

This Glossary of Terms provides definitions for terms found in board policies related to *AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments*. These definitions will be updated as appropriate.

DEFINITIONS	SOURCE
Aboriginal is defined as First Nation, Non-Status, Métis, Inuit, who are descendants of the original inhabitants of Canada.	HAA.BP
Aboriginal community refers to Elders, families, parents/guardians, children and other representatives of the Aboriginal children who attend Edmonton Public Schools.	HAA.BP
Academic Integrity is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources, and conduct themselves ethically in the completion of assessments and examinations.	HG.BP
Bullying is repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual's reputation. ... <i>see also Conflict</i>	HG.BP <i>School Act</i>
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: <ul style="list-style-type: none"> • Social and Physical Environments includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school. • Teaching and Learning includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness. • Healthy School Policy includes management practices, decision-making processes, policies and procedures that promote and support health and wellness. • Partnerships and Services include connections between schools, families, community organizations, the health sector and other sectors that support student health. 	AEBB.BP
Conflict of Interest refers to a situation in which private interests or personal considerations can or may appear to affect a staff member's judgment in acting in the best interest of the District. It includes using a staff member's position, confidential information or corporate time, material or facilities for private gain or advancement. A conflict occurs when a situation benefits or appears to benefit any staff member or their family, friends or business associates.	FA.BP
Conflict occurs through episodic acts of breakdowns in relationship between students. Conflict is an inevitable component of students learning to grow within social relationships. Disagreement and misunderstanding between parties are at the heart of conflict. However, conflict does not constitute premeditated efforts to cause harm, fear, or distress.	HG.BP
Discrimination means refusing to provide an opportunity or benefit with respect to access to any term or condition of employment because of race, religious beliefs, gender, physical disability, sexual orientation, mental disability, marital status, family status, age, ancestry, place of origin, or source of income. The behaviour giving rise to a complaint of discrimination need not be intentional in order to be considered discrimination. With reference to employment, the above does not apply to a refusal, limitation, specification or preference based on a bona fide occupation requirement.	FBCA.AR
The District is Edmonton Public Schools, which includes the Board of Trustees, central service departments and all schools.	AA.BP
District Priorities are long-range desired results of the organization established by the Board based on the District Vision, Mission and Values. District Priorities are reviewed in consultation with stakeholders every four years following the election of the Board.	FGB.BP

DEFINITIONS	SOURCE
<p>Expulsion is the term used to describe an action by the Board of Trustees or its delegate, in accordance with the <i>School Act</i> s. 25, which for a period of more than 10 days, denies a student access to one or more of the following:</p> <ol style="list-style-type: none"> course(s); one or more schools; or riding in a school bus. 	HGD.BP
<p>Harassment occurs when an individual is subjected to unwelcome verbal or physical conduct because of race, religious beliefs, gender, physical disability, mental disability, marital status, family status, source of income, age, ancestry, colour, place of origin, or sexual orientation.</p> <p>Examples of harassment which will not be tolerated in Edmonton Public Schools include: verbal or physical abuse, threats, derogatory remarks, jokes, innuendo or taunts which allude to any of the above categories. Edmonton Public Schools also will not tolerate the display of pornographic, racist or offensive signs or images, practical jokes that result in awkwardness or embarrassment, whether indirect or explicit.</p>	FBCA.AR
<p>Human Resource Strategy is designed to build and develop the skills, attitudes, and behaviours among staff that will help the District meet its goals in a manner aligned with its values. It covers the various areas of human resource functions such as recruitment, compensation, performance management, reward and recognition, employee relations, training, and information management.</p>	FA.BP
<p>Internal Controls are the checks and balances established by the District to provide reasonable assurance about the achievement of objectives for reliability of human resource reporting, effectiveness and efficiency of operations, safeguarding of information, and compliance with applicable laws and regulations.</p>	FA.BP
<p>A Mission declares the practical commitments and actions that the District believes are needed to achieve its vision.</p>	AD.BP
<p>Organizational Capability is the ability and capacity of the District expressed in terms of culture, system, processes, and resources that support our collective efforts to foster student growth and success.</p>	FA.BP
<p>Priorities are broad statements that describe long-range desired results based on the District Vision, Mission and Values.</p>	AD.BP
<p>Procedural Fairness is a common law doctrine that requires: a person exercising statutory power to give some form of notice of a pending decision to a person (parent/guardian and student); an opportunity for that person to comment and or be represented; and the requirement that the official making the decision be unbiased.</p>	HGD.BP
<p>Restorative principles are the foundational beliefs which drive restorative approaches and practices. Restorative principles include a focus on relationships, responsibility, accountability, engagement and voice. When embedded into a school's culture, the result is a more supportive learning environment where both students and staff thrive.</p>	AE.BP
<p>Stakeholders are people who contribute to, and have an interest in public education and supporting student achievement and well-being within the District. The <i>Education Act</i> uses the phrase “partner(s) in education” to describe stakeholders. Stakeholders include but are not limited to:</p> <ul style="list-style-type: none"> 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. 	AA.BP
<p>Stakeholder Relations is how the District relates to, and interacts with, our stakeholders. The District’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 District and its stakeholders. The District 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.</p>	AA.BP

DEFINITIONS

SOURCE

Stakeholder Relationships are defined by the manner or role in which stakeholders engage with the District. 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.

AA.BP

- A **community connection** is an individual, business or organization in the community that has an informal relationship with a school, for example the owner of the local convenience store and the principal connect each August to establish communication and support around students patronizing the store; or the seniors centre that invites the school choir to perform for residents on special occasions.
- A **donor** is an individual, organization or business that voluntarily transfers property, monies, goods, or services to the District for charitable reasons and may be eligible for a district charitable donation receipt under Canada Revenue Agency regulations.
- A **funder** is an individual, organization, business or government that grants money to the District for a specified purpose and in exchange the District accepts accountability to the funder for performance in relation to the purpose being funded.
- A **parent** (or guardian), is an individual who under the *Education Act* has the right to be involved in their child’s education and specific responsibilities to support their child’s educational success.
- A **partner** is an individual or organization that is a party to a formal partnership with the District. A partnership is one of the most complex relationships founded upon shared values and co-created objectives and expectations. Roles, responsibilities and commitments of each partner are clearly articulated and formalized with a written memorandum of understanding and binding agreement. Partnership Agreements impose obligations on all parties to the agreement.
- A **school council** is a council, established pursuant to the *Education Act*, for which the majority of its members are parents of students who are enrolled in the school. The Board recognizes a school council as the official school-community organization representing the collective interests of the parents and students of the school.
- A **staff member** is any individual who is employed by the District.
- A **student** is an individual who is enrolled in a school.
- A **sponsor** is an individual, organization or business that agrees to provide goods, services or money to the District in exchange for a defined level of public recognition or advertisement.
- A **tenant** is an individual or group that enters into an agreement with the District, as landlord, for the use of school space under certain conditions and for a specified period of time.
- A **vendor** is an individual or business that provides a service or product to the District in exchange for a fee thereby entering into a purchasing contract.
- A **volunteer** is a member of the community who, without compensation, commits to assist the District or a school with a designated task under the direction and supervision of a district staff member.

District Priorities inform the development of the **Strategic Plan** which includes strategies, goals and measurable outcomes for addressing each priority. The Strategic Plan is implemented in annual planning cycles and serves to guide and inform the respective work of the Board, the Superintendent and staff in their collective efforts to achieving the District Vision, Mission, Values and Priorities.

FGB.BP

Strength-based approaches emphasize an individual's existing strengths, capabilities and resources. The foundation to strength-based approaches is the belief that all individuals have strengths, resources and the ability to recover from adversity.

AE.BP

Suspension is the term used to describe an action by a principal or teacher authorized under the *School Act* s. 24 which temporarily denies a student access to one or more of the following:

- a. one or more class periods;
- b. one or more courses;
- c. school; or
- d. riding in a school bus.

HGD.BP

DEFINITIONS	SOURCE
Note: Although a suspension cannot be appealed, a principal can reinstate a student who has been suspended.	
Trauma sensitivity includes understanding of how trauma affects behaviour and emotions and selecting strategies that show empathy and help to create an environment where individuals can learn positive ways of handling emotions and relating to others.	AE.BP
A Vision is the ideal future state or conditions that the District aspires to create.	AD.BP
Values are what anchor the District and are foundational; they are not just a way of doing, but a way of being.	AD.BP
Violence the threatened, attempted or actual conduct of a person that causes, or is likely to cause, physical injury.	
Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions that honour self and others.	AEBB.BP FA.BP
The Alberta Education's <i>Framework for Kindergarten to Grade 12 Wellness Education, 2009</i> , defines the five dimensions of wellness as:	
<ul style="list-style-type: none"> • Emotional wellness is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner. • Intellectual wellness is the development and the critical and creative use of the mind to its fullest potential. • Physical wellness is the ability, motivation and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body. • Social wellness is relating positively to others and is influenced by many factors including how individuals communicate, establish and maintain relationships, are treated by others and interpret that treatment. • Spiritual wellness is an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community. 	