referred to as "cultural advisors".

Métis means a person who self identifies as Métis and is recognized by a Métis community. Métis are distinct from other Indigenous peoples, and have their own history, culture, language, flag, songs, dance and stories.

Reconciliation is the process and goal of creating societal change through a fundamental shift in thinking and attitudes. Reconciliation involves learning about historical and contemporary First Nations, Métis, and Inuit perspectives and experiences that are grounded in experiential truth, including legislation, treaties and residential schools. Fundamental to reconciliation are mutually respectful relationships between Indigenous and non-Indigenous peoples.

Traditional Protocol is the presentation of tobacco or a gift to an Elder or Knowledge Keeper. Protocol represents a verbal contract between two parties, as the Elder or Knowledge Keeper is agreeing to the request and the person offering protocol is committing to respect the process. The use of protocol is dependent on the cultural practices of the Elder, Knowledge Keeper and the community.

Treaty 6 is an agreement signed in 1876 between Crown representatives and First Nations leaders that outlines the rights, obligations and benefits of the signing parties to each other. This commitment was acknowledged through a ceremonial and sacred agreement that incorporated the spirit and intent for treaties to last "as long as the sun shines, the grass grows and rivers flow." According to the Confederacy of Treaty 6 First Nations, the total area of the Treaty stretches from western Alberta, through Saskatchewan and into Manitoba; and includes 50 First Nations. Provisions in Treaty 6 recognize the medicine chest as well as the right to education. Edmonton Public Schools is located on Treaty 6 territory.

POLICY

The intent of this policy is to strengthen First Nations, Métis, and Inuit student academic achievement in learning environments that are equitable, culturally responsive and meaningful. This policy also supports the belief that the inclusion of First Nations, Métis, and Inuit perspectives and knowledge will benefit all students.

The Board acknowledges and respects Treaty 6 territory on which the Edmonton Public School Division resides and recognizes and celebrates the history and significance of this land and the people who came before us. The Board acknowledges that we are all Treaty people and that Treaty 6 signifies the ongoing agreement and relationship among Treaty people living together on this land.

The Board confirms its commitment and role in actively supporting truth and reconciliation and recognizes that working towards this vision is for the benefit of students, staff and the community.

The Board welcomes and embraces the rich cultural diversity of First Nations, Métis, and Inuit students. The Board recognizes that respect for historical and contemporary First Nations, Métis, and Inuit knowledge, perspectives, contributions, cultural beliefs, traditions, languages and values contributes to welcoming, inclusive, safe and healthy learning and working environments for everyone.

The Board respects the learning potential and aspirations of First Nations, Métis, and Inuit students and supports the establishment of conditions under which the full capacity of students is realized.

The Board recognizes that creating learning and working environments where First Nations, Métis, and Inuit students thrive is a shared responsibility reflecting the collaborative efforts of students, Division staff, parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members. The Board values building and nurturing these positive relationships.

B. WELCOMING, INCLUSIVE, SAFE AND HEALTHY LEARNING ENVIRONMENTS

The Board understands that developing relationships to learn about each student's life experiences enriches the school community and strengthens student success and achievement. We commit to such relationships through:

4. nurturing a positive sense of self and promoting a sense of belonging within the school community
5. strengthening intentional understanding, respect and recognition of historical and contemporary First Nations, Métis, and Inuit knowledge, perspectives, contributions, cultural beliefs, traditions, languages and values
6. supporting culturally responsive learning and working environments that weave in First Nations, Métis, and Inuit ways of knowing, being and doing.

C. TRUTH AND RECONCILIATION

The Board commits to the ongoing process of truth and reconciliation and recognizes the importance of truth and opportunities that support reconciliation within school communities. The Board acknowledges the harmful impacts of systemic racism on First Nations, Métis, and Inuit students, families and communities. We are working towards truth and reconciliation through:

1. committing resources and building organizational capacity to support First Nations, Métis, and Inuit student success and academic achievement
2. supporting professional learning and capacity building of Division staff to meet the learning needs of First Nations, Métis, and Inuit and all other students
3. supporting education that reflects historical and contemporary First Nations, Métis, and Inuit perspectives and experiences, including but not limited to: treaties and agreements with First Nations, Métis legislation and agreements, the legacy of residential schools, the Sixties Scoop, and Eskimo Identification tags
4. supporting students, staff and Division leaders to build and apply knowledge and understanding about First Nations, Métis, and Inuit perspectives, contributions, cultural beliefs, traditions, languages and values
5. using culturally responsive resources that reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit cultures and communities
6. acknowledging the impacts of intergenerational trauma
7. practicing culturally responsive protocols to develop mutually respectful relationships

8. supporting opportunities for students to participate in language and cultural learning experiences related to First Nations, Métis, and Inuit cultures and communities.

D. STUDENT SUCCESS AND ACADEMIC ACHIEVEMENT
The Board commits to strategic efforts that support the success and academic achievement of First Nations, Métis, and Inuit students. The Board confirms this work is realized through a focus on the strengths and potential of students. We are working towards this through:
6. building and nurturing relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, and community members to support student success within the school community
7. identifying and using instructional and assessment strategies that strengthen First Nations, Métis, and Inuit student engagement and learning
8. identifying and using culturally relevant resources
9. analyzing a range of data to support evidence-based decisions relevant to student success
10. identifying culturally relevant research and implementing research-based practices that strengthen First Nations, Métis, and Inuit student engagement and learning.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices.

ACCOUNTABILITY

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

The Division will provide an annual update on progress and priority strategies that support First Nations, Métis, and Inuit students through the Annual Education Results Report to Alberta Education.

REFERENCES

AE.BP Safe and Caring Environments
GGAB.BP - Multicultural Education
HAA.AR - Aboriginal Education
Truth and Reconciliation Commission of Canada: Calls to Action
Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada
Teaching Quality Standard
Leadership Quality Standard
Superintendent Quality Standard
Education Act

CODE: HA.BP

TOPIC: Inclusive Education

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2019)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

POLICY

The Board of Trustees is committed to inclusive education. The Board of Trustees expects the Division to be an inclusive education system with its values reflected in Division programs, operations and practices. The attendance area school is the guaranteed point of entry for all students, and the regular classroom shall be the first placement option considered.

An inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education is a values-based approach to accepting responsibility for all learners, whether registered in Division Early Years or school age learning environments. It is founded on the belief that all students can learn and reach their full potential given opportunity, effective teaching, and appropriate resources. An inclusive education system supports every student to be included in their greater school community. The success of an inclusive education system relies on the engagement, collaboration and involvement of students, parents/guardians, staff and community.

The Board of Trustees believes all students can learn and is committed to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests. The Board of Trustees believes that program implementation should provide continuity and flexibility for student learning.

PHILOSOPHICAL FOUNDATION STATEMENT

The Board of Trustees believes that the Division, as an inclusive education system:

- welcomes, respects, accepts and supports children and their parents/guardians;
- provides for families a range of options in programs and programming choice;
- demonstrates an ongoing commitment to meet the needs of the diverse student population;
- actively recruits qualified staff with academic training that supports an inclusive education system;
- provides staff with continuing opportunities for professional learning in support of achieving an inclusive education system;
- provides each student with the relevant learning opportunities necessary to enable each student to achieve success;
- provides a continuum of specialized supports and services to students that is consistent with the principles of inclusive education;
- maintains a high standard of responsiveness, open communication, and accountability;
- continually develops partnerships with community organizations.

The Board of Trustees believes that schools, as inclusive learning environments:

- visibly demonstrate the qualities of an inclusive education system;
- provide welcoming, acceptance and belonging for all children and their parents/guardians;
- work in partnership with parents/guardians in planning, problem solving and collaborative decision making;
- emphasize the achievement of learning outcomes for all students using effective instructional practices and specialized supports based on the learning needs of each individual student;
- model strength-based programming and assessment practices based on individual student needs.

The Board of Trustees understands that creating an inclusive education system is complex and will take time.

ACCOUNTABILITY

The provision of an annual report at a public board meeting on progress towards the strategic direction of this policy will ensure accountability and demonstrate the Division's commitment to inclusive education throughout this transformation.

REFERENCES

AE.BP - Safe and Caring Environments
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
HA.AR- Students in Need of Specialized Supports and Services
HC.BP - Student Accommodation
Glossary of Terms
Standards for Special Education - Amended June 2004
Setting the Direction Framework, June 2009
Setting the Direction Framework: Government of Alberta Response, June 2010
Setting the Direction: Moving toward an Inclusive Education System in Alberta, Revised November 2010
Education Act

CODE: GGAJ.BP

TOPIC: Early Years

EFFECTIVE DATE: (24-11-2009)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2028)

PURPOSE

To affirm the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours.

To affirm the Board's role in supporting the Division's youngest learners to thrive through the provision of early childhood services programs in collaboration with families, community early years providers, and government.

DEFINITIONS

Early Years Programming is the continuum of programs offered in Edmonton Public Schools for children under the age of six and for children as young as two years and eight months in alignment with requirements for Early Childhood Services under the Education Act. Early Years Programming includes Pre-Kindergarten and Kindergarten and is delivered in alignment with provincial eligibility and funding requirements.

- **Pre-Kindergarten** provides early intervention for children who are in need of specialized programming supports, are 3 or 4 years old by December 31st of the year they register, and meet eligibility criteria. Children may be eligible for one or two years of Pre-Kindergarten before their Kindergarten year.
- **Kindergarten** serves all children in the year prior to Grade 1 who are 5 years old on or before December 31st of the year they register. In Edmonton Public Schools, Kindergarten is typically offered five half days per week though some full-day programs may be available to serve children living in neighbourhoods with high social vulnerability.

POLICY

Research in the field of early childhood recognizes that the early years of a child's life have a profound and lasting impact on children's future learning and development. Young children thrive when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning.

The Board believes that all children are curious and eager to learn and recognizes the importance of families as children's first teachers. Families play a significant role in children's learning, health, development and well-being. Families bring a wealth of cultural knowledge, practices, and identity critical to children's learning and development. The Board is committed to building strong relationships with families as critical partners in their children's learning.

The Board acknowledges that early childhood educators also have an important role in nurturing relationships among children, staff, and families and is committed to providing positive experiences in the early years of a child's life. Additionally, the Board recognizes the effectiveness of early years programming for children and the positive long term impact this investment has for the broader society.

Early childhood programming provides early intervention, especially in key areas such as language, self-regulation, empathy, social skills, gross and fine-motor skills and early literacy and numeracy. The Board is committed to providing an excellent start to learning through the provision of early years programming that is responsive to the needs of all children.

Early childhood educators support the growth and well-being of young learners through a range of developmentally appropriate and culturally responsive experiences using research and evidence-based approaches to learning. The Board is committed to providing early years programs and learning environments that are inclusive, nurturing, and strength-based and support the diversity of languages, cultures, social circumstances, and physical and intellectual abilities and well-being of the children served. Diverse cultural knowledge, expertise, and practices, including First Nations, Métis and Inuit ways of knowing, being and doing will be reflected in both the learning environment and activities that support learning. The Board recognizes that the provision of high quality early years programming is supported by staff who have the knowledge, skills, attitudes and expertise to work with the diverse needs of young children.

Strong early development and learning requires a relationship-based and culturally meaningful approach to nurture young children's sense of belonging as members of a community. There are many community organizations who serve as important partners in the provision of early years programming for families in the Edmonton community. The Division acknowledges the diversity of perspective, expertise and services of these partners and values the opportunity to collaborate with them to provide additional support for children and families.

The Board acknowledges the importance of strategic collaboration with community partners and various orders of government, including municipal and provincial, to advance funding, access and guidelines to support the needs of children and families in the community.

EXPECTATIONS

The Superintendent will implement this policy by assigning roles and responsibilities and through developing administrative regulations, processes and best practices.

ACCOUNTABILITY

The Superintendent will provide updates to the Board around progress made in support of early years programming in Edmonton Public Schools.

The Division will provide an annual update on progress and priority strategies that support early years programming through the Annual Education Results Report.

REFERENCES

AA.BP - Stakeholder Relations
AE.BP - Safe and Caring Environments
HAA.BP - First Nations, Métis and Inuit Education
Education Act
Early Childhood Services Regulation (Alberta Education)

CODE: FGB.BP

TOPIC: Evaluation of Superintendent of Schools

EFFECTIVE DATE: (19-04-2016)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2028)

PURPOSE

To establish the Board of Trustees' (the Board) expectations for an annual performance evaluation of the Superintendent of Schools (Superintendent) that is transparent, comprehensive, based on pre-identified key performance areas and linked to the Strategic Plan.

The Board is responsible for selecting a Superintendent to be the Chief Executive Officer of the Board and the Chief Education Officer of the Division in accordance with the *Education Act.* The Superintendent is responsible, and held accountable to the Board on behalf of students and the public, for the total operation of the school system in a manner consistent with the requirements of the *Education Act,* Alberta Education regulations, Board policies, and our Vision, Mission, Values and Priorities.

To reflect the Board mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

DEFINITIONS

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

- Division Priorities
- Strategic Plan

POLICY

The Board believes that an annual performance evaluation of the Superintendent is a vital process for creating and maintaining a healthy and continuously improving school Division. In addition, the Board believes that opportunities for regular ongoing dialogue and feedback between the Superintendent and Trustees helps to model and foster a collaborative working environment critical to a high functioning Division.

The Board is committed to an annual performance evaluation process that measures:

- The Superintendent's performance with respect to the roles and responsibilities of the Superintendent.
- Achievement of the Division Priorities against the goals and outcomes in the Strategic Plan.

For each annual evaluation cycle, organizational outcomes and key performance indicators will be pre-identified and clearly communicated to ensure that the Superintendent and the Board understand what is expected and what will be evaluated. Both quantitative and qualitative information will be used to inform the Board's evaluation of the Superintendent's performance.

The evaluation process and supporting information sources will serve to:

- Provide feedback on the Superintendent's leadership and performance in key areas.
- Allow the Superintendent to report on successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals.
- Recognize areas and trends that are showing positive change or progress.
- Enable the Board and Superintendent to engage in dialogue about results, any issues or concerns associated with the role and the evaluation process.
- Inform the organizational outcomes, key performance indicators and Superintendent's own goals for the next evaluation cycle.

EXPECTATIONS

6. A three (3) member Trustee Committee elected at the Organizational Board meeting will, in accordance with the terms of reference established by the Board for the Committee and this policy, be responsible for:
   e. Recommending the evaluation process to be used to Caucus Committee.
   f. Organizing and overseeing the evaluation process.
   g. Reporting the evaluation results to the Caucus Committee and to public Board.
   h. Initiating a timely review and/or renewal process for the Superintendent's contract of employment in accordance with the *Education Act* and provisions of the Superintendent's contract.

7. If the evaluation process calls for individual Trustee, staff or other stakeholders to provide feedback that will inform the evaluation process, the administrator assigned to assist the Committee or a contracted party external to the Division will compile and/or summarize the individual responses for reporting purposes to maintain respondents' anonymity.

8. The evaluation process will provide the Superintendent of Schools with an opportunity to:
   e. Review all information used in the evaluation.
   f. Discuss the evaluation report with the Trustee subcommittee.
   g. Include a response to the evaluation in the report to Caucus Committee.
   h. Discuss the evaluation report with the Caucus Committee.

9. The Superintendent will be provided copies of the evaluation report submitted to the Caucus Committee and the final evaluation report to the Board.

10. The Caucus Committee evaluation report and the Board's evaluation report will be filed in the Board records. The records will be accessible to the Superintendent, any Board Trustee for that evaluation period, or as directed by motion of the Caucus Committee.

ACCOUNTABILITY

A summary of the Superintendent's evaluation will be brought to a public Board meeting.

REFERENCES

Trustees' Handbook - Board Roles and Responsibilities
AD.BP - Vision, Mission, Values and Priorities

AE.BP - Safe and Caring Environments
Glossary of Terms
Superintendent of Schools Regulation Alberta Regulation 98/2019
Education Act

CODE: FA.BP

TOPIC: Human Resources Framework

EFFECTIVE DATE: (19-06-2018)

ISSUE DATE: (24-11-2026)

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 safe and caring environment that fosters and maintains respectful and responsible behaviours 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 Safe and Caring 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 a safe and caring environment that fosters and maintains respectful and responsible behaviours;
- 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.

A board will not enter into a contract of employment or a contract renewing a contract of employment with an individual who is appointed as a superintendent without the Minister's prior approval in writing of the contract, in accordance with the *Education Act*.

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 — Safe and Caring 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: EM.BP

TOPIC: Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2025)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

To establish expectations regarding alcohol, tobacco and cannabis on and in Division property (this includes Division vehicles) and at Division functions.

DEFINITIONS

Alcohol is the intoxicating agent in beverage alcohol, ethyl alcohol or ethanol.

Cannabis is a broad term used to describe the various products derived from the leaves, flowers and resins of Cannabis plants, synthetic cannabinoids, and/or medical cannabis. Cannabis can be consumed in a variety of ways, including but not limited to: smoking, vaporizing, eating or using water pipes.

Tobacco and **tobacco products** are composed in whole or in part of tobacco, including tobacco leaves and any extract of tobacco leaves. Tobacco can be consumed in a variety of ways, including but not limited to: smoking cigarettes and chewing tobacco.

Tobacco-like products are any products that mimic and are consumed in a manner similar to a tobacco product. Tobacco-like products can be consumed in a variety of ways, including but not limited to: smoking, using electronic cigarettes, vaporizing, or using water pipes or hookahs. For the purpose of this policy, tobacco-like products do not include regulated nicotine replacement therapy products.

POLICY

The Board believes that the consumption of alcohol, tobacco, tobacco-like products and cannabis on or in Division property or at Division functions is inappropriate.

Traditional tobacco is an important part of First Nations and Métis cultures. The Board recognizes that the ceremonial use of tobacco as part of cultural practice is appropriate in the Division.

EXPECTATIONS

D. ALCOHOL

1. The possession and/or consumption of alcohol is prohibited on and in Division property and at Division functions.

2. The Superintendent has the authority to approve the serving of alcohol on Division property provided it is not a Division sponsored function that would include students.

3. The Superintendent has the authority to approve Division students performing at venues where alcohol is available.

E. TOBACCO AND TOBACCO-LIKE PRODUCTS

2. The use of tobacco and tobacco-like products is prohibited on and in Division property and at Division functions.

2. Traditional use of tobacco for ceremonial purposes is permitted on Division property or at Division functions.

F. CANNABIS

3. The possession and/or consumption of cannabis is prohibited on and in Division property or at Division functions.

4. Notwithstanding Section C.1 of this policy, the possession and/or consumption of cannabis may be permitted for medical accommodations only when prior approval has been obtained as per Division-established processes.

ACCOUNTABILITY

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

REFERENCES

AE.BP - Safe and Caring Environments
DECA.AR - Operation and Maintenance of Division Fleet Vehicles
FA.BP - Human Resources Framework
FBCB.AR - Division Staff Code of Conduct
GICA.AR - Field Trips
HHCD.AR - Prescription and Non-Prescription Medication Management
IG.AR - Community Use of Division Buildings
IGD.AR - Alcohol, Tobacco and Cannabis on and in Division Property and at Division Functions
Edmonton Public Schools - Employee Health
Cannabis Act
Gaming, Liquor and Cannabis Act
Education Act

CODE: AGA.BP

TOPIC: Recognition of Students, Staff, Parents, and the Community

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2019)

PURPOSE

To ensure Division students, staff, parents and community members are recognized for achievement and service.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

POLICY

The Board values the dedication and professional contributions of staff to student learning and believes it is important to recognize staff for each five year interval of service and upon retirement.

The Board believes it is also important to acknowledge the outstanding contributions, achievements and performance of Division students, staff, parents and community members in promoting the pursuit of excellence critical for student learning, enhancing the Division's reputation and strengthening support for public education.

ACCOUNTABILITY

The Superintendent of Schools shall ensure the establishment of opportunities and protocols related to recognition of students, staff, parents and the community.

REFERENCES

AE.BP - Safe and Caring Environments
Glossary of Terms
Education Act

CODE: AEBB.BP

TOPIC: Wellness of Students and Staff

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2021)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a Division culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

DEFINITIONS

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

The Alberta Education's *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **Emotional wellness**
- **Intellectual wellness**
- **Physical wellness**
- **Social wellness**
- **Spiritual wellness**

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to issues of sexual and mental health, are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a Division culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- Social and Physical Environments
- Teaching and Learning
- Healthy School Policy
- Partnerships and Services include connections between schools, families, community.

EXPECTATIONS

8. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a Division culture of wellness using a Comprehensive School Health approach.

9. The Division shall:
   d. consider student and staff health and safety in the planning, implementation and evaluation of Division services;
   e. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
   f. meet or exceed all legislated occupational health and safety (OHS) requirements through a Division OHS program.

10. School staff shall work collaboratively with Division services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.

11. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *Education Act*, regulations and the *Guide to Education*.

12. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.

13. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and Division-wide planning and delivery of supports.

14. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report –Wellness of Students and Staff.

REFERENCES

AE.BP - Safe and Caring Environments
EA.BP - Infrastructure Planning Principles
FA.BP - Human Resources Framework
FBCA.AR - Respectful Working Environments
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
GGAB.BP - Multicultural Education
GI.AR - Teaching and Learning Resources
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HF.BP - Safe, Caring and Respectful Learning Environments
HFA.BP - Sexual Orientation and Gender Identity
Comprehensive School Health Approach – Alberta Health Services
Framework for Kindergarten to Grade 12 Wellness Education
Glossary of Terms
Guide to Education
Joint Consortium for School Health
Education Act

CODE: AE.BP

TOPIC: Safe and Caring Environments

EFFECTIVE DATE: (28-01-2020)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2024)

PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

AE.BP Safe and Caring Environments serves as a foundation policy to setting overarching, high level direction to a set of comprehensive policies. The policies supported by AE.BP are listed in the References section.

DEFINITIONS

A comprehensive list of terms and definitions for all policies supporting AE.BP can be found in a glossary, accessible in the References section.

POLICY

A positive learning environment is foundational for all students to experience success. The Board is committed to providing a welcoming, inclusive, safe and healthy learning and working environment that respects diversity, fosters a sense of belonging and a positive sense of self. Each student and staff member in the Division has the right to learn and work in an environment that promotes equality of opportunity, dignity, respect and recognition of diversity.

Such an environment creates conditions where students and staff can thrive. The Board is committed to providing an environment that supports the positive mental health of students and staff and reflects emerging research related to trauma sensitivity and strength-based approaches, and applies restorative principles.

The Board is further committed to providing an environment free from harassment, bullying, discrimination and violence. It is the collective responsibility of all those involved with the Division, including trustees, employees, students, parents, volunteers, contractors and visitors, to create and maintain positive cultures within our schools and other educational settings.

ACCOUNTABILITY

The Administration will use relevant data and metrics to inform the Board about the effectiveness of the direction established by AE.BP through reporting and accountability related to the theme of safe and caring environments that foster and maintain respectful and responsible behaviours.

REFERENCES

AA.BP - Stakeholder Relations
ACB.BP - National Anthem and Flag
AD.BP - Vision, Mission, Values, and Priorities

AE.AR - Basic Beliefs, Commitments, and Expectations
AEBB.BP - Wellness of Students and Staff
AGA.BP - Recognition of Students, Staff, Parents, and the Community
FA.BP - Human Resources Framework
FGB.BP - Evaluation of Superintendent of Schools
GGAB.BP - Multicultural Education
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HFA.BP - Sexual Orientation and Gender Identity
HG.BP - Student Behaviour and Conduct
HGD.BP - Student Suspension and Expulsion
Glossary of Terms
Education Act

CODE: AD.BP

TOPIC: Vision, Mission, Values and Priorities

EFFECTIVE DATE: (26-05-1987)

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2026)

PURPOSE

To provide a shared philosophical foundation to guide the work, strategic planning and decision making in the Division.

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

DEFINITIONS

Vision is the ideal future state or conditions that the Division aspires to create.

A **Mission** declares the practical commitments and actions that the Division believes are needed to achieve its vision.

Priorities are broad statements that describe long-range desired results based on our Vision, Mission and Values.

Values are what anchor the Division and are foundational; they are not just a way of doing, but a way of being.

POLICY

Vision - Enhancing pathways for student success

Mission - Our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfillment, empathy and possibility.

Values - Accountability, collaboration, equity and integrity

Division Priorities 2022-2026

4. Build on outstanding learning opportunities for all students.

5. Advance action towards anti-racism and reconciliation.

6. Promote a comprehensive approach to student and staff well-being and mental health.

ACCOUNTABILITY

The Superintendent will provide regular reports and feedback at public Board meetings to ensure the work of the Division aligns with the Vision, Mission, Values and Priorities established by the Board.

REFERENCES

Education Act

CODE: AA.BP

EFFECTIVE DATE: (28-01-2020)

TOPIC: Stakeholder Relations

ISSUE DATE: (24-11-2026)

REVIEW YEAR: (2022)

PURPOSE

- To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing meaningful opportunities for stakeholder engagement in addressing the needs of students.

- To establish a stakeholder relations policy framework to guide a consistent Division approach to the development and maintenance of strategic relationships that support all students in achieving the learning outcomes of a public education.

- To reflect the Board's mandated responsibility and expectation for providing a safe and caring environment that fosters and maintains respectful and responsible behaviours throughout the Division.

DEFINITIONS

The **Division** is Edmonton Public Schools, which includes the Board of Trustees, central service departments and all schools.

Stakeholders are people who contribute to, and have an interest in public education and supporting student achievement and well-being within the Division. The *Education Act* uses the phrase "partner(s) in education" to describe stakeholders. Stakeholders include but are not limited to:

- students, parents and/or guardians, and staff;
- all members of the Edmonton community including citizens, businesses, agencies, not-for-profit organizations and service groups;
- other school boards and educational institutions; and
- municipal, provincial, federal and international levels of government.

Stakeholder Relations is how the Division relates to, and interacts with, our stakeholders. The Division's approach to stakeholder relations focuses on best practices in communications, engagement and collaboration to support meaningful stakeholder participation, as well as strategic and mutually beneficial relationships between the Division and its stakeholders. The Division relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. It provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders. The levels of engagement from IAP2 are: inform, consult, involve, collaborate and empower.

Stakeholder Relationships are defined by the manner or role in which stakeholders engage with the Division. There are different expectations and parameters for interactions with a student, parent, staff member, community connection, donor, funder, partner, sponsor, school council, tenant, vendor or volunteer. However, all stakeholder relationships require varying degrees of support and communication, and a common understanding of each party's role and responsibilities.

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

- **community connection**
- **donor**
- **funder**
- **parent (or guardian)**
- **partner**
- **school council**
- **community connection**
- **staff member**
- **student**
- **sponsor**
- **tenant**
- **vendor**
- **volunteer**
- **staff member**

POLICY

The Board believes education is the foundation for a democratic and civil society, and that everyone has a vested interest in education. A thriving education system that engages all students to their capacity is a shared responsibility between the Division and members of the community. In order to serve the diverse needs of students and support their full development and well-being, the Division needs the help of all education stakeholders in:

- supporting our Vision, Mission, Values and Priorities;
- enhancing the educational opportunities and supports available for students;
- supporting early childhood development and preparation of children for success in school;
- supporting the smooth transition of students from high school to the next phase of their lives;
- creating school environments that provide additional supports for children, families and communities;
- contributing ideas and perspectives to inform Division decision making at the system and school level;
- creating efficiencies in the use of public and community resources through the coordination and integration of services; and
- advocating support for the Division, publicly funded education, and community initiatives focused on students and families.

F. Stakeholder relationships require an investment of time and effort to build mutual understanding, respect and trust. The Board believes that a consistent approach to stakeholder relations will encourage the establishment of strategic stakeholder relationships throughout the Division that help to translate our Vision, Mission, Values, and Priorities into positive actions for its students.

G. The Board believes that the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to:
   - identify areas where support is needed in the school and/or community to improve student outcomes;
   - explore and develop strategic relationships and partnerships to leverage required expertise and resources;
   - identify evidence-based approaches that have the potential to address targeted needs;
   - develop the strategies to support implementation of the initiative; and
   - maintain and evaluate the results to inform next steps and ensure continuous improvement.

H. The Board holds the Division accountable for working with stakeholders in a way that maintains welcoming, and safe learning and working environments, and that recognizes the value of diversity, dialogue and the right of all persons to be treated respectfully.

I. The following principles shall guide stakeholder relations processes and practice for engagement and communication:

Accessible: Ensure equity by striving to remove barriers to understanding, input and participation.
Appreciative: Acknowledge stakeholder contributions and collaboration.
Collaborative: Promote the exchange of information, ideas, perspectives, professional expertise, resources and effort.
Inclusive: Respect the diversity within school communities.
Proactive: Anticipate and respond to the information needs of stakeholders to support and maintain their collaborative relationship with the Division by providing accurate and timely information about decisions to be made, opportunities to be involved and how stakeholder input informed the final decisions.
Relevant: The level and extent of stakeholder engagement should be aligned with:
- the scope and complexity of the issue or decisions being made;
- how the issue or decision may affect stakeholders; and
- available Division resources (time, funding, people).

Respectful: Honour stakeholders' experience, skills, talents, knowledge, expertise and authority.
Transparent: Be open and clear about purposes and processes, issues, constraints and implications, efforts and results.

J. The Board supports and encourages the pursuit of strategic stakeholder relationships that:
- align with our Vision, Mission, Values, and Priorities;
- preserve the Division's reputation;
- reflect the objectives and goals of all parties;
- clearly define and appropriately communicate and/or document expectations, roles, responsibilities and authorities of all parties;
- provide conflict resolution processes to address issues;
- provide resources and services to complement, not replace, public funding for education;
- do not require an exclusive endorsement of products or service, nor exploit students or the Division commercially, politically or otherwise; and
- ensure the Division's responsibilities are acknowledged with respect to student safety, personal information, management of financial resources and infrastructure, and compliance with legislation, staff collective agreements, board policy and administrative regulations.

EXPECTATIONS

The Superintendent of Schools shall implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices aligned with recognized standards of practice for public bodies. This work must include Division standards and guidelines for:

7. exploring, establishing, maintaining, evaluating and reporting on stakeholder relationships;
8. using data on stakeholder engagement and its impact on student achievement to inform practices;
9. communication practices;
10. responding to inquiries and vetting requests from stakeholders such as how to: establish a scholarship or sponsorship; make a donation; offer a program; or distribute materials through Division distribution mechanisms;
11. stakeholder engagement processes; and
12. establishing, maintaining, reporting and recognizing sponsorships and partnerships.

ACCOUNTABILITY

The Division shall report on strategic initiatives with stakeholders through the Annual Education Results Report to Alberta Education and the Division's annual results review process.

REFERENCES

AD.BP - Vision, Mission, Values and Priorities
AE.BP - Safe and Caring Environments
AGA.BP - Recognition of Students, Staff, Parents and Community
CH.BP - Framework for Policy Development and Review
CNA.BP - Information Security
CO.BP - Fiscal Oversight and Accountability
EA.BP - Infrastructure Planning Principles
FAA.BP - Human Resources Framework
GA.BP - Student Programs of Study
GAA.BP - Delivery of Student Programs of Study
GGAB.BP - Multicultural Education
GGAJ.BP - Early Years
HA.BP - Inclusive Education
HAA.BP - First Nations, Métis, and Inuit Education
HG.BP - Student Behaviour and Conduct
IA.AR - Parent and Community Involvement
IAA.AR - Educational Partnerships and Sponsorships
IBD.BP - Protocol for Trustee Recognition at School or Public Events
IJ.AR - School Participation in Charities: Canvassing in Schools
IJA.BP - Electioneering and Politically Motivated Communications
International Association for Public Participation (IAP2) Spectrum of Public Participation
Glossary of Terms
Education Act
Trustees' Handbook