

CODE: AA.BP

EFFECTIVE DATE: (23-06-2015)

TOPIC: Stakeholder Relations

ISSUE DATE: (18-12-2015)

REVIEW YEAR: (2022)

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

## DEFINITIONS

The **District** 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 District. 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 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.

**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.

- 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.

## 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 District and members of the community. In order to serve the diverse needs of students and support their full development and well-being, the District needs the help of all education stakeholders in:

- supporting the District 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 District 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 District, 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 District that help to translate the District 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 District 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 District 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 District 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 the District Vision, Mission, Values, and Priorities;
  - preserve the District’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 District commercially, politically or otherwise; and
  - ensure the District’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 district 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 district distribution mechanisms;
5. stakeholder engagement processes; and
6. establishing, maintaining, reporting and recognizing sponsorships and partnerships.

## **ACCOUNTABILITY**

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

### **REFERENCES**

AD.BP – District Vision, Mission, Values and Priorities  
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  
FA.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 Aboriginal Education  
HG.BP – Student Behaviour and Conduct  
IA.AR - Parent and Community Involvement  
IAA.AR - Educational Partnerships and Sponsorships  
IAB.BP – Comments, Delegations and Presentations at Board meetings by Public and Staff Representatives  
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  
*School Act s.27(2)*  
*School Act s.22*  
*School Act s.12 Students*

**CODE:** HA.AR**EFFECTIVE DATE:** (24-08-2012)**TOPIC:** Students in Need of Specialized Supports and Services**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2017)

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**REGULATION****BACKGROUND FOR INTERPRETATION**

This regulation aligns to expectations of Board Policy HA.BP - Inclusive Education, that students in need of specialized supports and services are included within one inclusive learning system that takes responsibility for all students.

**A. ACCESS****1. INFORMATION AND COMMUNICATION****a. District Administration shall:**

- Delegate to District Support Services the responsibility to serve as a central point of contact for schools and parents/guardians, for advice and assistance about district policies, procedures, and program options for students in need of specialized supports and services. Staff in District Support Services will have the authority to:
  - i. facilitate and mediate any concerns, in consideration of the best educational interests, and most enabling placement, of students in need of specialized supports and services; and
  - ii. provide information, advice or recommendations during any appeal process to parents/guardians of students in need of specialized supports and services.
- Designate and maintain an administrative officer to chair an Inclusive Education Parent and Community Advisory Committee, consisting of a representative group of interested parents and community members, to provide regular input and advice specific to inclusive education.
- Maintain, keep current, and communicate, through the district website:
  - i. the District's commitment to inclusive education;
  - ii. the range of program options for students in need of specialized supports and services;
  - iii. information on the specialized consultation and assessment process; and
  - iv. information on the appeal process.

**b. Principals shall:**

- Ensure that, for students in need of specialized supports and services, the first placement option for due consideration is, in consultation with parents/guardians, the regular classroom in the attendance area school.
- Welcome students and parents/guardians and ensure they are provided with accurate and timely information, advice, and assistance regarding:
  - i. the range of programming and placement options available within the school and the District;
  - ii. registration, orientation, course selection, and program planning; and
  - iii. transitioning to new schools, other programs, and beyond secondary school.

- Invite meaningful involvement of parents/guardians in the learning team for planning and problem solving relating to programming for the student in need of specialized supports and services.
- Build, maintain and ensure respectful working relationships between parents and other members of the learning team.
- Provide parents with access to information contained in the student record, including student progress reports and results of specialized consultation or assessments, in accordance with the *School Act* and the Student Record Regulation.

## 2. IDENTIFICATION

### a. District Administration shall:

- Develop appropriate and consistent practices related to early and timely assessment and identification of students in need of specialized supports and services.

### b. Principals shall:

- Identify, in collaboration with specialist and professional staff, students in need of specialized supports and services.
- Involve parents/guardians according to all expectations outlined in Standards for Special Education, including:
  - i. obtaining parent/guardian's written informed consent for specialized consultation, assessment, or referral for services; ensuring that consent is understood as voluntary and may be revoked in writing at any time;
  - ii. involving parents/guardians and, when appropriate, students in the screening, identification and referral process;
  - iii. requesting information from parents/guardians that is relevant to students' education; and
  - iv. providing parents/guardians interpretation by qualified professionals of results of specialized consultation or assessment results.

## B. APPROPRIATENESS

### 1. PROGRAMMING

#### a. District Administration shall:

- Provide a range of choices throughout the District in programming placement options for students in need of specialized supports and services.
- Provide professional learning opportunities to support inclusive education values and practices for all district staff.
- Provide teachers with ongoing access to professional learning for inclusive and specialized instructional strategies for students in need of specialized supports and services.
- Enhance programming capacity through targeted recruitment of teaching staff with expertise in inclusive and specialized instructional strategies.

#### b. Principals shall:

- Invite and enable collaborative conversations on program planning between the classroom teacher(s) responsible for programming, other school or district staff who provide advice, assistance or specialized consultation, and the students' parents/guardians.

- Ensure that programming for all students in need of specialized supports and services is aligned to appropriate Programs of Study.
- Ensure that programming for all students in need of specialized supports and services meets expectations for instructional time.
- Ensure that such programming utilizes effective teaching, informed by aspects of strength-based programming, multiple means of instruction and evaluation, and evidence-based practices.
- Utilize specialist services for programming collaboration, consultation and review of student progress.
- Develop, implement, modify, and evaluate programming strategies and Individual Program Plans (IPPs). IPPs will use results from school data, specialized consultation and assessment, other specialist reports, and outline the nature and extent of adapted or modified programming, special accommodations provided, and relevant programming goals.
- Use assessment data to develop, implement and evaluate the effectiveness of programming and services provided to students in need of specialized supports and services.
- Ensure assignment of teachers to programs for students in need of specialized supports and services is based on prior success with inclusive and specialized instructional strategies.

## 2. SUPPORTS AND SERVICES

### a. District Administration shall:

- Ensure schools have access to specialist and professional staff to provide consultation, planning and problem solving relating to identification and programming for students in need of specialized supports and services.
- Collaborate with ministries, community services or other partners in securing consistency of access to other associated services for student success.
- Develop, keep current and implement written procedures for working with other members of the community to design and deliver services for children and students in need of specialized supports and services.
- Establish links or formal partnerships with other agencies offering pre-school or private early childhood services, post-secondary services, program placements or employment services, for the purpose of planning and securing transition support.

### b. Principals shall:

- Ensure that each student receives a range of specialized supports and services, aligned to individual programming needs as identified through an Individual Program Plan (IPP) or equivalent planning tool.
- Document the supports and services received on the IPP or equivalent planning tool.

## C. ACCOUNTABILITY

### 1. REPORTING, MONITORING AND EVALUATION

#### a. District Administration shall:

- Provide an annual special education report to the Board of Trustees.

- Conduct regular audits and reviews of designated district programs for students in need of specialized supports and services to ensure consistency and reliability in programming practices.
- b. Principals shall:
- Monitor and evaluate, in collaboration with specialist and professional staff, the effectiveness of specialized supports and services provided to each student.
  - Communicate school initiatives and activities for fostering inclusive learning environments through various means, including the Budget Planning and Results Review process.

## REFERENCES

AB.BP - Appeals

AB.AR - Appeal Processes

FA.BP - Human Resources Framework

GA.BP - Student Programs of Study

GAA.BP – Delivery of Student Programs of Study

GD.BP - Instructional Time

HA.BP - Inclusive Education

HB.AR - Student Placement

HF.BP - Safe, Caring and Respectful Learning Environments

*School Act* Sections 8(1), 20(e), 45(1)(2)(3)(7)(8), and 47

Alberta Education: Standards for Special Education- Amended June 2004

Alberta Education: The Learning Team: A Handbook for Parents of Children with Special Needs (2003)

Alberta Education: Student Record Regulation

**CODE:** AB.AR**EFFECTIVE DATE:** (06-09-2007)**TOPIC:** Appeal Processes**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2012)**REGULATION****A. DISPUTE RESOLUTION**

1. The District expects the use of co-operative and collaborative approaches to resolve matters of disagreement or dispute. It is expected that, in this way, most disagreements or disputes will be resolved at the local level.
2. When attempts to resolve the dispute have been unsuccessful, parties in dispute may appeal the matter, in writing, to the individual assigned the responsibility for the matter within the District. This individual shall review the submissions of the parties, make a decision, and communicate it in writing to the two parties.
3. Information shall be provided regarding the District's appeal processes to individuals wishing to appeal the decision.

**B. APPEALS**

1. District appeal processes shall ensure that:
  - a. there is no limitation of any rights provided by law or the right to other appeal processes;
  - b. the individual making the appeal receives the decision in writing without undue delay; and
  - c. the written decision includes information about the next level of appeal where appropriate.
2. Individuals have the right:
  - a. to retain, at their own initiative and expense, the services of advocates, witnesses and, or legal counsel to represent them during the appeal process;
  - b. to present information relating to the appeal; and
  - c. to have access to the information used and the rationale for the original decision which is being appealed.
3. The appeal of a decision shall be made in writing to the immediate supervisor of the individual who made the decision, unless otherwise specified in a particular appeal process. For example, to appeal the decision of a principal, the next level of appeal would be the Superintendent of Schools.
4. The individual who receives the appeal shall attempt to resolve the issue in a satisfactory and timely manner.
  - a. If able to resolve the dispute the individual shall confirm, in writing, that the appeal has been discontinued and indicate the resolution achieved.
  - b. If unable to resolve the dispute, the individual shall make a decision, communicate the decision and the reasons for it, in writing to those making the appeal, and advise them of the next level of appeal.

5. On receipt of an appeal to the Board of Trustees, the Executive Director Governance and Strategic Support Services: schedule the appeal at a meeting of the Board of Trustees or at a meeting of the Caucus Committee of the Board, and advise, in writing, those making the appeal of the time and place of the meeting, the procedures to be followed, that the individual may request a postponement of the hearing, and that decisions of the Board of Trustees may be reviewed by the Minister of Education.
6. An appeal process is initiated when a written appeal has been received. Where there are timelines specified in the appeal procedures, these shall commence upon the date of receipt of the appeal.

#### C. STUDENT APPEALS

1. A principal's decision that significantly affects the education of a student may be appealed, in writing, to the Superintendent of Schools.
2. The Superintendent of Schools, or designate, shall review the information provided by the parents and the Principal, and may meet with the parents, the Principal and student where appropriate, to discuss the appeal and attempt to resolve the dispute.
3. If able to resolve the dispute, the Superintendent of Schools shall, in writing to the parents, confirm the resolution achieved.
4. If unable to resolve the dispute, the Superintendent of Schools shall make a decision, write to the parent indicating the decision, the reasons for it, and the fact that the decision may be appealed to the Board of Trustees, or where the Superintendent of Schools has been delegated the authority for the matter, the Superintendent of Schools' decision may be reviewed by the Minister of Education.
5. The appeal process, from the receipt of the written appeal of the Superintendent of Schools' decision until the Board of Trustees' decision, shall proceed without undue delay. Appeals to Board of Trustees initiated after May 31 will be heard at the earliest possible date, but no later than the first scheduled Board of Trustees meeting of the subsequent school year.
6. Parents wishing to appeal a decision shall be provided with detailed information about the appeal process, including notice of the time and dates of all meetings, information on the process and procedures to be used for each meeting, and the next level of appeal or review.

#### D. SCHOOL COUNCILS

If there is a dispute between the Principal and a majority of the other members of the school council respecting policies proposed or adopted for a school, and if reasonable attempts to resolve the dispute have been unsuccessful, the Principal or the chair of the school council may appeal the matter, in writing, to the Superintendent of Schools. The Superintendent of Schools, or his designate, shall review the submissions of the Principal and the school council, make a decision, and communicate it in writing to the two parties, and advise them of the opportunity to request a hearing before the Board of Trustees.

**REFERENCES**

AB.BP - Appeals

FA.BP - Human Resources Framework

FBCA.AR - Respectful Working Environments

FBM.AR - Grievance Process

*School Act* Sections 40 and 123

**CODE:** FBA.AR**EFFECTIVE DATE:** (05-02-2014)**TOPIC:** Designation, Appointment and Assignment to Leadership Positions**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2021)**OBJECTIVE**

To outline the length of term for designation, appointment and assignment to leadership positions.

**DEFINITIONS**

**Designation** or **designated** refers to a leadership position given to an individual who holds a teacher contract.

**Appointment** or **appointed** refers to a leadership position given to an individual who does not hold a teacher contract.

**Assignment** or **assigned** refers to the location or area of responsibility of those designated or appointed to leadership positions.

**REGULATION**

## 1. DESIGNATIONS

- a. New Principals are designated by the Superintendent of Schools for a two-year probationary term. At the end of the probationary term, the Superintendent of Schools will either grant designation as principal for an indefinite term, extend the probationary period for an additional year, or not grant a designation as principal.
- b. Assistant principals designated by the Board of Trustees prior to 1996-1997 continue to hold the designation of assistant principal until the designation is terminated.
- c. Exempt management staff who hold a teacher contract and are designated as assistant superintendent, managing director, or director are designated for up to a three-year term.
- d. Exempt management staff who hold a teacher contract and are designated as supervisor are designated for a one-year term.
- e. All designations not included in 1. a., b., c., or d. above are for a one-year term.

## 2. APPOINTMENTS

Exempt management staff who do not hold a teacher contract are appointed for an indefinite term.

**REFERENCES**

FA.BP - Human Resources Framework

*School Act* Sections 19 and 96

**CODE:** ACB.BP**EFFECTIVE DATE:** (11-05-2010)**TOPIC:** National Anthem and Flag**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2017)**POLICY**

Given that Canada is a multicultural and democratic nation identified by its national anthem and flag, the Board believes that patriotic exercises and the cultivation of patriotic sentiment contributes to a climate of mutual respect and trust conducive to student learning, personal development, social living and citizenship within a Canadian context. All Edmonton Public Schools shall display the Canadian flag and are expected to play or conduct regular singing of the national anthem.

**REFERENCES**

FA.BP - Human Resources Framework  
FBCA.AR - Respectful Working Environments  
GGAB.BP - Multicultural Education  
GNDB.AR - Flying and Displaying Flags in Schools  
*School Act* Sections 26 and 50

CODE: FBCA.AR

EFFECTIVE DATE: (30-04-2013)

TOPIC: Respectful Working Environments

ISSUE DATE: (18-12-2015)

REVIEW YEAR: (2018)

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## DEFINITIONS

**Respect** means to demonstrate regard for the rights of others.

**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.

**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.

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.

**Sexual harassment** is any unwelcome behaviour that is sexual in nature. Unwanted sexual advances, unwanted requests for sexual acts, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- i. Such conduct undermines another individual's personal dignity by causing embarrassment, discomfort, humiliation or offence; or
- ii. Such conduct interferes with an individual's work performance or learning opportunities by creating an intimidating or hostile work or learning environment; or
- iii. Submission to such conduct is made either explicitly or implicitly a term or condition of employment or of educational services; or
- iv. Submission to or rejection of such conduct affects decisions regarding that individual's employment or educational advancement including matters such as promotion, salary, benefits, job security, grades or employment references.

Sexual harassment includes such things as unwanted touching (e.g., pinching, patting, rubbing), leering, sexist or dirty jokes, the display of sexually suggestive materials, derogatory or degrading

comments, sexually suggestive gestures, and unwelcome propositions, innuendos, demands or inquiries of a sexual nature.

**Personal Harassment/Bullying** is the hurtful mistreatment of people by yelling or ridiculing, undermining an individual or groups with vindictive or humiliating words or acts, including malicious exclusion, and any acts of intimidation including stalking.

**Complainant** means the individual who makes a complaint.

**Respondent** means the individual who the complainant alleges has engaged in Prohibited Behaviour.

**Prohibited Behaviour** means discrimination, harassment, sexual harassment or personal harassment/bullying.

## **REGULATION**

### **A. General**

This regulation applies to behaviour that constitutes discrimination, harassment or personal harassment/bullying, between or among staff members during work and school related-activities. For information regarding students, please refer to Board Policy HG.BP - Student Behaviour and Conduct, Administrative Regulation HG.AR - Student Behaviour and Conduct and Board Policy HF.BP - Safe, Caring and Respectful Learning Environments.

### **B. Informed about Options**

1. All staff members shall be provided with information and access to district publications about harassment and discrimination. This information shall also be provided to new staff members at the time they are hired.
2. Complainants, Respondents and Persons in authority who are involved in complaint resolution processes shall be provided with information regarding:
  - i. Board Policy FBCA.BP - Respectful Working Environments and Administrative Regulation FBCA.AR - Respectful Working Environments
  - ii. counselling, support, sick leave benefits, and advisor services provided by and through Edmonton Public Schools
  - iii. the right of the Complainant and the Respondent to be accompanied by a union or association representative or another individual
  - iv. the right of the Complainant to withdraw the complaint at any stage in the process
  - v. alternative routes for addressing the complaint.
3. At any time in the informal or formal complaint process, mediation is an option for the Complainant and Respondent, if both parties agree.
4. Both the Complainant and Respondent have the right to seek representation from a union or professional organization, or another individual at no cost to the district.

5. The Complainant and the Respondent are encouraged to co-operate with the investigation and resolution of the complaint.

### C. Confidentiality and Privacy of Information

1. All persons are urged to keep the matter confidential and Edmonton Public Schools will make reasonable efforts to respect the confidential nature of a complaint made under these regulations. However, anonymity and complete confidentiality cannot be guaranteed once a complaint is made. Information collected and retained as part of an investigation may be subject to release as part of a legal process or under the *Freedom of Information and Protection of Privacy Act*.
2. To respect the requirements of legislation, and the requirement that the process be fair to all parties, the following general principles will guide the release by Edmonton Public Schools of written information:

#### *General principles of entitlement to information*

- A Complainant and a Respondent have a right to their own personal information.
- A Complainant and a Respondent have a right to see written statements, information or reports related to the complaint process.
- Individuals referred to in a written statement, information or report have the right to know what has been said about them, and by whom.

#### *Exceptions to the entitlement to information*

- A Complainant or a Respondent does not have the right to see personal information about each other or about a third party that is not directly related to the complaint.
- Where the Superintendent of Schools or delegate (including the investigator)
  - a. determines, in accordance with the *Freedom of Information and Protection of Privacy Act*, that disclosure of personal information will constitute an unreasonable invasion of a third party's personal privacy, or
  - b. reasonably believes that disclosure of information will imperil the safety of an involved individual, such information shall not be disclosed.

### D. Roles and Responsibilities

- a. All staff members share responsibility for creating and maintaining a learning and work environment that is free of harassment.
- b. All contractors with Edmonton Public Schools shall be made aware of this policy.
- c. Principals and supervisors are responsible for creating, supporting and maintaining a positive work and learning environment. This means, but is not limited to being informed themselves and informing the staff about the content of this policy and supporting an awareness of harassment in general.
- d. The Director Staff Relations or his/her designate is responsible for ensuring the implementation of and compliance with the policy and administrative regulation. The Director:
  - receives and responds to inquiries about discrimination and harassment

- provides information about process, including, if appropriate, strategies to resolve complaints informally
- advises complainant of their right to contact his/her union or professional association
- receives formal complaints
- reviews formal complaints to assess adequacy of information, and secures additional information if needed
- determines if the matter has been previously investigated and dismissed, and if this is the case, advises the complainant that the matter is considered closed
- channels complaints that do not fit the definition of harassment into other processes e.g., conflict resolution, employee assistance, informal mediation, legal action
- advises the complainant of the next steps in the process
- arranges for an external investigator when the complaint cannot be dealt with through informal processes.

Should a complaint be dismissed by the Director Staff Relations, the complainant may appeal it to the Superintendent of Schools for review. The Superintendent of Schools' ruling on the matter shall be final.

#### E. The Process - Staff Members

##### Direct Action

- a. Individuals who experience perceived Prohibited Behaviour are strongly encouraged to take direct action by advising the Respondent at the earliest time possible that his/her actions are of concern or offensive.
- b. The potential Complainant may choose to communicate dissatisfaction or concern to the Respondent in writing, rather than communicating verbally.
- c. Persons using this process should keep a record of all the incidents and the way in which they were handled. This record will help the accurate reflection of events and how they were managed over time.

##### Informal Complaint

1. If an individual is not comfortable confronting the person whose actions they find offensive, or if the actions do not stop after they have confronted the individual, the next step is to proceed with an informal complaint. This means that the individual will approach a third party to help find a resolution to the problem. Teachers who have a complaint against another teacher should seek advice on how to address the situation from a staff officer in Member Services, Alberta Teachers' Association, to ensure they are in compliance with the Code of Professional Conduct. Similarly, CUPE members are advised to contact their unions to ensure compliance with the CUPE Equality Statement and Membership Oath of Obligation. The following individuals can also assist by providing information about the process for dealing with an informal complaint:
  - i. supervisor
  - ii. respondent's supervisor
  - iii. trusted person in authority
  - iv. principal or an administrator
  - v. Director Staff Relations

2. Every attempt should be made to resolve the situation informally. For example, any of the parties listed above may intervene on the Complainant's behalf by arranging for the Complainant and Respondent to come together to resolve the matter, arranging for mediation or by advising the Complainant of other options.
3. If this does not successfully resolve the issue, the Complainant may choose to initiate a Formal Complaint. It is not necessary to initiate an Informal Complaint before filing a Formal Complaint. If a Formal Complaint is initiated, it supersedes an Informal Complaint.
4. At any time after the initiation of informal complaint, the Complainant may request that no further action be taken. The Complainant still has the option of filing a formal complaint at any time within one year of the incident.
5. The Respondent has the right to request a timely investigation if an informal complaint is initiated, whether or not the complaint is pursued or dropped.

#### Formal Complaint

1. A Formal Complaint is made in writing and is filed with the Director Staff Relations within one year of the incident. Under exceptional circumstances, the Superintendent of Schools may accept a complaint filed more than one year after the incident.
2. The Director Staff Relations shall review the complaint to ensure that it is complete, and that a formal complaint is the most appropriate process for achieving resolution. After determining that a complaint is complete and not vexatious, he/she shall promptly inform the Superintendent of Schools, the Respondent, and the supervisors of the Complainant and Respondent about the Formal Complaint. If the complainant is not satisfied with the decision made by the Director Staff Relations regarding whether the matter should go forward, he or she may appeal to the Superintendent of Schools whose decision will be final.
3. An investigator shall be arranged by Human Resources. The District will make reasonable efforts to find a mutually acceptable investigator but if this is not possible, the Superintendent of Schools will appoint an investigator to ensure that the process is implemented.
4. Attempts to resolve the complaint through conciliation or mediation may continue throughout the process provided that both the complainant and the respondent agree.

#### Investigation

1. The investigator shall request a detailed written statement from the Complainant. Should the Complainant prefer, the investigator shall interview the Complainant.
2. If the Complainant provides a written statement, the investigator will follow up with an interview of the Complainant.

3. The investigator shall provide the Respondent with the Complainant's written statement and/or written summary of the interview. The Respondent shall be invited to make a written response, or if the Respondent prefers, to respond orally to the investigator. Conversely, the Complainant shall be provided with the Respondent's written statement and/or written summary of the interview and have an opportunity to respond orally or in writing to the investigator.
4. The investigator shall interview the Complainant and Respondent as necessary.
  - a. The investigator shall interview any other persons and gather such other materials as may be necessary for the investigator to conclude the investigation.
  - b. All parties are expected to co-operate with the investigation by being forthcoming, honest and respectful.
  - c. The investigator shall produce a report of fact relating to the complaint made.
  - d. If there is evidence that the complaint was vexatious, a deliberate attempt to avoid supervision or malicious (e.g., a deliberate attempt to avoid supervision, to damage a reputation, to hurt someone), this should be indicated in the report.
  - e. The investigator's report shall be provided to the Superintendent of Schools, the Complainant, the Respondent, and the Director Staff Relations, within 60 days of the filing of the formal complaint. The Superintendent of Schools may extend the timeline for the submission of the report. The Complainant and Respondent may then submit a response in writing to the Superintendent of Schools within 10 working days of receiving the investigator's report. The report will indicate whether or not there is evidence to support the complainant.

#### Outcome

1. If the investigation reveals evidence to support the complaint of discrimination, harassment or personal harassment/bullying, the respondent will be disciplined appropriately. Discipline may include one or more of:
  - i. direction to make a formal apology
  - ii. a written reprimand
  - iii. referral to counselling
  - iv. transfer
  - v. withholding of a promotion
  - vi. demotion
  - vii. suspension or termination
  - viii. any other measures as determined appropriate by the Superintendent of Schools.
2. If the investigation does not find evidence to support the complaint of discrimination, harassment or personal harassment/bullying, there will be no documentation concerning the complaint placed on the respondent's file.
3. Regardless of the outcome of the investigation, if the complaint was made in good faith, and is not found to be vexatious, the complainant will not be disciplined.
4. The complainant and anyone who provides information will be protected from any form of retaliation from either co-workers or superiors under this policy.

5. In the event that it is determined that the complaint was vexatious or malicious, the complainant may be subject to discipline.

The foregoing does not prohibit a person who is being harassed (employee, volunteer, person providing goods and services, or student) from making a complaint directly to the local police detachment if the matter is perceived to be of a criminal nature, or to the Alberta Human Rights and Citizenship Commission Phone: 780-427-7661 or toll-free within Alberta 780-310-0000 and then enter the area code and phone number.

#### **REFERENCES**

FA.BP - Human Resources Framework  
HF.BP - Safe, Caring and Respectful Learning Environments  
HG.BP - Student Behaviour and Conduct  
HG.AR - Student Behaviour and Conduct  
*Freedom of Information and Protection of Privacy Act*

CODE: AEBS.BP

EFFECTIVE DATE: (17-06-2014)

TOPIC: Wellness of Students and Staff

ISSUE DATE: (18-12-2015)

REVIEW YEAR: (2021)

## PURPOSE

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a district 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 of Trustees (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

**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** 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.

**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.

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

- **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.

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 district 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.

## **EXPECTATIONS**

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach.
2. The District shall:
  - a. consider student and staff health and safety in the planning, implementation and evaluation of district 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 district OHS program.
3. School staff shall work collaboratively with district 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 *School 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 district-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**

FA.BP - Human Resources Framework  
 FBCA.AR – Respectful Working Environments  
 EA.BP - Infrastructure Planning Principles  
 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 – Aboriginal Education  
 HF.BP - Safe, Caring and Respectful Learning Environments  
 HF.AR – Safe, Caring and Respectful Learning Environments  
 HFA.BP – Sexual Orientation and Gender Identity  
 HFA.AR – Sexual Orientation and Gender Identity  
 Comprehensive School Health Approach – Alberta Health Services  
 Framework for Kindergarten to Grade 12 Wellness Education  
*Guide to Education*  
 Joint Consortium for School Health  
*School Act*

**CODE:** FBCB.AR**EFFECTIVE DATE:** (30-10-2008)**TOPIC:** District Staff Code of Conduct**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2013)

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**REGULATION**

Edmonton Public Schools holds its staff members to a high standard of ethical conduct. This administrative regulation is intended to outline general guidelines for conduct, and a process for reporting allegations of misconduct. It cannot provide for every situation or circumstance. It is expected that staff members will behave in a manner which reflects common sense, good judgment, and discretion, and will adhere to all Board Policies, Administrative Regulations and Guidelines.

**A. General**

1. Staff members shall adhere to the policies, regulations and guidelines of the District, and not knowingly violate the collective agreements between the District and its unions or staff groups, or any other legal agreement between the District and an outside agency.
2. Staff members shall be respectful in all their interactions with students, parents, community members, other district employees and contractors.
3. Staff members shall conduct their employment responsibilities in an honest, faithful and diligent manner.
4. Private endeavours must not provide the appearance of an opportunity for wrongdoing or unethical conduct. Private endeavours include aspects of a staff member's activity outside those connected with official district duties. These may include:
  - a. Financial interest;
  - b. Paid and unpaid activities beyond official duty; and
  - c. Relationships with third parties who may be
    - Employed by the District
    - Doing business with the District
    - Seeking employment or benefits from the District
5. Staff members shall disclose to their supervisor/principal any financial, business or commercial interest which may conflict with their duty to the District or the proper execution of their duties. Where potential conflict is identified by the supervisor, the matter will be forwarded to Director Staff Relations for review.
6. These principles are intended to complement any Code of Ethics that a staff member would follow because of his or her professional affiliation e.g., the ATA Code of Professional Conduct, CUPE Equality Statement and Oath of Obligation, or a professional association code of conduct.

## B. Roles and Responsibilities

1. All staff members are responsible for adhering to the District Staff Code of Conduct.
2. The Superintendent of Schools or his or her designate is responsible for compliance with the policy. He or she reviews any investigative report and accompanying responses, and determines what, if any, action is to be taken.
3. Assistant Superintendents, managing directors, directors and principals are responsible for ensuring that staff are informed about the code of conduct.
4. The Director Staff Relations is responsible for process of managing complaints, including providing information to parties and arranging for investigations.

## C. Conflict of Interest

Staff members of the District shall not without the prior approval of the Superintendent of Schools or designate:

1. use information or materials (see section E) belonging to the District to gain financial benefit either directly or indirectly;
2. enter into a contract with the District, either personally or through a third party.

## D. Gifts, Payments and Rewards

Staff members shall not accept a gift, payment, favour or service from any individual or organization in the course of their assigned duties if that gift, payment, favour or service:

1. is other than a normal exchange of hospitality between people doing business, or
2. affects the fair and unbiased evaluation or acquisition of the materials or services offered to the District.

## E. Use of Board Property

1. District property, including vehicles, equipment and material, shall not be used for personal benefit or non-district purposes without district approval.
2. The Superintendent of Schools or designate may authorize the use of supplies or equipment by district staff if they feel that such use will assist staff members in their assigned work. It may be required that some staff regularly retain board-owned supplies or equipment in their possession.
3. A written record of the authorization of the use of supplies or equipment shall be maintained indicating the time of release, the signature of the user, and the date on which the item is returned.
4. Staff members are responsible for exercising all reasonable care to prevent abuse to, excessive wear of, or loss of District-owned equipment or material entrusted to their care.

## F. Use of Time

Staff members are expected to use work time for work purposes.

## G. Employment External to the District

1. If a staff member takes supplementary employment, including self-employment, it shall not:
  - a. appear to be an official act or to represent an opinion of the District, or
  - b. interfere with, negatively influence or affect the performance of their duties for the District.
2.
  - a. Staff members who author or create print or non-print courseware, software or any other instructional or educational resource material are deemed to be the owners of this material only if the development of such material is not part of the staff member's assigned duties and the materials are developed on the staff member's own time and without the use of district resources.
  - b. Staff members are advised that they should seek approval from their principal or decision unit supervisor prior to the commencement of the work.
  - c. Approval should also be obtained if any district resources are to be used in the development of the materials.

## H. Criminal Conduct

1. Staff members shall be expected to notify the District of all criminal charges at the time the charge is issued.
2. Conviction of any criminal offence may result in termination of employment with the District.
3. Applicants for employment are required to disclose all criminal charges and convictions.

## I. Reporting of Allegations of Misconduct

1. Any staff member who has reasonable grounds for believing that another staff member has engaged in conduct that is dishonest, illegal, abusive or detrimental to the interests or reputation of the District shall report the conduct to that staff member's immediate supervisor or the Director Staff Relations as soon as possible.
2. Teachers making such an allegation against another teacher should seek advice on how to address the situation from a staff officer in Member Services, Alberta Teachers' Association, to ensure they are in compliance with the ATA Code of Professional Conduct. Similarly, CUPE members may contact their union representatives to ensure compliance with the CUPE Equality Statement and Membership Oath of Obligation. Exempt staff members may wish to contact their professional organizations for assistance; advice is also available through Staff Relations.

Note: Where the conduct involves imminent threat or danger to any person or property of the District a staff member should report the conduct immediately.

3. A staff member shall only make a report under section I.1 in good faith.
4. A supervisor or principal who receives a report under section I.1 shall inform the Director Staff Relations as soon as possible.
5. The Director Staff Relations shall determine the action to be taken.
6. The Superintendent of Schools' decision regarding the outcome of an investigation will be final.

#### J. Protection for Reporting an Allegation of Misconduct

1. If an allegation is made in good faith, and is not found to be vexatious, the staff member making the allegation will not be disciplined, regardless of the outcome of the investigation.
2. The staff member making the allegation and anyone who provides information will be protected from any form of retaliation related to their employment from either co-workers or supervisors under this policy.
3. A staff member who has encountered retaliation may submit a complaint in writing within six months to the Director Staff Relations. Teachers must be mindful of their responsibilities under the Code of Professional Conduct.
4. The complaint will be investigated as per the District process.
5. Any staff member who makes an allegation of misconduct that is not in good faith or who retaliates against a staff member for making a report of misconduct in good faith shall be subject to disciplinary action, up to and including termination.
6. The Superintendent of Schools' decision shall be final.

#### REFERENCES

AE.AR - Basic Beliefs, Commitments and Expectations

CSGA.AR - School Generated Funds

CSGB.AR - Administration of School-Collected Funds

CWA.AR - Expenditure of Public Funds

DDC.AR - Publication and Authorization for Use of District Owned Material

DFA.AR - School Cafeteria Services

EM.BP - Alcoholic Beverages and Smoking on District Premises and at District-Sponsored Functions

FA.BP - Human Resources Framework

FBCA.AR - Respectful Working Environments

DKB.AR - Appropriate Use of District Technology

Principles of Board Operation

*School Act*

**CODE:** CSGA.AR**EFFECTIVE DATE:** (24-06-2008)**TOPIC:** School Generated Funds**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2013)

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## DEFINITIONS

School Generated Funds are funds collected by the school and fall into two main categories:

**Remitted Funds** - funds collected and remitted to central services to cover operational, administrative or capital expenditures which are charged against the school budget and accounted for centrally. If the expenditure is charged to a central service decision unit, the remittances are allocated to general revenue. If the expenditure is charged to the school, the amount remitted is included in the school's local revenues and offset against expenditures in calculating the surplus or deficit carried forward.

These funds include:

- a. funds collected and remitted to Financial Services for expenditures that will be charged to the school's regular budget.
  - for example, textbook rentals, instructional material fees, parking stall rentals, customer service receipts, leases and lunch program fees collected for lunchroom aide salaries (if expenditures are not School to Pay)
- b. funds collected and remitted to Financial Services and charged to a central service decision unit.
  - for example, bus passes, non-resident fees and goods and services tax

**Retained Funds** - funds collected for specific purposes or activities. These funds are retained at the school and expenditures for these activities are paid by the school and charged against the revenues in the school's accounts. These revenues or expenditures are not taken into account in calculating the school's surplus or deficit to be carried forward. These funds include:

- a. funds collected as voluntary fees where the costs are paid out of funds collected and retained at school.
  - for example, student union and club activity fees, yearbook sales, student identification card sales, lock sales, T-shirt sales, graduation fees, field trip fees, kindergarten fees, lunchroom fees, (if expenditures are School to Pay) and other similar items
- b. funds held in trust and administered by the school for a school parent and community group.
- c. funds raised from investments, commissions and vending machines.
  - for example, term deposit interest earned on deposits placed with central services, bank current account interest, commissions received, such as book fairs, and pictures
- d. funds raised in the school by the sale of goods and services when costs are paid by the school out of retained funds.
  - for example, book stores, cafeteria

All gifts, donations and grants are to be remitted for charitable receipt preparation and/or tracking purposes.

- a. Funds will be credited to the school's revenue if the related expenditures will be charged against the school budget.
- b. Funds will be returned to the school if the related expenditure will be made out of school generated funds.
- c. Donations received from parent groups for school generated fund activities are the exception and can be retained at the school.

## REGULATION

1. Schools shall include all school generated funds in their annual budget except those budgeted in central services such as bus passes and non-resident fees.
2. School generated funds shall not be used for the benefit of the school staff.
3. Prior to the collection of funds by means of a voluntary per-student fee, principals shall ensure that students and/or their parents are informed of the optional nature of such fees.
4.
  - a. All retained funds raised, held in trust for a school parent and community group, or donated for a specified purpose shall be used only for that purpose unless mutually agreed by the Principal and the fund-raising group or donor.
  - b. Any surplus funds may be spent on other student related activities, provided this intent is communicated prior to the collection of money.
5.
  - a. The soliciting of funds from individual students and staff on school premises is prohibited by Administrative Regulation IJ.AR School Participation in Charities - Canvassing in Schools. While not prohibited, games of chance and door-to-door canvassing by children should only be undertaken with due consideration of community attitudes toward such activities.
6. All fund-raising activities or appeals shall comply with the Charitable Fund-Raising Act and its regulations.

Information on registration requirements may be obtained from Service Alberta.

7. Principal's Responsibilities:
  - a. Approving any school, staff, and/or student involvement in fund-raising activities conducted by the school.
  - b. Consulting with any individual(s) and group(s) raising funds for the school, regarding proposed use of the funds, publicity methods to be used, and the timeliness of the activity or appeal.
  - c. Approving the proposed use of all school generated funds, including funds donated by school parent and community groups, and communicating this to the community and/or donor group prior to the collection of any funds.
  - d. Approval of the proposed use of donations should be in writing. For donations eligible for tax credit status, refer to Administrative Regulation IH.AR - Public Gifts.
  - e. Identifying the party(s) responsible for a fund-raising activity and communicating this to the community prior to the activity. It is important to distinguish between activities conducted by

the school in which parents may participate or volunteer and, activities conducted by school parent or community groups in which the school participates or assists in promoting.

#### 8. Funds Raised by School Parent and Community Groups

A school parent or community group raising funds to donate to the school shall retain all responsibility for financial accounting and reporting, and any attendant liability for its activities until the funds are accepted by the school.

##### a. Group Administration of Funds

- i. Groups choosing to administer their funds independently are encouraged to register under the Societies Act of Alberta which has prescribed reporting requirements. If a school, parent or community group intends to raise funds for the school through games of chance regulated by Alberta Gaming (bingos, raffles, casinos...), the group, or a subcommittee thereof, is required to be incorporated under the Societies Act of Alberta for licensing purposes.

The group name shall not have a direct reference to the school. For example, the Riverbend Band Parents' Association not Riverbend School Band Parents' Association.

- ii. The school principal and staff shall not have signing authority or financial responsibility for the group's account(s).

##### b. School Administration of Funds Held in Trust

- i. The Principal may authorize groups, so requesting, to have their funds administered by the school.
- ii. The funds shall be entered into the school's records and be accounted for separately.
- iii. The Principal shall provide the group with monthly financial reports of the funds and a group representative may pre-authorize the disbursement of funds.

##### c. School Administration of Donated Funds

- i. When a group donates funds to the school, at that time the funds shall be entered into the school's records and be accounted for separately.
- ii. If the funds are donated for a specified purpose, the Principal shall provide the group with monthly financial reports of the funds.

#### REFERENCES

CO.BP – Fiscal Oversight and Accountability

CSGB.AR - Administration of School-Collected Funds

DDBB.AR - Community Purchase of Supplies and Equipment

FA.BP - Human Resources Framework

HNB.AR - School Assessed Fees

IA.AR - Parent and Community Involvement

IAA.AR - Educational Partnerships and Sponsorships

IH.AR - Public Gifts

IJ.AR - School Participation in Charities - Canvassing in Schools

Edmonton Public Schools' Budget Manual

Service Alberta - *Charitable Fund-Raising Act*

Societies Act of Alberta

Alberta Gaming

**CODE:** CSGB.AR**EFFECTIVE DATE:** (24-06-2008)**TOPIC:** Administration of School-Collected Funds**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2013)

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**REGULATION**

1. The Principal shall be responsible for the administration of all school-collected funds.
2. All transactions shall be controlled and recorded in the school's accounting system and bank account and be subject to audit by the District's internal and external auditors.
3. School-collected funds shall be accounted for in a manner consistent with the District's accounting procedures.
4. A bank account shall be used for the administration of school-collected funds. Two authorized signatures are required for the disbursement of funds; the Principal and at least one other staff member shall have signing authority.
5. Temporary cash surpluses arising during the year should be invested with Financial Services - Revenue Accounting. Interest earned shall be classified as school generated funds.
6. A school shall not borrow money or make purchases on time payment plans other than through the amortization plan available through Financial Services.
7. Assistance in establishing proper school accounting procedures and records is available from Financial Services.
8. Financial Reports as detailed in the School Generated Funds Financial Procedures Manual shall be forwarded to Financial Services - General Accounting by the 15th of the subsequent month. Statements for the months of July and August shall be submitted by the 15th of September.
9. School accounting records and procedures shall be reviewed by Internal Audit. Principals may contact the supervisor of Internal Audit to request an audit of school accounts.
10. Funds collected as Goods and Services Tax (GST) shall be remitted monthly during the operational year to Financial Services prior to the 10th of the month following.
11. Remitted funds shall be transferred to Financial Services - Revenue Accounting no later than the 10th of the month following the receipt of the funds. This excludes bus pass sales which are to be remitted by the 25th of the month of collection.
12. All losses of school money or items with monetary value such as equipment, stamps or bus passes shall be reported to Financial Services on a Damage/Loss Report.

## **REFERENCES**

AA.BP - Stakeholder Relations  
CO.BP – Fiscal Oversight and Accountability  
CSGA.AR - School Generated Funds  
DDBB.AR - Community Purchase of Supplies and Equipment  
DIBA.AR - Liability Insurance for Volunteer Drivers  
FA.BP - Human Resources Framework  
HNB.AR - School Assessed Fees  
IA.AR - Parent and Community Involvement  
IH.AR - Public Gifts  
Edmonton Public Schools' Budget Manual

**CODE:** FBCD.AR**EFFECTIVE DATE:** (03-03-2009)**TOPIC:** Mandatory Records Checks for Employees**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2014)**REGULATION****A. GENERAL**

This regulation does not apply to an Edmonton Public Schools' student under 18 years of age.

**B. DEFINITIONS**

1. In this Regulation:
  - a. "Director" means the Director of Human Resources Consulting;
  - b. "employee" means a person hired on or after the effective date of this administrative regulation;
  - c. "prospective employee" means a person offered employment on or after the effective date of this administrative regulation.

**C. REQUIREMENT TO PROVIDE CHECK**

1. Each employee and prospective employee shall, within a time period specified by the Director, provide a current criminal records check which includes information relevant to working with the vulnerable sector.
2. The requirements of section C.1 shall apply to temporary employees on the occasion of being offered permanent employment.

**D. EMPLOYER CONSIDERATIONS AND RESPONSIBILITIES**

1. The nature and date of any charges or convictions revealed through a criminal records check will be considered by the Director relative to the current date and the individual's responsibilities as an employee.
2. Any costs associated with securing the required criminal records check will be the responsibility of the district.

**E. FAILURE TO PROVIDE OR UNSATISFACTORY CHECK**

1. If an employee fails to provide a criminal records check within the time specified, or if the contents are considered by the Director to be incompatible with employment with the district, the employee's contract of employment shall be terminated.

2. If a prospective employee fails to provide a criminal records check within the time specified, or if the contents are considered by the Director to be incompatible with employment with the district, the prospective employee's offer of employment shall be rescinded.

#### F. COLLECTION, USE, AND STORAGE OF INFORMATION

1. The collection and use of personal information related to mandatory records checks will be for the stated purpose of determining the suitability of an individual to work for the school district and will be in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act* of Alberta.
2. All police records check documents and related information will be securely stored within Human Resources.

#### REFERENCES

FA.BP - Human Resources Framework  
*Freedom of Information and Protection of Privacy Act*

**CODE:** FBCE.AR**EFFECTIVE DATE:** (14-05-2007)**TOPIC:** Volunteers - Registration and Records Checks**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2012)

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**REGULATION****A. GENERAL**

This Regulation applies to all volunteers on or after September 1, 2007.

1. In this Regulation:
  - a. "Director" means the Director of Human Resources Consulting; and
  - b. "volunteer" means any individual who, without compensation, assists in the school or helps students during a school-related activity, including a field trip, either in groups or on a one-on-one basis, and includes a volunteer driver that transports students, but does not include a guest speaker, a guest presenter, a visitor to the school, a parent assisting his/her own child, a post-secondary institution practicum student, a school council member or member of a parent fundraising group acting solely in either capacity, nor any district student or employee.
2. Principals are responsible for volunteers in their schools and are responsible for ensuring that volunteers work under the direction or supervision of district staff.
3. Effective September 1, 2007, all volunteers in district schools shall submit to the principal, each school year, a District Volunteer Registration Form.
4. Effective September 1, 2007, all volunteer coaches, volunteer chaperones of overnight field trips, and volunteer drivers that transport students shall submit an application for a police records check in accordance with this Regulation.
5. The nature and date of any charges or convictions revealed in a police report shall be considered relative to the current date and the individual's responsibilities as a volunteer.
6. Principals are responsible for informing volunteer coaches, chaperones of overnight field trips, and drivers that transport students of the requirement for police records check results prior to performing these volunteer duties.
7. Where exceptional circumstances prevail, a principal may waive the requirements of this regulation and shall, as soon as practicable, inform the Superintendent of Schools, in writing, of this action.
8. At the discretion of the Superintendent of Schools, any volunteer may be required to undergo a police records check.
9. Costs associated with securing required police records checks shall be the responsibility of the District.

## B. REQUIREMENTS FOR VOLUNTEER COACHES, CHAPERONES OF OVERNIGHT FIELD TRIPS, AND DRIVERS

1. Each volunteer coach, volunteer chaperone of an overnight field trip, and volunteer driver that transports students shall, within a time period sufficient to ensure the submission of results prior to engaging in such volunteer activity, and every year thereafter if engaged in the same volunteer activity, submit an application for a *Police Information Check* or an original *Police Information Check* indicating no charges or convictions and dated within the past six months.
2. If the result of a *Police Information Check* discloses charges or convictions, the volunteer shall submit, to the Director, an original of the volunteer's *Police Information Certificate*.
3. If a volunteer specified in B.1 fails to submit the documentation specified in section B.1 or B.2 prior to engaging in the volunteer activity, or if the contents of the volunteer's *Police Information Certificate* are considered by the Director to be incompatible with volunteering with the District, the volunteer shall not be allowed to volunteer.

## C. COLLECTION, USE, AND STORAGE OF INFORMATION

1. Volunteer Registration forms shall be retained by the school for the current and subsequent school year.
2. The collection and use of personal information related to a required police records check shall be for the stated purpose of determining the suitability of an individual to volunteer for a school as a coach, chaperone of an overnight field trip or driver that transports students, and will be in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act* of Alberta.
3. All police records check documents shall be securely stored within Human Resources and retained indefinitely, and the results shall be recorded, stored, and retained electronically by Human Resources.

## REFERENCES

DIBA.AR - Liability Insurance

FA.BP - Human Resources Framework

GA.BP – Student Programs of Study

GICA.AR - Field Trips

*Freedom of Information and Protection of Privacy Act*

**CODE:** DEA.AR**EFFECTIVE DATE:** (09-04-2013)**TOPIC:** Transportation Services**ISSUE DATE:** (12-12-2016)**REVIEW YEAR:** (2018)

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**REGULATION****A. GENERAL REGULATIONS**

1. Specific details related to all student transportation services are noted in the *Student Transportation Handbook*.
2. Edmonton Transit shall be the preferred means of student transportation.
3. When Edmonton Transit is unavailable or does not provide an acceptable level of service to the designated school, yellow bus service for eligible riders shall be arranged.
4. A student shall receive no more than one form of transportation service from the District.
5. The school principal shall be responsible for:
  - a. the supervision of students loading and unloading at the school;
  - b. student conduct on the school bus;
  - c. the sale and distribution of bus passes to students;
  - d. compliance with district and Alberta Education requirements for collecting, reporting and distribution of transportation-related information.
6. District staff, contract carriers and parents/guardians will provide a welcoming, caring, respectful, safe and inclusive environment when accessing Student Transportation services in accordance with expectations and responsibilities outlined in the following Board Policies (and subsequent Administrative Regulations):
  - a. HF.BP - Safe, Caring and Respectful Learning Environments
  - b. FA.BP – Human Resources Framework
  - c. HFA.BP - Sexual Orientation and Gender Identity, and
  - d. HA.BP - Inclusive Education
7. Parents or guardians of a student, or an independent student, receiving transportation, must provide for needed supervision and/or transportation prior to the student accessing transportation service, including movement to and from a bus stop location.
8. Recommendations or amendments to administrative regulations that impact transportation services shall involve the Manager of Student Transportation. The Manager of Student Transportation shall be listed as resource staff on all such recommendations going forward to senior administration for approval.

## B. ELIGIBILITY REQUIREMENTS FOR SUBSIDIZED TRANSPORTATION

1. For the purpose of determining district eligibility for transportation, the following shall apply:
  - a. neighbourhood boundaries shall be those determined through the District planning process;
  - b. a neighbourhood shall be considered to have no local elementary school if:
    - such a school has not been built or the school has been closed;
    - the regular program in the neighbourhood school has been closed;
  - c. a student's neighbourhood of residence shall be determined by his permanent residential address as recorded on the District's student file;
  - d. based on the student's permanent resident address, the "designated school" shall be:
    - the local attendance area school;
    - the school(s) identified by the District as receiving school(s) for students residing in specific neighbourhoods with no local elementary school or areas with no junior or senior high school;
    - the school which a student choosing an immersion or bilingual language program is directed to attend; or
    - the school which a student with moderate or severe special needs is directed to attend.
  - e. The District shall not be responsible for providing transportation to students, including those with special education needs, who choose not to attend their designated school.
  - f. Students must reside within the "transportation service area", meaning the designated zone within an attendance area in which the District provides subsidized transportation.

## C. YELLOW BUS SERVICE

1. The term, "yellow bus" includes buses or any other vehicle under contract to the District to transport students.
2. The following transportation services shall be available with a cost charged to parents or independent students:
  - a. to a designated school from areas where such schools have been closed or have not been built;
  - b. to a designated school for any student designated by the District to attend that specific school.
3. The District may choose to provide transportation services to Alternative Programs at its sole discretion:
  - a. Alternative Language Programs that meet Provincial criteria for bilingual or immersion instruction and Programs of Choice that have a unique instructional or curricular focus (programs such as, but not limited to, Arts Core, Cogito, Logos, Science Alternative, and Sports Alternative Programs).
  - b. Additions or deletions to the number of programs included in the service are at the Superintendent of Schools' discretion through the budget process.
  - c. If such a service is provided, in setting fees, the following factors shall be considered:
    - the cost of providing and administering the service;
    - the eligibility of potential riders under the Alberta Education Funding Manual;
    - the fees charged for other services;
    - the fees charged for this service in the past.

#### D. TRANSPORTATION SCHEDULES

1. Transportation schedules will be established annually by Student Transportation in consultation with school principals.
2. In accordance with Administrative Regulation FCBD.AR - Time in Recognition of Duties Related to Reporting Student Achievement and Administrative Regulation FLC.AR - School Professional Development Days, principals must ensure that Student Transportation is notified of all school calendar changes and school activities that impact the transportation services at least six (6) weeks prior to the date of the school calendar change or activity.
3. For school calendar changes that impact the transportation schedule for the following school year, principals must ensure that Student Transportation is notified during the spring School Hours of Operation (SHOP) process held in the preceding school year.

#### E. STUDENT TRANSPORTATION FEES

1. In accordance with the *School Act* and the Provincial Student Transportation Regulation A.R. 250/1998, eligible independent students and parents or guardians of eligible students who receive subsidized transportation must pay the student transportation fee through the purchase of a bus pass.
2. For the purpose of determining eligibility to access subsidized transportation services through the purchase of a bus pass, the term "student" shall include all those individuals less than 20 years of age on September 1st, and registered in a district-operated school excluding individuals to whom the District provides courses or programs in accordance with Section 55 of the *School Act* (Continuing Education).
3. Bus passes shall only be sold to a student registered in an Edmonton Public School, or to the student's parent or guardian on behalf of the student.
4. The amount charged to a student to replace a lost or stolen bus pass shall not exceed the District's cost for a replacement pass.

#### F. CONDITIONAL RIDERS

1. Student Transportation may authorize a student, who is not entitled to transportation services, access to yellow bus transportation under the following conditions:
  - a. there is sufficient capacity on the bus as determined by Student Transportation;
  - b. bus routes shall not be designed or altered to accommodate these students;
  - c. access to the service shall be granted on an annual basis;
  - d. the monthly fee is the same as for alternative program riders.

## G. TRANSPORTATION BY PARENT IN LIEU OF SCHOOL BUS TRANSPORTATION

1. For eligible students with moderate or severe special education needs who are attending their designated school, the District may, at its sole discretion, enter into an agreement with the parent whereby the parent transports the student to and from school and receives payment from the District for doing so.
2. Parent provided transportation will be considered when it can be determined that no other form of transportation service is accessible.

## H. APPEALS

1. In accordance with Administrative Regulation AB.AR - Appeal Process, appeals related to the provision of transportation services will be resolved as follows:
  - a. If issues or concerns are not resolved, a written request may be submitted to the Manager of Student Transportation.
  - b. Written appeals of the decision of the Manager of Student Transportation can be made within 10 school days to the Managing Director, Planning and Student Transportation.
  - c. The decision of the Managing Director, Planning and Student Transportation will be delivered in writing.
  - d. The Managing Director, Planning and Student Transportation's decision, if significantly affecting the education of a student may be appealed, in writing, to the Superintendent of Schools.

### REFERENCES

AB.AR - Appeal Process

DEA.BP - Student Transportation

FA.BP - Human Resources Framework

FCBD.AR - Time in Recognition of Duties Related to Reporting Student Achievement

FLC.AR - School Professional Development Days

HA.BP - Inclusive Education

HF.BP - Safe, Caring and Respectful Learning Environments

HFA.BP - Sexual Orientation and Gender Identity

*School Act* Sections 51, 52 and 55

A.R.250\1998 - Student Transportation Regulation

**CODE:** GGAB.BP**EFFECTIVE DATE:** (09-06-2009)**TOPIC:** Multicultural Education**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2016)**POLICY****PHILOSOPHICAL FOUNDATION STATEMENT**

The Edmonton Public School Board believes that Canadian traditions and values are enriched by the presence and involvement of a diverse, multicultural community of students, staff, parents, community members and groups. The Board wants all members of our diverse community to be welcomed, respected, to feel a strong sense of belonging and to participate fully in the District.

The Board believes that public education plays an important role in ensuring that all students develop an understanding of Canadian values and culture including an appreciation of the contributions of a diverse community to an evolving global society. The Board also believes that an environment in which there is equity of opportunity, and equity of access to programs, services and resources is critical to supporting all students and staff in realizing their full potential. The Board expects these values to be reflected in district programs, operations and practices.

The Board believes that racism is intolerable and has the potential to negatively impact educational, social and career outcomes for students and staff. Further, it damages relationships with families and community partners. As racism exists in society and therefore in our schools, the Board is committed to acknowledging, addressing, and eradicating racial incidents.

As community leaders, the Board believes that it has a role to play in working collaboratively with other agencies and levels of government to advocate for changes to support the development of a community in which all citizens have the opportunity to benefit from and participate fully in the cultural pluralism that is characteristic of Canada in the 21st century.

The Board believes that student learning is the core work of the District and recognizes the importance of continuing to strengthen program delivery and supports to realize success for all of our students.

The Board believes that student success is enhanced by:

- Creating learning environments that support all students and their families to develop a sense of belonging.
- Ensuring students learn about the values and culture of Canada.
- Having high expectations for achievement and providing a range of supports to promote continuous growth in student learning.
- Providing responsive programming that includes the use of resources to reflect diverse cultural perspectives.
- Creating opportunities for students to share and celebrate their cultural heritage.
- Using culturally appropriate assessments to inform programming.
- Ensuring that racial and cultural issues are appropriately addressed.
- Using a proactive approach to student conduct.

- Enabling parents and families to be involved in and make informed decisions concerning their child's schooling.
- Attracting and retaining qualified staff from diverse cultural backgrounds.
- Working collaboratively with community members and groups to increase intercultural appreciation and understanding.
- Working collaboratively with other educational institutions to promote successful transitions for students and improved pre-service training for staff.
- Providing professional development to increase intercultural appreciation and understanding of staff.
- Working collaboratively with community partners and other levels of government to advocate for the development of services to extend learning opportunities and supports.

The Board understands that change occurs over time and believes that the provision of an annual report at a public board meeting on progress related to each of the strategic directions identified in this policy will ensure accountability and demonstrate the District's commitment to supporting our diverse community.

#### **REFERENCES**

ACB.BP - National Anthem and Flag  
FA.BP - Human Resources Framework  
GGAB.AR - Multicultural Education

**CODE:** HF.BP**EFFECTIVE DATE:** (16-11-2010)**TOPIC:** Safe, Caring and Respectful Learning Environments**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2017)

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**POLICY**

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

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

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

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

**REFERENCES**

FA.BP - Human Resources Framework  
FBCA.AR - Respectful Working Environments  
GGAB.BP - Multicultural Education  
GGAB.AR - Multicultural Education  
HAA.BP - Aboriginal Education  
HAA.AR - Aboriginal Education  
HG.BP - Student Behaviour and Conduct  
HG.AR - Student Behaviour and Conduct  
HGD.BP - Student Suspension and Expulsion

HGD.AR - Student Suspension and Expulsion  
*Alberta Human Rights Act*  
*Canadian Charter of Rights and Freedoms*  
*United Nations Convention on the Rights of the Child*

**CODE:** HF.AR**EFFECTIVE DATE:** (27-09-2012)**TOPIC:** Safe, Caring and Respectful Learning Environments**ISSUE DATE:** (15-10-2012)**REVIEW YEAR:** (2017)

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## OBJECTIVE

This regulation requires the proactive creation and maintenance of welcoming, caring, respectful, safe and inclusive learning environments that respect diversity, equity and human rights and fosters a sense of belonging among all members of the school community. This regulation supports acknowledging, addressing and eradicating behaviours that constitute discrimination, intimidation and/or bullying between or among students.

For information regarding staff, refer to FBCA.AR - Respectful Working Environments.

## DEFINITIONS

**Bullying:** repeated and hostile or demeaning behaviour by a student where the behaviour is intended by the student to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation.

**Discrimination:** negative differential treatment of a person or group on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation.

**Inclusive:** a way of thinking and acting that demonstrates universal acceptance of, and belonging, for all students.

**Intimidation:** intentional behaviour which knowingly or should be reasonably known to cause fear of injury or harm.

**School Community:** means students enrolled in the school and their parents/guardians; children enrolled in an Early Childhood Services program at the school and their parents/guardians; the school staff; and other persons who have an interest in the school.

## REGULATION

1. Schools
  - a. Principals shall:
    - i. ensure all staff members share responsibility for proactively creating and maintaining welcoming, caring, respectful, safe and inclusive learning environments that acknowledge and promote understanding, respect, and the recognition of the diversity, equity and human rights of all students and families within the school community;
    - ii. ensure all members of the school community are aware of the expectation to model respectful conduct, inclusive behaviour, and an understanding and appreciation for diversity, equity and human rights;

- iii. provide equity of opportunity, and equity of access to programs, services, and resources to support all students in realizing their full potential;
  - iv. receive, investigate, report on and respond to inappropriate behaviour and actions, such as discrimination, intimidation or bullying;
  - v. create a clear reporting and investigative process and a safe environment for students and parents/guardians to bring concerns forward in a timely manner;
  - vi. provide information about these processes, including, if appropriate, supports and strategies to resolve complaints;
  - vii. hold everyone under his/her authority accountable for his/her behaviour and actions such as discrimination, intimidation or bullying; and
  - viii. work alongside staff, students and families to provide supports and resolve issues and concerns in a timely fashion.
- b. Teachers shall:
- i. help all students work to their full potential and develop their sense of self-worth;
  - ii. assist students to be positive leaders in their classroom, school and community by building social, interpersonal, assertiveness, empathy, conflict resolution and leadership skills;
  - iii. maintain consistent standards of behaviour for all students to contribute to a positive school climate;
  - iv. communicate regularly and meaningfully with parents/guardians; and
  - v. report all incidents of discrimination, intimidation, and bullying, and assist administration when conducting an investigation into such incidents.

## 2. Students and Families

- a. Students and families play an important role in creating welcoming, caring, respectful, safe and inclusive learning environments.
- b. Students have the responsibility to meet the expectations as outlined in HG.BP - Student Behaviour and Conduct and HG.AR - Student Behaviour and Conduct.

## 3. Professional Learning

Human Resources and Inclusive Learning will provide professional learning opportunities and recommend resources which support a comprehensive, systematic approach, and include evidence based strategies and processes for creating and maintaining a welcoming, caring, respectful, safe and inclusive learning environment.

## 4. Teaching and Learning Resources

In keeping with GI.AR - Teaching and Learning Resources, resources should be chosen and/or updated to promote critical thinking and should include age-appropriate materials that reflect inclusive environments which acknowledge and promote understanding, respect and the recognition of the diversity of students and families within the school and greater community.

## REFERENCES

FA.BP - Human Resources Framework  
 FBCA.AR - Respectful Working Environments  
 GGAB.BP - Multicultural Education  
 GGAB.AR - Multicultural Education  
 HI.AR - Teaching and Learning Resources

HA.BP - Inclusive Education  
HAA.BP - Aboriginal Education  
HAA.AR - Aboriginal Education  
HF.BP - Safe, Caring and Respectful Learning Environments  
HFA.BP - Sexual Orientation and Gender Identity  
HG.BP - Student Behaviour and Conduct  
HG.AR - Student Behaviour and Conduct  
HGD.BP - Student Suspension and Expulsion  
HGD.AR - Student Suspension and Expulsion  
*Alberta Bill of Rights*  
*Alberta Human Rights Act*  
*Canadian Charter of Rights and Freedoms*  
*School Act*

CODE: FBE.AR

EFFECTIVE DATE: (07-03-2008)

TOPIC: Health and Wellness of Staff and Students

ISSUE DATE: (18-12-2015)

REVIEW YEAR: (2013)

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**REGULATION***Promoting Physical Activity and Emotional Well-Being in School Communities*

1. The Principal will ensure the school program plan provides all students with quality Physical Education courses and *Daily Physical Activity* on days when Physical Education is not scheduled, in a manner that:
  - complies with the intent of the curriculum,
  - provides a minimum of 150 minutes/week of Physical Education broken into at least three time blocks,
  - plans and schedules are in place to enable *Daily Physical Activity* to be accessed by all students on days when Physical Education is not scheduled.
2. Schools and community will promote the value of physical fitness, active lifestyle and emotional well-being by such things as:
  - encouraging all students to participate in a variety of team and/or individual athletic activities,
  - utilizing resources, information and support from parents, community and organizations such as *Ever Active School, Active Playgrounds and Canadian Sport for Life*.
  - Disseminating District provided information for parents about the importance and benefits of physical activity for their children both in and out of school, and about how out-of-school activities can be accessed.
3. Principals will develop knowledge, expertise and leadership within the school staff to support quality Physical Education and activity through:
  - ensuring teachers charged with Physical Education instruction are knowledgeable about the content and intent of the provincial Physical Education curriculum,
  - providing access to in-service support for staff charged with planning and implementing *Daily Physical Activity*.
4. Central Services will ensure that support is available for schools to enable the development of an environment that promotes physical fitness, emotional well-being and lifelong physical activity by:
  - ensuring District teachers have access to:
    - a. in-servicing in Physical Education
    - b. in-servicing in Daily Physical Activity
    - c. staff development courses in Physical Education and/or Fitness Training from post-secondary institutions
    - d. research and information from Alberta Mental Health
    - e. information and activities that support daily physical activity
    - f. timetabling and scheduling suggestions

- providing prominent messaging about the benefits and enjoyment of active living and the role of active living for helping with stress management in school and throughout life,
- providing information that promotes and enables physical fitness and emotional well-being for district staff.

*Promoting Nutrition Education and Healthy Eating in School Communities*

1. The principal of each school must ensure that strategies are in place to foster the knowledge, skills and attitudes that promote healthy eating. In fulfilling this expectation schools will:
  - establish linkages between health education and foods available at the school,
  - promote nutrition education and positive food messages provided by the District,
  - schedule lunch breaks that provide time for eating and recreation,
  - limit the use of food items as rewards,
  - include foods from the *choose most often* and *choose sometimes* categories on special occasion days.
2. Schools will promote healthy, reasonably priced food choices when food is sold or otherwise offered. In fulfilling this expectation, principals, in consultation with the school community, will plan to:
  - access expertise in the community through partnerships, programs, referrals, etc.,
  - offer healthy foods in meal combinations in all places,
  - offer foods that are in the *choose most often* and *choose sometimes* categories.
3. All school communities will examine their nutrition practices and provide opportunities, support and encouragement for staff and students to eat healthy foods. In fulfilling this expectation staff may do things such as:
  - create their own health and wellness team that includes staff, parents and students,
  - choose healthy fundraising options,
  - create an environment where healthy foods are available, affordable and promoted as the best choice,
  - review options with food suppliers to maximize the nutritional value of the items,
  - define the frequency of special food days in yearly calendars and ensure that healthy food items are available on those days.
4. Central Services will support nutrition education and healthy eating by any or all of the following:
  - linking with Capital Health on initiatives, updates, and resources regarding nutrition and healthy living,
  - coordinating information and in-services for district staff on food use in schools relating to cafeterias, stores and vending machines,
  - coordinating information and in-services for district staff on cross-curricular connections with health outcomes,
  - providing positive food messages,
  - disseminating research on nutrition education, and other information related to healthy eating,

- participating in research projects and disseminating findings, such as promoting the best practices in healthy eating and obesity prevention gleaned from the research done with the School of Public Health, University of Alberta and our District,
- seeking and maintaining partnerships that reduce hunger across the District by increasing access to food programs to be provided in a non-stigmatizing manner,
- meeting regularly with District food suppliers.

#### **REFERENCES**

AEBB.BP – Wellness of Students and Staff

FA.BP - Human Resources Framework

FBCA.AR - Respectful Working Environments

HG.BP - Student Behaviour and Conduct

**CODE:** HFA.BP**EFFECTIVE DATE:** (29-11-2011)**TOPIC:** Sexual Orientation and Gender Identity**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2018)

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**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 those students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or questioning their sexual orientation, gender identity, or gender expression. The Board expects all members of this diverse community to be welcomed, respected, accepted, and supported in every school.

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 *Alberta School Act*. These rights shall 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 will not tolerate harassment, bullying, intimidation, or discrimination on the basis of a person's actual or perceived sexual orientation, gender identity, or gender expression.

The Board believes that all sexual and gender minority students, staff and families have the right to:

- be treated fairly, equitably, and with dignity and respect;
- have their confidentiality protected and respected;
- self-identification and determination;
- freedom of conscience, expression, and association;
- be fully included and represented in an inclusive, positive, and respectful manner by all school personnel;
- have equitable access to the same supports, services, and protections provided to heterosexual students and families;
- have avenues of recourse (without fear of reprisal) available to them when they are victims of harassment, prejudice, discrimination, intimidation, bullying, and/or violence; and
- have their unique identities, families, cultures, and communities included, valued and respected within all aspects of the school environment.

The Board is committed to implementing measures that will:

- Define appropriate expectations, behaviours, language, and actions in order to prevent discrimination, prejudice, and harassment through greater awareness of, and responsiveness to, their harmful effects.
- Ensure that all such discriminatory behaviours and complaints will be taken seriously, documented, and dealt with expeditiously and effectively through consistently applied policy and procedures.
- Improve understanding of the individual lives of sexual and gender minorities and their families, cultures, and communities.

- Develop, implement, and evaluate inclusive educational strategies, professional development opportunities, and administrative guidelines to ensure that sexual and gender minorities and their families are welcomed and treated with respect and dignity in all aspects of the school community.

The Board understands that institutional and cultural change occurs over time and believes that the provision of an annual report at a public board meeting on progress related to the strategic directions and benchmarks identified in this policy will ensure accountability and demonstrate the District's commitment to supporting our diverse communities.

The Board also recognizes the need to develop and maintain mutually supportive relationships with a variety of sexual orientation and gender identity minority groups in order to ensure the ongoing improvement of the implementation of this policy.

#### **REFERENCES**

AD.BP – District Vision, Mission, Values, and Priorities  
AEBB.BP – Wellness of Students and Staff  
FA.BP - Human Resources Framework  
FBCA.AR - Respectful Working Environments  
FBCB.AR - District 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  
*School Act - Section 45(8)*  
*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*  
United Nations Convention on the Rights of the Child

**CODE:** HFA.AR**EFFECTIVE DATE:** (13-11-2012)**TOPIC:** Sexual Orientation and Gender Identity**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2017)

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**OBJECTIVE**

School staff are expected to ensure a welcoming, supportive environment for all sexual minority staff, students and families.

**REGULATION****A. LEADERSHIP**

The Principal shall:

- ensure all aspects of this regulation are clearly communicated to all staff, students, and families;
- ensure staff address and provide appropriate remedial consequences for all interactions involving the use of comments, behaviours and actions which display homophobic, transphobic, and sexist, whether they occur in person or in digital form;
- ensure staff know their professional responsibility to identify discriminatory attitudes and behaviours, and create caring, respectful and safe learning environments;
- ensure awareness and adherence to all district policies with respect to diversity, equity, human rights, sexual orientation, gender identity, discrimination, prejudice, and harassment;
- ensure staff utilize language and educational resources and approaches that are inclusive, age-appropriate, and respectful of diverse sexual orientations, gender identities, and gender expressions;
- provide inclusive and respectful services and supports to sexual and gender minority students and families;
- ensure staff work proactively to eliminate systemic inequities and barriers to learning for sexual and gender minority students and families;
- support the establishment of Gay-Straight Alliances (GSAs), or similar student support groups, at educational settings offered within the District, where interest by students has been expressed;
- identify a staff member to serve as a safe contact for sexual and gender minority students. The Principal will inform the school community about the location and availability of this safe contact resource person;
- ensure staff will not refer students to programs or services that attempt to change or repair a student's sexual orientation or gender identity;
- ensure discriminatory behaviours and complaints will be taken seriously, documented and dealt with expeditiously; and
- ensure all staff recognize the confidentiality of the sexual orientation and gender identity of all students and protect them from unwanted disclosure of such information.

## B. STAFF

Edmonton Public Schools is a safe and respectful working environment where diversity is valued and embraced and staff are treated with respect and supported. All staff share responsibility for creating and maintaining a work environment that is free of discrimination and harassment. Complaints of discrimination and harassment based on sexual orientation and gender identity shall be promptly investigated and resolved as stated in the District's Policy FBCA.BP - Respectful Working Environments and Administrative Regulation FBCA.AR - Respectful Working Environments.

The District engages in employment practices which:

- are free of bias resulting from any prejudice, including prejudice related to sexual orientation and gender identity; and
- ensure equal opportunity for employment and advancement.

## C. PROFESSIONAL LEARNING

To assist all staff to become more knowledgeable about sexual and gender minority identities, cultures, and communities, Student Learning Services will provide professional learning opportunities to assist all staff to acquire the knowledge, skills, attitudes, and appropriate teaching practices necessary to create safe, inclusive, equitable, and respectful schools regardless of how students are perceived or identified.

## D. TEACHING AND LEARNING RESOURCES

Teaching and learning resources shall be chosen and/or updated to promote critical thinking and should include age-appropriate materials that accurately reflect the diversity of Canada's sexual and gender minority families, cultures, and communities.

## E. SCHOOL-COMMUNITY PARTNERSHIPS

To foster community involvement, a Sexual Orientation and Gender Identity Advisory Committee will be established. This committee will serve in an advisory role to support the effective implementation of this regulation.

## F. GENDER IDENTITY AND GENDER EXPRESSION

To support the safety, health, and educational needs of students who identify as, or are perceived to be, transgender or transsexual persons, district staff shall adhere to the following recommended practices wherever possible and appropriate:

- **Names and Pronouns** - A student or staff member has the right to be addressed by a name and pronoun that corresponds to his or her consistently asserted gender identity.
- **Official Records and Communication** - When requested by an independent student, or the parent/guardian, the student's official record will be changed to reflect their preferred name, sex, or gender. All school forms and records shall be changed to ensure that a

- student's preferred name and sex or gender is current on class lists, timetables, student files, identification cards, etc.
- **Gender-Segregated Activities** - To the greatest extent possible, schools should reduce or eliminate the practice of segregating students by gender (with the exception of already established single gender-based alternative programs). In classroom activities or school programs where students are segregated by gender, all students should be given the option to be included in the group that corresponds to their consistently asserted gender identity.
  - **Athletics, Locker Room, and Change Room Access and Accommodation**
    - All schools shall proactively review their student athletic policies to ensure they are inclusive of sexual and gender minority students. Transgender and transsexual students shall not be asked or required to have Physical Education outside of assigned class time, and shall, subject to safety considerations, be permitted to participate in any gender-segregated activities in accordance with their consistently asserted gender identity, if they so choose.
    - All students shall, subject to safety considerations, have access to locker room facilities that correspond to their consistently asserted gender identity. In locker rooms that require undressing in front of others, students who desire increased privacy, for any reason (e.g., medical, religious, cultural, gender identity, etc.) shall be provided with accommodations that best meet their individual needs and privacy concerns.
  - **Restroom Accessibility** - All students shall have access to the restroom that allows for appropriate privacy and that does not significantly disrupt the school environment. Staff shall consistently demonstrate sensitivity to the needs and safety of all students with respect to restroom access. The Principal shall ensure that individual solutions to restroom access are implemented with respect and discretion.
  - **Dress Code** - All students have the right to dress in a manner consistent with their gender identity or gender expression.
  - **Resolving Conflict** - The Principal shall be the final determiner of disputes that may arise with regard to a transgender or transsexual student's participation in educational or athletic activities. The principal shall ensure that the resolution of any conflict ensures reasonable accommodation and inclusiveness.

The District understands that change occurs over time and believes that the provision of an annual report at a public board meeting on progress related to each of the strategic directions identified in this regulation will ensure accountability and demonstrate the District's commitment to support our diverse community.

#### REFERENCES

AD.BP – District Vision, Mission, Values and Priorities  
 AEBB.BP – Wellness of Students and Staff  
 FA.BP - Human Resources Framework  
 FBCA.AR - Respectful Working Environments  
 FBCB.AR - District Staff Code of Conduct  
 FBE.AR- Health and Wellness of Staff and Students  
 GGDA.AR - Guidelines for Student Activities and Organizations  
 GI.AR - Teaching and Learning Resources

HA.BP - Inclusive Education  
HF.BP - Safe, Caring, and Respectful Learning Environments  
HF.AR - Safe, Caring, and Respectful Learning Environments  
HFA.BP - Sexual Orientation and Gender Identity  
HG.BP - Student Behaviour and Conduct  
HG.AR - Student Behaviour and Conduct  
*School Act - Section 45(8)*  
*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*  
United Nations Convention on the Rights of the Child

CODE: FB EA.AR

EFFECTIVE DATE: (21-01-2005)

TOPIC: Health and Safety Roles and Responsibilities

ISSUE DATE: (18-12-2015)

REVIEW YEAR: (2010)

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## DEFINITIONS

**Hazard Assessment:** A process that looks at what could cause harm to employees at a worksite in order to determine what controls are needed to eliminate or reduce the hazard risk.

**Imminent Danger:** Imminent danger means any danger that isn't normal for a job, or any dangerous conditions under which a worker wouldn't normally carry out their work.

**Staff:** Means any worker at the worksite including district staff, temporary workers, worker volunteers, contracted workers and subcontractors present at the worksite.

**Senior Staff:** Means those individuals reporting directly to the Superintendent of Schools, i.e., Principals, Executive Directors, Assistant Superintendents of Schools, General Counsel.

**Decision Unit Administrator:** Means those individuals charged with the responsibility of leading and managing a decision unit, i.e., managing directors, directors.

**Supervisors:** Means managers, supervisors, school department heads, foremen etc.

## REGULATION

### A. GENERAL

Health and safety is a shared responsibility between the Superintendent of Schools, senior staff, decision unit administrators, supervisors, staff, staff group representatives, as well as parents, students, visitors, temporary employees, contractors and subcontractors present at our work sites. All district staff have:

- the right to know about hazards in the workplace;
- the obligation to report any unsafe practices or conditions that they see; and
- the right to refuse unsafe work.

### B. HEALTH AND SAFETY ROLES AND RESPONSIBILITIES

1. The Board and Superintendent of Schools shall ensure that:
  - a. health and safety considerations receive priority in the planning and implementation of district activities and operations;
  - b. a framework of regulations, protocols and guidelines is developed and maintained which meets or exceeds compliance with the *Occupational Health and Safety Act*, Regulation Code and other related federal, provincial/local statutes, and by-laws;
  - c. a district occupational health and safety program that promotes the participation of staff and staff group representatives is implemented and maintained;

- d. employees, contractors, subcontractors, temporary workers, students and volunteers comply with all relevant workplace health and safety legislation and district policies and procedures;
  - e. employees understand the policy and are provided with the training and support necessary to integrate health and safety into their work;
  - f. the effectiveness of the health and safety program is evaluated at appropriate intervals and annually as a minimum, and;
  - g. support is provided to retain employees at work and to return employees with disabilities to active employment in a safe and timely manner.
2. Principals and other senior staff, decision unit administrators, and supervisors shall:
- a. provide the leadership and management necessary for the overall implementation of the district health and safety policy within their areas of responsibility;
  - b. plan and conduct all worksite activities in a manner that promotes compliance with legislation and the district health and safety program;
  - c. demonstrate commitment to health and safety by their behaviour and actions;
  - d. ensure worksite hazard assessments are completed within their areas of responsibility;
  - e. inform all staff and others present at the worksite about existing or potential worksite hazards and site specific health and safety requirements;
  - f. ensure that all work-related injuries, illness and incidents with the potential to cause serious injury/illness are reported, investigated, and corrective action is taken to prevent a recurrence;
  - g. ensure that staff are given adequate training, instruction and equipment so they can perform their work in a safe manner;
  - h. ensure that work areas are inspected at regular intervals to identify and control potential or existing hazards;
  - i. take corrective action to deal with unsafe acts or conditions identified by staff and/or during workplace hazard assessments, inspections and incident investigations;
  - j. ensure that safeguards and safety devices including personal protective equipment are available and used;
  - k. stop any work they perceive to be presenting imminent danger to an individual present at the worksite;
  - l. ensure reasonable work accommodation opportunities are provided to injured, disabled or ill employees.
3. District staff and students (where applicable ) shall:
- a. protect themselves and others by adopting responsible behaviours and attitudes toward health and safety;
  - b. observe all safety rules and procedures established by the regulatory authorities, the district, and their decision unit;
  - c. practice safe work habits including use of any safeguards or personal protective equipment provided;
  - d. attend and use mandated health and safety training where applicable;
  - e. promptly report hazardous or unsafe equipment, acts or conditions, to a supervisor, make suggestions for their correction, or take corrective action where authorized;
  - f. immediately report to a supervisor all-work related injuries, illness and incidents with the potential to cause serious injury, and obtain first aid/medical treatment without delay;

- g. refuse to perform any task they know to be unsafe, and
  - h. actively participate in and support return-to-work accommodation programs for themselves and others.
4. District Occupational Health and Safety Consultants shall:
- a. provide information and assistance to administration and staff regarding interpretation and compliance with legislation, district policies and regulations;
  - b. conduct audits and assist administrators with inspections of facilities at appropriate intervals to identify potential hazards and determine that procedures, equipment, and facilities meet accepted occupational health and safety standards;
  - c. assist administrators in the investigation of serious accidents and incidents and advise regulatory authorities of reportable incidents; and,
  - d. stop any work where they perceive there to be imminent danger to an individual present at a worksite, by either advising the Principal or Administrator, or in their absence by issuing an internal stop work order.

**REFERENCES**

AEBB.BP – Wellness of Students and Staff

FA.BP - Human Resources Framework

HHCA.AR - Hygienic Practices

HHCC.AR - Communicable Disease

*Occupational Health and Safety Act*

Occupational Health and Safety Regulation

Occupational Health and Safety Code

*Environmental Protection and Enhancement Act*

Environmental Protection and Enhancement (Miscellaneous) Regulation (AR 118/93)

*Public Health Act*

**CODE:** FBEB.AR**EFFECTIVE DATE:** (09-04-2014)**TOPIC:** Workplace Violence**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2021)

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**OBJECTIVE**

To minimize the potential for workplace violence and ensure a consistent approach to addressing any incidents that occur.

Edmonton Public Schools is committed to providing a working and learning environment that is free from violence. It is the responsibility of the Board of Trustees, Superintendent of Schools, staff, parents/guardians, students, community members and contractors to contribute to identifying and addressing incidents of violence.

**DEFINITIONS**

**Community member** includes volunteers, visitors, unpaid service providers, and tenants.

**Contractor** includes anyone involved in a contracted relationship with the District, including vendors and service providers.

**Personal injury** is physical or psychological injury to an individual that can be of short or long duration.

**Safety plan** is the document developed specific to an individual that defines how staff can best maintain a safe and productive working and learning environment.

**Violence** is any threatened, attempted, or actual conduct of a person in the workplace, relating to the workplace, or resulting from the workplace that can reasonably be expected to cause injury or harm to person or property.

**Workplace** is any location where a staff member of the District carries out his or her assigned responsibilities.

**RESPONSIBILITY**

1. Human Resources shall develop and communicate district procedures and processes in support of this administrative regulation.
2. All staff shall report incidents of workplace violence according to district procedures and processes.
3. Decision unit administrators shall:
  - a. ensure that the administrative regulation is posted at each work site;

- b. communicate the administrative regulation to all staff, parents/guardians, students, community members and contractors, along with their shared responsibility for creating and maintaining a positive working and learning environment;
  - c. create and maintain workplace conditions that minimize the potential for workplace violence;
  - d. take immediate action on reports of workplace violence (e.g., report, investigate);
  - e. implement district procedures and processes for addressing incidents of violence; and
  - f. ensure that all incidents are reported in accordance with district procedures and processes (e.g., Occupational Health and Safety incident report).
4. Assistant Superintendents, executive directors, and decision unit administrators are responsible for ensuring consistent implementation of, and compliance with, this administrative regulation. Human Resources shall organize for staff education and training about workplace violence, coordinate follow-up support, and provide decision unit administrators with the processes, tools and support they need to address violence.

## **REGULATION**

This administrative regulation applies to incidents of violence that occur between students and staff, parents/guardians and staff, community members and staff, community members and students, or staff and staff.

### **A. TRAINING AND EDUCATION**

Staff qualifications, and ongoing training and education are critical to preventing and responding to workplace violence. Human Resources is responsible for delivering skills and awareness training to all staff.

1. All staff shall be provided with information about workplace violence and how to address incidents of violence in the workplace. Staff new to the District will receive this information as part of district hiring and orientation processes.
2. Decision unit administrators shall be provided education and support to create workplace environments that minimize the potential for violence and address incidents of violence.
3. Human Resources shall define the qualifications and experience necessary for staff who work with individuals who present a current risk of violent behaviour.
4. Human Resources shall define the training required for staff who work with individuals who present a current risk of violent behaviour. If an individual is hired into a role and does not have the training required, the decision unit administrator in conjunction with the staff member shall develop a plan to complete this training within a reasonable time.
5. Human Resources shall develop a process to problem solve, exchange information, and share research and best practices relative to workplace violence. Decision unit administrators shall take action based on this information to reduce the occurrence of violence in their respective workplaces.

## B. VIOLENCE PREVENTION PLANNING

1. The decision unit administrator shall develop a safety plan for any individual who presents a current risk of violent behaviour. All parties that are affected by the safety plan shall be made aware of the plan and of their responsibilities.
2. Incidents of workplace violence and investigation results shall be reported to Human Resources in order to identify opportunities to decrease or prevent incidents of violence.

## C. RESPONSE TO INCIDENTS OF WORKPLACE VIOLENCE

1. Decision unit administrators are responsible for the care, welfare, safety, and security of those involved in incidents of workplace violence.
2. Response to incidents of workplace violence shall be based on district procedures and processes, and site-specific safety plans.
3. Employee Health Services shall offer support services to staff who are directly or indirectly involved in incidents of workplace violence.
4. Individuals who experience or witness incidents of workplace violence shall report the incident according to district procedures and processes, and cooperate with any subsequent investigation.
5. Allegations of attempted or threatened violence shall be investigated and addressed according to district procedures and processes.
6. Confirmed instances of workplace violence may result in administrative sanctions up to and including termination for those who commit or contribute to workplace violence.
7. Decision unit administrators shall identify information learned from site-based incidents of violence and take action where necessary to improve preparedness.
8. Facilities Services shall be responsible for developing protocols for communicating and addressing emergent risks of violence that have the potential to affect multiple sites.
9. Human Resources shall analyze information learned from site-based incidents of violence annually, and will integrate this information into district procedures and processes.

## REFERENCES

AD.BP - District Vision, Mission, Values, and Priorities  
AEBB.BP – Wellness of Students and Staff  
DBC.AR - Operation of Schools in Emergency Circumstances  
FA.BP - Human Resources Framework  
FBCA.AR - Respectful Working Environments  
FBCB.AR - District Staff Code of Conduct  
FBE.AR- Health and Wellness of Staff and Students  
FBEA.AR - Health and Safety Roles and Responsibilities

HF.BP - Safe, Caring, and Respectful Learning Environments  
HF.AR - Safe, Caring, and Respectful Learning Environments  
HFA.BP - Sexual Orientation and Gender Identity  
HFA.AR - Sexual Orientation and Gender Identity  
HG.BP - Student Behaviour and Conduct  
HG.AR - Student Behaviour and Conduct  
Edmonton Public Schools OHS Tool Kit  
*Alberta Education Act (new), Section 33(1)(d)*  
*Alberta Teachers' Association Code of Professional Conduct*  
*Alberta Occupational Health and Safety Code, Part 27 Violence*  
*Canada Labour Code, Part II Occupational Health and Safety, paragraph 125(1)(z.16)*  
*Canada Occupational Health and Safety Regulations (SOR/86-304) Part XX*

CODE: FBEC.AR

EFFECTIVE DATE: (01-12-2014)

TOPIC: Public Interest Disclosure (Whistleblower Protection)

ISSUE DATE: (18-12-2015)

REVIEW YEAR: (2021)

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## OBJECTIVE

To meet the District's responsibilities for implementing the *Public Interest Disclosure (Whistleblower Protection) Act* by assigning roles, responsibilities and defining expectations for district procedures that facilitate employees to make confidential disclosures about wrongdoing in a safe setting that is free from reprisal.

## DEFINITIONS

In this regulation, **Act** means the *Public Interest Disclosure (Whistleblower Protection) Act*, and any regulations thereunder.

The Superintendent of Schools is the **Chief Officer**, as per the Act, with overall responsibility for procedures related to the Act.

In this regulation, **Commissioner** refers to the Office of the Public Interest Commissioner.

The **Designated Officer** is the individual designated by the Chief Officer with responsibility for the management and investigation of any disclosure under the Act.

**Disclosure** means informing an appropriate person about wrongdoing or believed wrongdoing of another district employee or related official.

For the purposes of this regulation, **Employee** refers to an individual employed by Edmonton Public Schools who makes a disclosure under the Act.

**Reprisal** means any adverse action, or threat of action, taken or directed to be taken against an employee for participation in a disclosure.

**Wrongdoing** is defined as:

- an illegal act;
- an act or omission that creates an imminent risk to the health and safety of individuals;
- a specific threat to the environment;
- gross mismanagement of public funds or a public asset; or
- knowingly directing or counselling an individual to commit a wrongdoing mentioned in the above instances.

## RESPONSIBILITY

1. The Chief Officer shall:

- a. establish and maintain, in accordance with the Act, written procedures for managing and investigating disclosures;
  - b. approve recommendations resulting from investigations;
  - c. fulfill the annual reporting requirements; and
  - d. ensure employee awareness of the Act, this regulation and the disclosure procedures.
2. The District General Counsel is the Designated Officer responsible for ensuring Edmonton Public Schools (EPSB) carries out its responsibilities under the Act and shall:
- a. create and maintain the Edmonton Public Schools Public Interest Disclosure Procedures in compliance with the Act and accordance with the principles of procedural fairness and natural justice;
  - b. be a point of contact for general advice and guidance about the operations of the Act and Edmonton Public Schools' procedures;
  - c. coordinate the disclosure process and either personally conduct or oversee, manage and coordinate the investigation of disclosures;
  - d. ensure that any individual assigned to review or investigate an alleged wrongdoing is impartial and has no potential, perceived or real conflict of interest.
  - e. be responsible for conducting screening and preliminary analysis of disclosures in accordance with the procedures;
  - f. impartially assess each report to determine whether it is a disclosure under this regulation;
  - g. conduct, or appoint an impartial investigator, to conduct the investigation;
  - h. be responsible for the tracking and reporting of investigations and corrective actions arising out of the disclosures;
  - i. ensure appropriate stakeholders are apprised of the status of the investigation;
  - j. assign responsibility for corrective actions, if any, arising from investigations;
  - k. follow up on the status of corrective actions;
  - l. advise the disclosing employee of the progress of an investigation and inform him/her of the outcome;
  - m. establish and manage a confidential records and information management system in accordance with the District's records retention schedule;
  - n. develop a tracking system to manage disclosures and investigations;
  - o. collate and prepare statistical summaries of disclosures for the Chief Officer and the Chief Officer's Annual Report;
  - p. take all necessary steps to ensure, to the extent possible, the confidentiality of the identity of the individual who made the disclosure and the identity of the employee who is the subject of the disclosure; and
  - q. protect employees involved in a disclosure of wrongdoing from possible reprisal.
3. Supervisors shall:
- a. review annually with staff this regulation and the identity and role of the Designated Officer;
  - b. receive a disclosure of possible wrongdoing as a confidential disclosure under the Act if received from an employee and report the disclosure in writing to the Designated Officer; and
  - c. protect employees involved in a disclosure of wrongdoing from possible reprisal.
4. Employees shall:

- a. participate in investigations as required and cooperate fully with the Designated Officer or any investigators appointed by the Designated Officer;
- b. maintain strict confidentiality of any information related to, or arising out of, a disclosure;
- c. make disclosures of wrongdoing in good faith;
- d. refrain from engaging in reprisal against an individual for:
  - making a report of wrongdoing; or
  - cooperating with an investigation of wrongdoing.

## REGULATION

### A. REPORTING WRONGDOING

This process does not normally apply to concerns and, or complaints addressed through other regulations and processes including, but not limited to, grievance procedures and reporting procedures for workplace violence, harassment, Code of Conduct and occupational health and safety.

1. An employee who perceives a wrongdoing has been committed or is about to be committed may seek advice from and or report the perceived wrongdoing to the Designated Officer or the Commissioner.
2. Should the disclosure be related to the Designated Officer, it may be reported to the Chief Officer or the Commissioner.
3. A disclosure may be reported directly to the Commissioner if:
  - the disclosure is believed to be a matter of imminent risk of a substantial or specific nature to the life, health or safety of individuals or to the environment, such that there is insufficient time to report to the Designated Officer;
  - the disclosure involves the Chief Officer or Designated Officer;
  - the disclosure has been made and not resolved within the specified time periods or according to procedures; or
  - the employee is not satisfied with the resolution of a completed investigation.
4. All reports of wrongdoing must be made in writing, and may be completed using the Public Disclosure Form. Reports are to be submitted to either:
  - [safedisclosure@hushmail.com](mailto:safedisclosure@hushmail.com), an external site not subject to district e-mail monitoring
  - Edmonton Public Schools  
Centre for Education  
One Kingsway Avenue  
Edmonton AB T5H 4G9  
ATTENTION: General Counsel
5. Reports shall be made in good faith, on a timely basis and based on reasonable grounds. Deliberately false or vexatious allegations are serious offences and will be dealt with accordingly.

## B. INVESTIGATING WRONGDOING

1. All disclosures received through the processes in this regulation shall be appropriately reviewed and evaluated for possible investigation, in accordance with this regulation and the Procedures by the Designated Officer.
2. The Designated Officer may consult with the Chief Officer or the Commissioner before launching an investigation.
3. Information collected during the course of an investigation shall be kept confidential according to the limits outlined by the Act and the Procedures.

## C. COMMUNICATING AND REPORTING

1. The Designated Officer shall in writing:
  - a. Within five business days of receipt of the disclosure, acknowledge receipt to the disclosing employee.
  - b. Within 10 business days of receipt of the disclosure, notify the disclosing employee of the decision as to whether an investigation is required.
  - c. Within 110 business days of receipt of the disclosure, report the findings of the investigation to the Chief Officer and the disclosing employee.
  - d. Prepare a report for the Chief Officer, that includes the following details related to the investigation of each disclosure:
    - i. date of report;
    - ii. executive summary;
    - iii. name of the person who made the disclosure of the wrongdoing;
    - iv. date the disclosure was received;
    - v. a copy of the disclosures;
    - vi. date of acknowledgement of the receipt of the disclosure;
    - vii. date on which the Chief Officer was advised;
    - viii. date, if any, of referral to the Commissioner or other agency;
    - ix. date of appointment of investigator;
    - x. date investigation was commenced and completed;
    - xi. names of all persons interviewed;
    - xii. table of documentary and other evidence;
    - xiii. time frame of investigation;
    - xiv. findings of fact with reference to sources and rationale for the findings;
    - xv. all interview notes or transcript of recording (may be a reference to a digital repository); and
    - xvi. recommendations of the Designated Officer regarding any corrective measures that EPSB should take.
2. The Chief Officer may extend the time period for up to 30 business days for investigation and the provision of a report.
3. The Chief Officer will report annually to the Commissioner, and make available to the public, the following:
  - a. number of inquiries;
  - b. number of disclosures;
  - c. number of investigations; and

d. recommendations made.

#### D. REPRISALS

1. All complaints of reprisals should be made by the affected employee directly to the Commissioner.
2. Reprisal against an employee who has disclosed a wrongdoing or who has cooperated in an investigation is grounds for disciplinary action and an offence subject to significant personal fines under the Act.

#### REFERENCES

FA.BP - Human Resources Framework

FBCA.AR - Respectful Working Environments

FBCB.AR - District Staff Code of Conduct

Edmonton Public Schools Public Interest Disclosure Procedures

Understanding the Public Interest (Whistleblower Protection) Act Brochure

*Public Interest Disclosure Act*

*Freedom of Information and Protection of Privacy Act*

**CODE:** HG.BP**EFFECTIVE DATE:** (12-09-2006)**TOPIC:** Student Behaviour and Conduct**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2013)**POLICY****A. STUDENT RIGHTS AND RESPONSIBILITIES**

1. Students shall be treated with dignity, respect, and fairness by other students and staff.
2. Students shall be provided with a learning environment that is free from physical, emotional, and social abuse.
3. Students and parents shall be informed of the Board's and school's expectations for student behaviour within the school, the school grounds, and during school activities.
4. In the event of student misbehaviour, students and parents shall have the right to offer an explanation, and to be informed about consequences of misbehaviour.
5. Students shall exercise their responsibilities to:
  - a. use their abilities and talents to gain maximum learning benefits from their school experiences;
  - b. contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living; and
  - c. attend school regularly and punctually.
6. Appropriate opportunities for student consultation and involvement in student related matters shall be provided.

**B. STUDENT BEHAVIOUR AND CONDUCT**

The Board supports the endeavours of staff, students, parents, and the community to ensure positive student behaviour and conduct. In addition, the board expects parents and students to recognize their responsibility in developing student self-discipline.

1. Students shall be responsible and accountable for their behaviour and conduct:
  - a. while involved in school-sponsored or related activities;
  - b. while on school property;
  - c. during any recess or lunch periods on or off school property;
  - d. while travelling to and from school; and
  - e. beyond the hours of school operation if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) (*School Act* Sections 24(1)(b) and 24(7)(b)).

2. Parents play a vital role in developing student behaviour and conduct. It is the District's expectation that parents:
  - a. be aware of the board policy and regulations and the school's expectations for student behaviour and conduct;
  - b. review the board policy and regulations and the school's expectations for student behaviour and conduct with their child(ren);
  - c. work with the school to resolve student behavioural issues when they affect their child(ren); and
  - d. co-operate with the school's or district's recommended course of action prior to re-admission of the student following a student suspension.
  
3. Students shall show respect for:
  - a. school authority;
  - b. others and their property;
  - c. ethnic, racial, religious, and gender differences;
  - d. school attendance and punctuality;
  - e. work habits, assignments and homework;
  - f. school property;
  - g. textbooks and equipment;
  - h. fire alarms and safety equipment; and
  - i. district policies relating to smoking, alcohol, drugs and inhalants.
  
4. Failure to meet the expectations for behaviour and conduct shall result in some or all of the following consequences:
  - a. problem solving, monitoring or reviewing behaviour expectation with student and reprimand;
  - b. parental involvement;
  - c. referral to attendance board;
  - d. temporary removal of privileges;
  - e. detention of student;
  - f. temporary exclusion of student from class;
  - g. in-school suspension;
  - h. out-of-school suspension;
  - i. behaviour contract with student;
  - j. restitution for property damage to an individual or board;
  - k. assessment of student to develop appropriate programming;
  - l. involvement of police; and
  - m. expulsion from a school or all district schools.
  
5. Grounds for disciplinary action that could lead to suspension or expulsion exist where a student has demonstrated unacceptable behaviour such as:
  - a. conduct which threatens the safety of students and/or staff;
  - b. possession of a weapon on a student's person, or in a student's locker or desk, that is dangerous to students and staff: A weapon is anything used, designed to be used or intended for use in causing death or injury to any person, or for the purpose of threatening or intimidating any person.

- c. displaying or brandishing a weapon in a threatening or intimidating manner;
  - d. assaulting another person;
  - e. possession or use of illegal drugs, alcohol, or inhalants in school and on school property;
  - f. contravention of district policies and regulations related to student harassment, smoking, student attendance, and student rights and responsibilities;
  - g. theft;
  - h. wilful disobedience and/or open opposition to authority;
  - i. use or display of improper or profane language;
  - j. wilful damage to school or others' property;
  - k. interfering with the orderly conduct of class(es) or the school;
  - l. contravention of the code of conduct as set out in the *School Act* Section 12.
  - m. contravention of the provisions of Section 27 of the *School Act* related to trespassing, loitering, and causing a disturbance; and/or
  - n. use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.
6. Principals shall report to police the names of all persons for whom they have reasonable and probable grounds to believe are trafficking in drugs. The Principal shall:
- a. inform the parents of students involved; and-or
  - b. proceed with disciplinary measures which may lead to suspensions or expulsions.
7. Based on the board policy and regulations for student behaviour and conduct, each school shall develop and communicate to parents and students expectations for student behaviour and conduct.
8. The Principal shall communicate annually, to students and parents, the board policy and regulations and the school's expectations for student behaviour and conduct.

## REFERENCES

DCA.BP - Security and Vandalism  
 DCAD.AR - Security and Vandalism  
 DKB.AR - Appropriate Use of District Technology  
 FA.BP - Human Resources Framework  
 FBCA.AR - Respectful Working Environments  
 HED.BP - Student Attendance  
 HED.AR - Student Attendance  
 HFGA.AR - Police Investigation of Pupils  
 HG.AR - Student Behaviour and Conduct  
 HGD.BP - Student Suspension and Expulsion  
 HGD.AR - Student Suspension and Expulsion  
*School Act* Sections 12 to 16, 18, 20, 24, 25 and 27  
 Criminal Code of Canada, Section 43

**CODE:** HG.AR**EFFECTIVE DATE:** (20-09-2006)**TOPIC:** Student Behaviour and Conduct**ISSUE DATE:** (12-18-2015)**REVIEW YEAR:** (2011)

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**REGULATION**

1. Each school's expectations for student behaviour and conduct shall be:
  - a. developed with opportunity for input from staff, students, parents and the community;
  - b. communicated in writing to students, parents and community annually by the Principal; and
  - c. reviewed and revised as required.
2. The school's expectations shall include the consequences for failure to meet the expectations related to student behaviour, conduct, dress, discipline, deportment, and attendance.
3. When disciplinary action is required, staff shall, where possible, work with the student's parents, may involve district resource staff and, where appropriate, staff from community agencies.
4. The Principal shall maintain records of disciplinary action taken by school staff as a result of unacceptable student behaviour.
5. Staff members shall inform the Principal of suspected instances of possession of weapons, use of/or trafficking in illegal drugs, and/or substance abuse in the school.

**REFERENCES**

EM.BP - Alcoholic Beverages and Smoking on District Premises and at District-Sponsored Functions  
FA.BP - Human Resources Framework  
FBCA.AR - Respectful Working Environments  
HED.BP - Student Attendance  
HED.AR - Student Attendance  
HFGA.AR - Police Investigation of Pupils  
HG.BP - Student Behaviour and Conduct  
*School Act* Sections 12 to 16, 18, 20, 24, 25 and 27  
Criminal Code of Canada, Section 43

**CODE:** FCA.AR**EFFECTIVE DATE:** (07-07-2006)**TOPIC:** Staff Qualifications Targets**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2011)**REGULATION**

The Superintendent of Schools will establish, approve and review annually, with input from staff and staff groups, a document which outlines the targets for qualifications/competencies expected of staff in order to fulfill their role and responsibilities. Recognizing that staff may not possess all of the qualifications/competencies, the District will assist these individuals by providing targeted professional development and district-mandated education.

**REFERENCES**

FA.BP - Human Resources Framework

CODE: FCAA.AR

EFFECTIVE DATE: (23-02-2009)

TOPIC: Teacher Contracts

ISSUE DATE: (18-12-2015)

REVIEW YEAR: (2014)

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**REGULATION****A. FULL-TIME CONTINUING CONTRACT - PART-TIME ASSIGNMENT**

1. A teacher who holds a full-time continuing contract will, upon request, and with regard for district needs, be granted a part-time assignment.
2. A request to return to full-time employment by a teacher working part-time while on a full-time contract will be granted.
3. A return to full-time employment will only be granted for the beginning of the ensuing school term, provided that a written request is received by Human Resources no later than May 30 of the preceding school year.
4. At the conclusion of two years, or anytime thereafter, and at the sole discretion of the Superintendent of Schools and with regard for district needs, a teacher working part-time on a full-time contract may be required to return to a full-time assignment or accept a part-time contract.
5. Where the District requests an individual to return to a full-time assignment, the employee will be provided with one year's written notice.

**B. PART-TIME CONTINUING CONTRACT - FULL-TIME ASSIGNMENT**

1. A teacher who holds a part-time continuing contract may, with regard for district needs, be granted a full-time assignment.
2. At any time during the second consecutive full year that a teacher holding a part-time continuing contract is granted a full-time assignment, the Principal may recommend to the Superintendent of Schools that the teacher be granted a full-time continuing contract. When doing so, the Principal must confirm that the teacher meets the *Teaching Quality Standard* and ensure that a full-time assignment will be available for the teacher at the school for the ensuing school year.
3. In making a decision, the Superintendent of Schools will consider the District's staffing needs and fiscal responsibility. The effective date of the full-time contract will be at the sole discretion of the Superintendent of Schools.

**REFERENCES**

CHA.BP - Board Delegation of Authority

FA.BP - Human Resources Framework

**CODE:** FCB.AR**EFFECTIVE DATE:** (07-07-2006)**TOPIC:** Staffing Procedures Document**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2011)**REGULATION**

A staffing procedures document shall be developed for each school year and communicated to district staff. The document will be developed with input from staff and staff groups.

**REFERENCES**

FA.BP - Human Resources Framework

CODE: GICA.AR

EFFECTIVE DATE: (21-07-2015)

TOPIC: Field Trips

ISSUE DATE: (18-12-2015)

REVIEW YEAR: (07-2022)

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## OBJECTIVE

To articulate the Superintendent of Schools' requirements for the organization, supervision, documentation and approval of field trips to ensure a focus on student learning outcomes and the safety of students.

## DEFINITIONS

**Field trip** is a school activity that occurs outside the boundaries of the student's school, designed to support the student in:

- learning specific curricular outcomes for courses that the student is enrolled in; or
- co-curricular activities such as athletics or student leadership.

Note: For the purposes of this regulation, off-campus courses and work-study programs as outlined in Administrative Regulation GAA.AR – Off-Campus Education, are not considered to be field trips.

**High-risk activity** is an activity listed by our district insurance broker as one that has contributed to the most serious claims across Canada.

**Parent(s)** includes all legal guardian(s) or independent students.

**Principal** includes the:

- principal of a school; or
- director of Metro Continuing Education.

**Student(s)** includes funded children in Early Education, Early Learning and Kindergarten Programs as well as student(s) as defined within the *Alberta Education Funding Manual*.

**Supervisor** includes any staff member or registered volunteer, as per FBCE.BP Volunteers – Registration and Records Checks and FBCE.AR Volunteers – Registration and Records Checks accompanying students on a field trip.

**Teacher-leader** is a teacher from the school or an instructor with Metro Continuing Education designated by the principal to be in charge of the field trip.

## RESPONSIBILITY

1. District Support Services shall be responsible for providing advice and assistance to support principals in meeting all requirements of this regulation and exercising due diligence on behalf of the District to ensure student safety. District Support Services shall:
  - identify best practices, and develop common forms, templates and processes to support schools in meeting the requirements of this regulation;

- review both out-of-province field trip and high-risk field trip packages on behalf of the Assistant Superintendent; and
  - receive, for inclusion in the database, signed checklists for any in-province, low risk overnight field trips.
2. Principals shall be responsible for:
    - ensuring adequate preparation and supervision for all field trips;
    - ensuring all district approved field trip forms and templates are used in preparing the field trip package;
    - designating a teacher-leader to be in charge of each field trip on the Principal's behalf to ensure planning, supervision, communication, and approval is in compliance with this regulation;
    - providing to parents a *Field Trip Waiver Request: Notice to Parents* when a third party requires a waiver to be signed by parents;
    - approving each proposed field trip; and
    - providing final approval for in-province, low risk overnight field trips on behalf of the school or submitting completed packages for both out-of-province field trips and high-risk field trips to District Support Services.
  3. Principals can deny any child access to a particular activity. When a principal denies access to a field trip they must provide the rationale to the parents.
  4. Assistant Superintendents shall be responsible for:
    - approving all field trips involving high risk activities; and
    - approving all out-of-province field trips.
  5. The Superintendent of Schools reserves the right to cancel or alter a field trip at any time. No request for compensation will be considered.

## REGULATION

1. Each field trip shall have received the appropriate level of vetting and approval, including where appropriate, the Assistant Superintendent's, prior to:
  - any information being sent home to parents or commitments being made to students and parents;
  - any contracts being signed, or commitments being made, to vendors or service providers;
  - any funds being expended; and
  - any money or deposits being collected from, or on behalf of, students and or parents.
2. For all in-province low risk overnight field trips, the Principal shall review arrangements and document approval of the field trip by completing, dating and signing the *Overnight Field Trip Checklist: In-Province/Low Risk* and attaching all information provided to parents. A copy of the completed and signed checklist shall be submitted to District Support Services, on behalf of the Assistant Superintendent, at least one week prior to the field trip.

3. For field trips involving high-risk activities, and for all out-of-province field trips, the Principal shall review arrangements and document approval of the field trip by completing, dating and signing the *Overnight Field Trip Checklist: Out-of-Province and/or High Risk*. The checklist and all information to be provided to students and parents shall be submitted to District Support Services on behalf of the Assistant Superintendent, as follows:
  - a minimum of six weeks prior to departure for field trips involving either high-risk activities or for out-of-province field trips within Canada and the continental United States; and
  - a minimum of six months prior to departure for out-of-province field trips involving travel outside of Canada and the continental United States.

A. SUPERVISION:

1. No teacher shall be assigned instructional time specifically to organize field trips.
2. Each field trip shall have a designated teacher-leader in charge. The teacher-leader shall be in attendance for the duration of any high risk; overnight; or out-of-province field trips. For all other field trips, when a principal deems it appropriate, the teacher-leader may have an alternate assigned to be present on a field trip.
  - a. The teacher-leader on all out-of-province trips shall provide a daily update by phone or email to District Support Services.
  - b. The teacher-leader shall provide a report by phone or email to District Support Services in the event of unusual circumstances resulting in a major modification to the itinerary of the field trip.
  - c. The teacher-leader shall immediately report any serious injury, ambulance call out, or hospital visit to:
    - District Support Services during business hours; or
    - Security Services after business hours.
  - d. Whether or not the teacher-leader is present on a field trip, the teacher-leader must always have overall responsibility for the field trip to ensure compliance of the field trip with this regulation. The teacher-leader shall ensure that supervision is available at all times and that supervisors are prepared to deal with any emergencies that may arise. The supervisory arrangements shall consider:
    - the age, maturity, needs and ability levels of the students;
    - the inherent risk of the activity; and
    - the circumstances of the particular activity.
  - e. The teacher-leader shall be familiar with, and conduct a safety assessment of, the proposed site of the field trip.
  - f. The teacher-leader shall ensure that training, preparation, orientation and expectations are provided to all students and supervisors.
  - g. The teacher-leader shall be responsible for ensuring, prior to travel beginning, that:
    - proof of measles vaccination or immunity is collected from students and supervisors travelling to measles endemic regions, or regions where measles outbreaks have been declared by local authorities; and
    - proof of additional medical coverage is collected from students and supervisors for international trips.

- h. The teacher-leader shall be responsible for ensuring that the following items are present and readily available on field trips:
  - list of student participants;
  - phone contact numbers of parents;
  - Alberta Health Care numbers of participants;
  - information regarding medication and medi-alert needs of participants; and
  - an appropriately equipped portable first aid kit. Occupational Health and Safety Code provides information on the contents of first aid kits (see Schedule 2, Table 3). The type of kit required relative to the number of participants (see Schedule 2, Table 5) can be found by following the link.
3. Where a principal deems it appropriate or where it is required by law, supervision shall include individuals suitably trained in first aid. Staff can access first aid training from a vendor approved by Purchasing and Contract Services. Alternatively, first aid training can be obtained from another vendor. In this case, the principal is required to ensure that any vendor not on the approved district list has appropriate training, insurance and certification, and is offering a course approved by *Alberta Workplace Health and Safety*.
4. On overnight field trips involving students of both genders, male and female supervisors shall be present, and on other field trips when necessary.
5. For high-risk activities, competent instruction and supervision in these activities are mandatory. Competence may be established by virtue of a certificate from a governing body for activities such as skiing and canoeing. In areas where certificates are not issued, competency may be recognized by virtue of experience and demonstrated expertise in the activity.
6. A principal may authorize persons other than teachers to provide supervision or instruction when warranted by the nature of the specific field trip, to meet the safety requirements of this regulation.
7. Only assigned teachers and authorized supervisors shall accompany students on a field trip. Volunteers must be approved as a supervisor by the Principal and are required to complete the following forms, as stated in GBCE.AR – Volunteers – Registration and Records Checks:
  - Volunteer Registration Form;
  - Police Information Check; and
  - where required, Volunteer Driver Form.
8. Where a school has only one or two qualifying students for a field trip, a teacher from another Edmonton Public School which is also sending students, may agree, with their principal's approval, to be designated as the teacher-leader for the field trip and assume supervision of the one or two students. This could occur for field trips such as provincials for badminton, wrestling, or a student leadership conference. A Field Trip Notice: *Alternative Supervision Form* must accompany the *Field Trip Information* and *Parental Consent Form*. The requirement for adherence to all other sections of this regulation remains. In situations where a school is sending three or more students on a field trip, it is expected that a teacher-leader from the school be assigned.

9. When necessary, principals are expected to seek advice and assistance from experts in planning field trips and in assessing risk. The following are recommended personnel and publications:
  - a. Personnel:
    - District Support Services
    - Human Resources
    - District insurance contact (Financial Services)
    - District General Counsel
    - other senior staff
  - b. Publications:
    - *Safety Guidelines for Physical Activity in Alberta Schools*
    - *Occupational Health Code 2009*
    - *The Canadian Association for Health, Physical Education and Recreation*

## B. FIELD TRIP CONSENT FORMS:

1. Prior to each field trip, written parental consent shall be obtained for each participating student. The *Field Trip Information and Parental Consent and Authorization Form* is available for schools on the District intranet under District Support Services.
2. In order to ensure informed consent, the teacher-leader must utilize the standard *Parental Consent and Authorization Form* as prepared by the District, and provide parents the following information in writing:
  - purpose or educational goal of the field trip relative to the specific learner outcomes of the course the student is enrolled in;
  - proposed itinerary;
  - description of the activities or events proposed;
  - an indication of extraordinary or unusual hazards that may be encountered on the field trip;
  - safety precautions in place to deal with activities involving risk, including, when appropriate, the name of the designated first-aider and the expiry date of their certificates;
  - emergency procedures to be followed in the event of injury, illness or unusual circumstances;
  - method(s) of transportation to be used;
  - arrangements for supervision; and
  - cost to the student.
3. Parental consent forms shall:
  - include consent from parents authorizing the supervisors to arrange for necessary medical treatment;
  - include contingency plans in the event of cancellation, adverse weather and road conditions, or other conditions that may require a change to the original itinerary;
  - specifically require parents, or a qualified instructor, to indicate a child's skill level in swimming, skiing or snowboarding and in any high-risk activity. For skiing and

snowboarding, the District *Levels of Ability - Ski Form or Levels of Ability - Snowboarding Form* must be used;

- provide for parents to be able to consent to particular activities, and withhold consent with respect to others in relation to the same field trip;
  - include information that the Superintendent of Schools reserves the right to cancel or modify any trip and that no request for compensation will be entertained; and
  - include notification to parents that photos or videos of students attending or participating in a field trip, that is open to the general public, may be taken by participants, others, or the media, and that Edmonton Public Schools cannot control or prevent the further distribution of these images.
4. Special provisions may be required when seeking permission from parents if language, literacy, or cultural barriers exist.
  5. For school activities that involve more than one trip outside the boundaries of the school such as swimming lessons, physical education classes, outdoor education classes, and interschool sports within the league, a single parental consent will suffice if the information to the parent includes both a schedule and dates of all activities. Should any of these be high-risk activities, separate field trip parental consents must be obtained.
  6. A single parental consent will suffice for scheduled and unscheduled walking field trips in the neighbourhood of the school.
  7. Supervisors should not entertain major deviations to the proposed itinerary of any field trip once parental consent has been received.

#### C. FIELD TRIP RECORDS:

If the Principal believes that the records pertaining to a field trip might be important because of an incident that occurs on the field trip, then the Principal must retain those records in accordance with CN.AR - Creation, Use and Maintenance of District Information.

The schools shall keep a record for two years of each field trip, which will include:

- principal authorization;
- Assistant Superintendent's authorization, where required;
- parental consent;
- all information provided to parents;
- any copies of passports or immunization records, where required;
- list of participating students; and
- list of supervisors.

#### REFERENCES

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

DEAC.AR - Chartering of Buses by Schools

DEBA.AR - School-Purchased Vehicles

DIBA.AR - Liability Insurance

FA.BP - Human Resources Framework

FBCE.AR - Volunteers – Registration and Records Checks

GA.BP - Student Programs of Study

GAA.AR - Off-Campus Education

Alberta Occupational Health and Safety Code – Schedule 2, Tables 3 and 5

District Support Services:

- Field Trip Information and Parental Consent Form
- Field Trip Waiver Request: Notice to Parents
- The Field Trip Information and Parental Consent and Authorization Form – District Services
- Overnight Field Trip Checklist: In-Province/Low Risk
- Overnight Field Trip Checklist: Out-of-Province and/or High Risk
- Levels of Ability - Ski Form
- Levels of Ability - Snowboarding Form

Purchasing and Contract Services

**CODE:** FGCA.AR**EFFECTIVE DATE:** (07-07-2009)**TOPIC:** Supervision and Evaluation of Teachers**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2014)

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**REGULATION****A. GENERAL**

1. Teachers should actively participate in planning, evaluating, and enhancing or improving their performance on a continuous basis.
2. Teachers are expected to meet the Teaching Quality Standard.
3. The Principal/Certificated Supervisor shall be responsible for the supervision of the staff member's performance on an on-going basis.
4. On-going supervision shall:
  - a. provide support and guidance to staff members
  - b. include observing and receiving information from any source about the quality of performance
  - c. identify the behaviours or practices that for any reason may require an evaluation.
5. Written evaluations of a teacher's performance as related to the responsibilities and performance standards of the position shall be completed:
  - a. upon the written request of the teacher
  - b. for the purpose of gathering information related to a specific employment decision
  - c. for the purpose of assessing growth in specific areas of practice
  - d. when, on the basis of information received through supervision, the Principal/Certificated Supervisor has reason to believe that the teacher's performance may not be meeting the Teaching Quality Standard.
6. Principals/Certificated Supervisors shall be responsible for ensuring that the teacher receives a copy of all evaluation reports and for placing the original evaluation reports on the staff member's personnel file.
7. Written evaluations shall be treated in confidence and as such, access shall be in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act*.
8. A teacher may request a review of an evaluation process no later than 30 calendar days after the receipt of an evaluation report.
  - a. Such a request shall be made in writing to the Superintendent of Schools.
  - b. The Superintendent of Schools or a designate shall review the evaluation to determine if the process of evaluation by the Principal/Certificated Supervisor was conducted in accordance with provisions in the administrative regulations.

- c. The results of the review shall be reported to the teacher in writing, no more than 30 calendar days from the time the request for the review is received. There is no appeal from a review.

## B. ANNUAL PROFESSIONAL GROWTH PLAN

1. Teachers with a probationary or a continuing contract are responsible for developing and implementing an annual professional growth plan.
2. Unless the teacher agrees, the content of the annual professional growth plan shall not be used as part of an evaluation process.
3. The annual professional growth plan is the property of the teacher and may be kept in a central school file for the duration of the school year. The plan shall be returned to the teacher at the end of the school year.
4. The annual professional growth plan shall be designed to improve practice. The plan should be meaningful and related to the teacher's current assignment and or career goals. As such, the plan shall:
  - a. reflect goals and objectives based on an assessment of learning needs by the individual teacher;
  - b. show a demonstrable relationship to the Teaching Quality Standard; and,
  - c. take into account the education plans of the school, the District and the government.
5. The annual professional growth plan shall be submitted in writing for review by October 30 of each school year to:
  - a. the Principal/Certificated Supervisor or
  - b. a group of teachers delegated by the Principal/Certificated Supervisor in consultation with the teacher.
6. The annual professional growth plan:
  - a. may be a component of a long-term, multi-year plan;
  - b. may also include a planned program of supervising a student teacher or mentoring a teacher.
7. Each annual professional growth plan shall include:
  - a. a goal/objective statement(s)
  - b. strategies for achieving the goal/objective
  - c. indicators and or measures of the achievement of the goal/objective
  - d. an estimated timeline for completion of the goal/objective.
8. Each year, at a time specified by the Principal/Certificated Supervisor in consultation with the staff the teacher shall provide the Principal/Certificated Supervisor, or the group of teachers delegated by the Principal/Certificated Supervisor with a summary reflection on:
  - a. the degree of success in achieving the goal/objective
  - b. how the teacher's professional practice has improved
  - c. how student learning has improved.

9. The Principal/Certificated Supervisor or the group of designated teachers shall in consultation with the teacher, determine whether the staff member has completed the annual professional growth plan in compliance with *Alberta Education* and board policy.
10. A Principal/Certificated Supervisor may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than information in the teacher's annual professional growth plan.

#### C. TEACHER SUPERVISION

1. Supervision of teachers by principals/certificated supervisors and/or their designates is intended to assist teachers in meeting their professional responsibilities and to enhance teaching knowledge, skills and attributes that maximize student learning. It should be ongoing, supportive and collegial in nature.
2. The supervision process shall:
  - a. provide support and guidance to teachers
  - b. include observations and information from any source about the quality of teaching a teacher provides
  - c. identify behaviours that for any reason may require an evaluation.
3. If as a result of information gathered through supervision, an ongoing concern about the teacher's behaviour or practices arises, the Principal/Certificated Supervisor or designate shall work with the teacher to redress the concern in a prompt manner.

#### D. TEACHER EVALUATION

1. Evaluation of a teacher by a Principal/Certificated Supervisor may be conducted:
  - a. upon the written request of a teacher;
  - b. for the purposes of gathering information related to a specific employment decision;
  - c. for the purposes of assessing growth in specific areas of practice;
  - d. when, on the basis of information received through supervision, the Principal/Certificated Supervisor has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard.
2. A recommendation by the Principal/Certificated Supervisor regarding whether or not a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract shall be supported by the findings of two or more written evaluations.
3. On initiating an evaluation, the Principal/Certificated Supervisor shall:
  - a. meet with the teacher and communicate explicitly:
    - i. the reasons for and the purposes of the evaluation;
    - ii. the process, criteria and standards to be used;
    - iii. the timelines to be applied; and
    - iv. the possible outcomes of the evaluation
  - b. provide a written account of the meeting to the teacher.

4. Evaluations should consist of a minimum of two formal observations of a minimum of a full period and should be followed by a post observation conference between the Principal and the teacher.
5. Upon the completion of a written evaluation, the Principal/Certificated Supervisor shall meet with the teacher to discuss the results of the evaluation.

#### E. NOTICE OF REMEDIATION

1. Where, as the result of an evaluation, a Principal/Certificated Supervisor determines that a change in the behaviour or practice of a teacher is required, the Principal/Certificated Supervisor shall provide to the teacher a notice of remediation that:
  - a. describes all behaviours and practices that do not meet the Teaching Quality Standard;
  - b. describes the expectations and indicators for acceptable performance;
  - c. indicates the remediation strategies the teacher is advised to pursue;
  - d. describes the supervision, monitoring and evaluation strategies the Principal/Certificated Supervisor shall employ to determine whether changes in practice have taken place;
  - e. describes an applicable timeline including a date of evaluation;
  - f. indicates the consequences of not achieving the required changes including but not limited to the termination of a teacher's contract of employment;
  - g. replaces the obligation of the teacher to develop or implement an annual professional growth plan, until such time that the teacher's behaviour or practices are deemed acceptable by the Principal/Certificated Supervisor.
2. The evaluation report shall include a determination that the teacher's teaching meets or does not meet the Teaching Quality Standard.
3. The Principal/Certificated Supervisor shall meet with the teacher to discuss the outcome of the evaluation.
4. If the Principal/Certificated Supervisor determines that the teacher's teaching is meeting the Teaching Quality Standard, evaluation will cease.
5. If the Principal/Certificated Supervisor determines that the teacher's teaching does not meet the Teaching Quality Standard, then the Principal/Certificated Supervisor shall either:
  - a. provide the teacher with a revised remediation plan;
  - b. consider other options in accordance with district policy and practices; or
  - c. recommend to the Superintendent of Schools, the termination of the teacher's contract of employment.
6. Should any timeline or period of time specified in the "notice of remediation" be interrupted for any reason other than a scheduled holiday or break, the timeline or period of time will be suspended for the duration of the interruption and will be reinstated on the date that the interruption ends. A revised notice of remediation shall be issued.

**REFERENCES**

FA.BP - Human Resources Framework

*Freedom of Information and Protection of Privacy Act*

Alberta Education Policy 2.1.5 - Accountability in Education Teacher Growth, Supervision and Evaluation

Alberta Education - Ministerial Order 016/97 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

*School Act* Sections 18 and 20

**CODE:** FGCB.AR**EFFECTIVE DATE:** (07-07-2009)**TOPIC:** Supervision and Evaluation of Exempt  
Non-Management Staff**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2014)

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**REGULATION****A. GENERAL**

1. Exempt non-management staff members shall actively participate in planning, evaluating and improving their performance/practice on a continuous basis.
2. The Principal, Decision Unit Manager or supervisor shall be responsible for the overall supervision and evaluation process.
3. The immediate supervisor shall normally be responsible for on-going supervision of the staff member.
4. On-going supervision should involve two-way communication, be supportive in nature, and include self-evaluation, feedback and coaching.
5. Written evaluations shall be treated in confidence and as such, access shall be in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act*.

**B. ANNUAL PROFESSIONAL GROWTH PLAN**

1. An exempt non-management staff member may be required to develop an annual professional growth plan. The staff member in consultation with the Principal, Decision Unit Manager or supervisor shall determine the process and content of the plan.
2. If a professional growth plan is required, it shall be designed to improve performance and promote professional growth. The plan should be meaningful and related to the staff member's current assignment and career goals. As such, the plan should:
  - a. reflect goals and objectives based on skills required for the current position;
  - b. reflect areas for growth and development; and,
  - c. take into account the education plans of the decision unit, school, district, Alberta Education, and, if applicable the profession.
3. The annual professional growth plan shall be submitted in writing for review at a time set by the Principal, Decision Unit Manager or supervisor in consultation with the staff member.
4. The annual professional growth plan:
  - a. may be a component of a long-term, multi-year plan; and
  - b. may include a planned program of supervision of practicum or internship students, or provisional registrants to a profession.

5. Each annual professional growth plan shall include:
  - a. goal/objective statement(s);
  - b. strategies for achieving the goal/objective(s);
  - c. indicators and/or measures of the achievement of the goal/objective(s); and
  - d. an estimated timeline for completion of the goals/objectives.
  
6. Each year, the Principal, Decision Unit Manager or supervisor and the staff member shall review the plan to reflect on:
  - a. the staff member's professional growth;
  - b. the degree of success in achieving the goal/objective(s); and
  - c. how practice has been enhanced by the plan.

### C. SUPERVISION

1. Supervision by principals, decision unit managers or supervisors is intended to assist exempt staff members in meeting the responsibilities of their position. Supervision shall be ongoing and supportive in nature.
  
2. The supervision process shall:
  - a. provide support and guidance to staff members;
  - b. include observations and information from any source about the quality of work/service the staff member provides; and
  - c. identify behaviours, skills, knowledge or practices that may require improvement.
  
3. If as a result of information gathered through supervision, a concern about the staff member's behaviour or practices arises, the Principal, Decision Unit Manager or supervisor shall provide support and work with the staff member to redress the concern in a prompt manner. A written supervision plan, with expectations and timelines, may also need to be developed.

### D. EVALUATION

1. Written evaluations for exempt non-management staff related to the responsibilities and performance standards as outlined in their position description, shall be completed at the end of their probationary period or after six months of being promoted or transferred to a different position.
  
2. All exempt non-management staff shall receive a written evaluation at least once every three years.
  
3. Written evaluations of the exempt non-management staff member's performance may be completed more frequently at the discretion of the principal, decision unit manager or supervisor, or at the request of the staff member.
  
4. The supervision and evaluation of exempt non-management staff shall be conducted with respect, fairness and due process.

5. Written evaluations shall include:
  - a. an assessment of the staff member's performance related to the responsibilities or duties assigned during the evaluation period;
  - b. an assessment of how the performance of the staff member contributed to the overall results of the school or decision unit;
  - c. an assessment of the application of skills, knowledge and personal/professional attributes required to achieve the expected performance;
  - d. comments and signatures by the supervisor and the staff member; and
  - e. an addendum outlining the professional development activities undertaken during the evaluation period.
  
6. Principals, Decision Unit Managers or supervisors shall ensure that the staff member receives a copy of all evaluation reports. The final evaluation report must be submitted to the staff member's personnel file.

A staff member may respond in writing to the evaluation. This response will be placed on the staff member's personnel file.

7. Staff members may request a review of their evaluation process no later than 30 calendar days after the receipt of an evaluation report.
  - a. Such a request shall be made in writing to the Superintendent of Schools.
  - b. The Superintendent of Schools or designate shall review the evaluation to determine if the process of evaluation by the Principal, Decision Unit Manager or supervisor was conducted in accordance with provisions in the administrative regulations.
  - c. The results of the review will be reported to the staff member in writing, no more than 30 calendar days from the time the request for the review is received. There is no appeal of any decision arising from such a review.

#### **REFERENCES**

FA.BP - Human Resources Framework

*School Act* Sections 18 and 20

*Freedom of Information and Protection of Privacy Act*

**CODE:** HHFA.AR**EFFECTIVE DATE:** (31-01-2000)**TOPIC:** Supervision of Students**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2005)

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**REGULATION****A. DURING THE HOURS OF SCHOOL OPERATION**

1. The Principal shall ensure adequate supervision for the duration of the operational day; that is, that period of time extending from a minimum of 15 minutes prior to the commencement of instruction to a minimum of five minutes following the conclusion of the instructional day, inclusive of recesses and the noon hour.
2. Students shall be provided access to the classrooms a minimum of five minutes prior to the morning and afternoon instructional period.
3. Every attempt should be made to contact the parents prior to giving a student permission to leave the school (illness, to obtain supplies, etc.) during the instructional day.
4. Every attempt should be made to advise parents of early dismissals; formal changes in hours of operation must be communicated to parents.

**B. BEYOND THE HOURS OF SCHOOL OPERATION**

1. Provision shall be made for student access to the school prior to the operational time for personal or emergency reasons.
2. The Principal shall ensure adequate supervision for all school authorized activities during or beyond the hours of operation, on or off school premises.
3. The Principal shall ensure adequate noon hour supervision for:
  - a. students authorized to spend the noon hour in the school,
  - b. students transported by school (yellow) buses,
  - c. a minimum of 15 minutes for all students prior to the commencement of afternoon instruction.

Favourable consideration should be given to all reasonable requests from parents that their children be permitted to bring noon lunches to school in cases of family crisis, special health reasons, emergencies, or inclement weather. Under no circumstances should a student, who has brought a lunch, be sent home unless the home is contacted beforehand.

4. On the way to and from school:
  - a. The Principal shall assume responsibility for the supervision of students utilizing transportation provided by the District.

The Principal shall cooperate with and assist the community in assuring the safe and orderly conduct of all students on the way to and from school.

The Principal shall become involved in instances where student actions and/or behaviour beyond the hours of school operation detrimentally affects the welfare in individual students or the governance, climate or efficiency of the schools (*School Act* Sections 24(1)(b) and 24(7)(b)).

5. Volunteer and paid supervision:
  - a. Provision may be made for the supervision of students during the hours of school operation by volunteer or paid supervisors.
  - b. All such personnel are to be placed in a school subject to the approval, direction and authority of the principal, and thus would be considered agents of the District for liability purposes.

Refer to FBB.BP – Community Funded Personnel, for the board policy governing community funded personnel.

#### C. DURING INCLEMENT WEATHER (ELEMENTARY AND JUNIOR HIGH SCHOOLS ONLY)

1. The Principal shall formulate local regulations and procedures pertaining to the supervision of students during inclement weather with respect to:
  - a. definition of inclement weather: the regulations must come into effect at or before -23 degrees C (-10 degrees F), and make provision for adverse weather conditions (storms, extreme winds). (Environment Canada's Weather Forecast)
  - b. noon lunches,
  - c. access to the school building.
2. Students shall be provided access to the school building a minimum of 15 minutes prior to the morning and afternoon instructional periods.

#### D. COMMUNICATION TO PARENTS

The Principal shall communicate to parents pertinent data pertaining to operational hours, school supervision procedures, inclement weather procedures, and school expectations of parents in terms of implementation of school supervision procedures.

#### REFERENCES

FA.BP - Human Resources Framework  
HG.BP - Student Behaviour and Conduct  
HG.AR - Student Behaviour and Conduct  
*School Act* Sections 24(1)(b) and 24(7)(b)  
Environment Canada's Weather Forecast

**CODE:** FGCC.AR**EFFECTIVE DATE:** (07-07-2009)**TOPIC:** Supervision and Evaluation of Custodial,  
Maintenance and Support Staff**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2014)**REGULATION****A. GENERAL**

1. Staff members should actively participate in planning, evaluating, and enhancing or improving their performance on a continuous basis.
2. The Principal or Decision Unit Manager shall be responsible for the overall supervision and evaluation process.
3. The immediate supervisor shall normally be responsible for ongoing supervision of the staff member.
4. On-going supervision shall normally include two-way communication, be supportive in nature, involve self-evaluation, feedback and coaching.
5. Written evaluations shall be treated in confidence and as such, access shall be in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act*.

**B. ANNUAL PROFESSIONAL GROWTH PLAN**

A staff member may choose to develop an annual professional growth plan. The staff member in consultation with the Principal/Supervisor shall determine the process and content of the plan.

**C. SUPERVISION**

1. Supervision provided by Principals/Decision Unit Managers and/or designates is intended to assist staff members in meeting the responsibilities of their position. Supervision should be ongoing and supportive in nature.
2. The supervision process shall:
  - a. provide support and guidance to staff members
  - b. include observations and information about the quality of work/service the staff member provides
  - c. identify behaviours that for any reason may require improvement.
3. If, as a result of information gathered through supervision, a concern about the staff member's behaviour or practices arises, the Principal/Supervisor/or Decision Unit Manager shall provide support and assistance to the staff member to address the concern in a prompt manner.

## D. EVALUATION

1. Written evaluations of the staff member's performance as related to the responsibilities and performance standards of the position shall be completed for all custodial, maintenance and support staff prior to the expiration of a probationary period and at least once every three years following the completion of the probationary period.
2. Written evaluations of the staff member's performance may be completed more frequently at the discretion of the Principal or Decision Unit Manager or upon the request of a staff member.
3. The supervision and evaluation of staff shall be conducted with respect, and due process.
4. Written evaluations shall include:
  - a. an assessment of the staff member's performance related to the responsibilities or duties outlined in their position description and assigned during the evaluation period;
  - b. an assessment of how the performance of the staff member contributed to the overall results of the school or decision unit;
  - c. an assessment of the application of skills, knowledge and personal/professional attributes required to achieve the expected performance;
  - d. comments and signatures by the Principal/Decision Unit Manager or supervisor and the staff member; and
  - e. an addendum outlining the professional development activities undertaken during the evaluation period.
5. Principals/Decision Unit Managers shall ensure that the staff member receives a copy of all evaluation reports. The original evaluation reports shall be submitted to the staff member's personnel file.
6. A staff member may respond in writing to the evaluation. Such response shall be included in the staff member's personnel file.
7. A staff member may request a review of an evaluation process no later than 30 calendar days after the receipt of an evaluation report.
  - a. Such a request shall be made in writing to the Superintendent of Schools.
  - b. The Superintendent of Schools or designate shall review the evaluation to determine if the process of evaluation by the Principal/Decision Unit Manager was conducted in accordance with provisions in the administrative regulations.
  - c. The results of the review shall be reported to the staff member in writing, no more than 30 calendar days from the time the request for the review is received. There is no appeal of any decision arising from such a review.

## REFERENCES

FA.BP - Human Resources Framework

*School Act* Sections 18 and 20

*Freedom of Information and Protection of Privacy Act*

**CODE:** FIA.AR**EFFECTIVE DATE:** (19-03-2009)**TOPIC:** Pensions**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2014)

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**REGULATION**

In accordance with the rules and regulation in the Local Authorities Pension Plan (LAPP), all eligible staff of the Board will be enrolled in the plan unless they are contributing to another pension plan with the Board.

The following conditions apply:

1. Participation is a condition of employment for permanent staff (who work 30 hours or more per week) after one year of full-time equivalent service with Edmonton Public Schools.
2. Participation is optional for part-time permanent staff (who work at least 14 hours and not 30 or more hours per week) after one year of full-time equivalent service with Edmonton Public Schools.
3. The one year waiting period is waived if the employee was participating in the Local Authorities Pension Plan or reciprocal plan with their previous employer (for example: municipal government, health authority, academic institution).
4. Acting Pay is considered pensionable salary.
5. Casual and temporary staff are not eligible to participate in LAPP.

**REFERENCES**

FA.BP - Human Resources Framework

**CODE:** FJA.AR**EFFECTIVE DATE:** (04-01-2010)**TOPIC:** Staff Participation in Alberta Education Activities**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2015)

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**REGULATION**

When Alberta Education directs a request to the Superintendent of Schools for the services of district staff, procedures for identification, selection, and reporting shall be as follows:

1. The Assistant Superintendent responsible for the district results most closely related to the activity shall:
  - a. identify suitable staff,
  - b. obtain a recommendation from the staff member's immediate supervisor, and
  - c. make a recommendation to the Superintendent of Schools.
2. The Superintendent of Schools reserves the right to refuse a request for service or, if a request for a specific staff member has been made, to nominate an alternate staff member.
3. District staff shall be approved on the basis of the following criteria:
  - a. knowledge of the topic, and/or
  - b. knowledge of the district point of view and ability to represent it.
4. Agreement as to the nature and extent of the commitment required shall be obtained from Alberta Education, the nominees and their immediate supervisors prior to the approval of staff participation in Alberta Education activities, including committees.
5. The approved names of staff selected shall be submitted to Alberta Education by the Superintendent of Schools. A copy of the letter of approval shall be distributed to the nominee and to the nominee's immediate supervisor, and submitted to the nominee's employee file.
6. Alberta Education shall be requested to contact the nominee directly, in writing, with a copy to the nominee's immediate supervisor and Human Resources Leaves of Absence, to confirm the activity dates and times.
7. Charges to Alberta Education for the release of staff shall be at the cost of a replacement supply staff member plus overhead.
8. Approved staff member participation in an Alberta Education activity shall be with salary and benefits.
9. Human Resources shall provide, to the Superintendent of Schools, an annual summary report of district staff participating in Alberta Education activities.

**REFERENCES**

FA.BP - Human Resources Framework

**CODE:** FJB.AR**EFFECTIVE DATE:** (04-01-2010)**TOPIC:** Staff Out-of-District Exchanges**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2015)

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**REGULATION****A. GENERAL**

1. This regulation applies to reciprocal staff exchanges between the District and external agencies.
2. During approved exchanges, district staff members remain employees of the District with full salary and benefits.

**B. TEACHERS**

1. Exchanges considered for approval by the Superintendent of Schools shall be limited to those under the auspices of Alberta Education's Alberta Educator Exchange Programs which may include school-year or calendar-year exchanges, short-term study tours or visitation programs, or ad hoc exchange opportunities.
2. An application to participate in a full-year out-of-district exchange shall only be considered if, as of the date of application, the applicant:
  - a. has held a teacher continuing contract for the current and four previous school years,
  - b. has a full-time assignment, and
  - c. has not had a personal leave of absence in excess of 30 consecutive calendar days during the past two years.
3. Prior to approval by the Superintendent of Schools, an application to participate in a full-year, out-of-district exchange must be supported by the applicant's current principal or central decision unit administrator. If the applicant is a principal, support of an Assistant Superintendent is required.
4. Once a principal or central decision unit administrator has indicated, in writing, support for a teacher's application to participate in a full-year out-of-district exchange, the following conditions apply:
  - a. the teacher is ineligible for identification for transfer for the subsequent school year;
  - b. the teacher's assignment for the subsequent school year cannot change significantly from that stated on the application; and
  - c. the teacher is not eligible to apply for district positions advertised for the subsequent school year.
5. Outgoing full-year exchange teachers shall be released from their duties to attend a one-day orientation activity with the cost of a replacement supply teacher covered centrally.

6. Incoming full-year exchange teachers shall be released from their duties to attend one and one-half days of orientation activities with the cost of a replacement supply teacher covered centrally.
7. In addition to participation in all regular school or decision unit professional development activities, and subject to approval by the principal or central decision unit administrator, a full-year exchange teacher from an external agency will be provided three and one-half days for individual professional development activities. The cost of a replacement supply teacher shall be the responsibility of the school.

#### C. OTHER STAFF GROUPS

Proposals for reciprocal out-of-district exchanges will be considered by the Superintendent of Schools on an individual basis with terms and conditions to be determined on a case-by-case basis.

#### **REFERENCES**

FA.BP - Human Resources Framework

**CODE:** FJC.AR**EFFECTIVE DATE:** (04-01-2010)**TOPIC:** Staff Secondments to External Agencies**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2015)**REGULATION****A. GENERAL**

1. During the term of secondment to an external agency, the staff member remains an employee of the District with full salary and benefits. The external agency will be invoiced the cost of salary plus overhead.
2. Effective September 1, 2009, secondments to external agencies will be limited to three consecutive school years or the equivalent. A request by a staff member for a subsequent leave in order to continue with the secondment agency, if approved, will be granted as an unpaid personal leave of absence from the District.
3. Staff on secondment, except for principals, retain their affiliation with the school or central decision unit to which they were assigned prior to secondment according to the following timeline:
  - a. A staff member whose initial secondment commenced with the 2008-2009 school year will remain assigned to the school or central decision unit until the end of the 2010-2011 school year.
  - b. A staff member whose initial secondment commenced with the 2006-2007 or 2007-2008 school year will remain assigned to the school or central decision unit until the end of the 2009-2010 school year.
  - c. A staff member whose initial secondment commenced prior to the 2006-2007 school year is considered unassigned for staffing purposes.

**B. TEACHERS**

1. A teacher designated to a one-year term leadership position immediately prior to a full-year secondment:
  - a. will not be re-designated and as such, will not retain their leadership designation while on secondment; and
  - b. will be compensated in accordance with the teachers' collective agreement in force at the time as though the teacher had been re-designated to the same one-year term leadership position.
2. A principal, while on secondment:
  - a. will retain the designation of principal;
  - b. will be compensated, for the term of the secondment, in accordance with the teachers' collective agreement in force at the time; and
  - c. will not retain affiliation with the school or central decision unit to which they were assigned prior to secondment.

### C. EXEMPT STAFF

1. An exempt staff member on secondment will, prior to commencing secondment, be provided, in writing, with the terms and conditions of the secondment, including terms and conditions for returning to the District at conclusion of the secondment.
2. An exempt staff member on secondment will be compensated in accordance with Employment Information for *Exempt Non-Management* staff or *Employment Information for Exempt Management* staff, whichever applies and is in force at the time.

### REFERENCES

FA.BP - Human Resources Framework

**CODE:** FJD.AR**EFFECTIVE DATE:** (04-01-2010)**TOPIC:** Leaves of Absence - Community Service**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2015)

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**REGULATION****A. GENERAL**

This regulation applies to leaves of absence for the purpose of involvement in an external activity scheduled such that the staff member has no control over the time and place and that can be generally defined as:

1. a direct service to members of the civic, provincial, national, or international community and deemed by the Superintendent of Schools to be beneficial to the District by meeting one or more of the following criteria:
  - a. enhances prestige of the District;
  - b. provides an experience which, when shared, would benefit district students and staff;
  - c. accedes to a request by a government or its agent; or
  - d. raises funds for a cause deemed to be appropriate.
2. a sporting activity in which:
  - a. the staff member will be participating as a coach, referee, manager, or individual or team competitor at the national or international level in a sport sanctioned for inclusion in the Olympic, Commonwealth, Pan-American, or Universiade Games; and
  - b. participation as an individual or team member at the national or international level is as a result of competition at a lower level. A sporting activity which is participatory without a requirement for qualification, except for age, for example, does not qualify.

**B. CONDITIONS**

Subject to district needs, requests for leave of absence for community service might be approved by the Superintendent of Schools. District needs might preclude leave beyond five days per year to a maximum of 10 days during a three-year period. If approved, the following conditions shall apply.

1. If the staff member will be provided an honorarium or other financial compensation while on leave, of an amount per day that is less than the staff member's regular daily rate of pay, the leave will be granted with salary and benefits less the cost of a replacement supply staff member, whether or not a replacement supply staff member is required.
2. If the staff member will be provided an honorarium or other financial compensation while on leave, of an amount per day that is equal to or more than the staff member's regular daily rate of pay, and the honorarium or compensation is retained by the staff member, the leave will be granted without salary but with benefits. For pension purposes, the staff member may submit, to the District, an amount equal to the staff member's regular daily rate for each day of leave, in

which case the leave would be granted with salary and benefits less the cost of a replacement supply staff member, whether or not a replacement supply staff member is required.

3. If the staff member will not be provided an honorarium or other financial compensation, leave will be granted with full salary and benefits to a maximum of five days per year or 10 days during a three-year period. If additional days of leave for community service are granted, the additional days will be with salary and benefits less the cost of a replacement supply staff member, whether or not a replacement supply staff member is required.

#### **REFERENCES**

FA.BP - Human Resources Framework

**CODE:** FJE.AR**EFFECTIVE DATE:** (04-01-2010)**TOPIC:** Leaves of Absence - Military Service**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2015)**REGULATION****A. GENERAL**

This regulation applies to leaves of absence for district staff to fulfill commitments with the Canadian Military.

**B. CONDITIONS**

1. A leave of absence for military service of up to 10 days in duration shall be granted annually. When such leave is granted, the following conditions shall apply.
  - a. If the staff member will be provided financial compensation while on leave, of an amount that is less per day than the staff member's regular daily rate of pay, the leave will be granted with salary and benefits less the cost of a replacement supply staff member, whether or not a replacement supply staff member is required.
  - b. If the staff member will be provided financial compensation while on leave, of an amount per day that is equal to or more than the staff member's regular daily rate of pay, and the compensation is retained by the staff member, the leave will be granted without salary but with benefits. For pension purposes, the staff member may submit, to the District, an amount equal to the staff member's regular daily rate of pay per day of leave, in which case the leave would be granted with salary and benefits less the cost of a replacement supply staff member, whether or not a replacement supply staff member is required.
  - c. If the staff member will not be provided financial compensation, leave will be granted with full salary and benefits.
2. When a leave of absence for military service in excess of 10 consecutive work days is granted, the days of leave in excess of 10 will be without salary and benefits.
3. For salary increment purposes, one day of military service during a leave of absence from the District will be considered equivalent to one day of work with the District.

**REFERENCES**

FA.BP - Human Resources Framework

**CODE:** FJF.AR**EFFECTIVE DATE:** (04-01-2010)**TOPIC:** Leaves of Absence - Personal**ISSUE DATE:** (18-12-2015)**REVIEW YEAR:** (2015)**REGULATION****A. GENERAL**

This regulation applies to leaves of absence in excess of 30 consecutive calendar days without salary or benefits excluding leaves of absence for maternity, parental or health reasons.

**B. TEACHERS**

Subject to district needs and pursuant to the teachers' collective agreement, personal leaves of absence may be granted at the discretion of the Superintendent of Schools and when granted, shall be in accordance with the following:

1. The start date and return date of a personal leave of absence for a partial school year should coincide with the school term, semester break, or winter or spring recess.
2. Personal leaves of absence of one school year or the equivalent shall be taken from the District. A teacher taking such leave will not remain attached to the school or central decision unit to which they were assigned prior to taking the leave of absence.
3. A principal who has been confirmed and who is granted a personal leave of absence will retain their designation while on leave.
4. A teacher designated to a one-year term position of leadership immediately prior to a personal leave of absence for one school year or equivalent will not be re-designated and as such, will not retain their leadership designation while on leave.
5. A teacher returning from a personal leave of absence at the beginning of a school year is expected to apply on positions posted in the Spring prior to the beginning of that school year. A teacher unsuccessful in securing a position will be placed by the Superintendent of Schools.

**C. EXEMPT STAFF**

Personal leaves of absence granted to exempt staff are governed by the terms and conditions outlined in Employment Information for Exempt Non-Management staff or Employment Information for Exempt Management staff, whichever applies.

**D. CUSTODIAL, MAINTENANCE, AND SUPPORT STAFF**

Leaves of absence for CUPE members are governed by collective agreements.

## E. ALL STAFF

At the discretion of the Superintendent of Schools, a personal leave of absence without pay might be granted to a staff member campaigning for a publicly elected office except for Edmonton Public Schools' Trustee. If elected, the leave of absence will be extended for the duration of the first term of elected office.

### **REFERENCES**

FA.BP - Human Resources Framework

Collective Agreement with Edmonton Public Teachers, Local 37 of the Alberta Teachers' Association

Collective Agreements with the Canadian Union of Public Employees Local 474, Local 784 and Local 3550