

**DATE:** June 19, 2018

**TO:** Board of Trustees

**FROM:** Trustee Sherry Adams, Policy Review Committee  
Trustee Trisha Estabrooks, Chair, Policy Review Committee  
Trustee Bridget Stirling, Policy Review Committee

**SUBJECT:** First, Second and Third Reading for Board Policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct (Bill 24)

**ORIGINATOR:** Karen Mills, Director Board and Superintendent Relations

**RESOURCE STAFF:** Marnie Beaudoin, Wendy Malanchen, Nancy Petersen

**REFERENCE:** FA.BP Human Resources Framework  
HFA.BP Sexual Orientation and Gender Identity  
HG.BP Student Behaviour and Conduct  
[Trustees' Handbook](#) Section 6.1 – Caucus Committee  
[Board Policy CH.BP – Framework for Policy Development and Review](#)  
[Bill 24: An Act to Support Gay-Straight Alliances](#)

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## ISSUE

The Policy Review Committee is bringing forward Board Policies FA.BP Human Resources, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct with required revisions that support alignment to Bill 24: *An Act to Support Gay-Straight Alliances*.

## BACKGROUND

Bill 24: *An Act to Support Gay-Straight Alliances* received Royal Assent December 15, 2017, and came into effect immediately. Alberta Education provided school boards across the province until June 30, 2018, to ensure their policies were in alignment with the direction and intent of Bill 24.

## RELATED FACTS

- The requirements to ensure alignment with Bill 24 rest in Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct.
- Revisions to FA.BP Human Resources Framework include:
  - Addition of statements that affirm the rights for staff members and students as provided for in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms*.
  - An updated reference to the *School Act*.
- Revisions to HFA.BP Sexual Orientation and Gender Identity include:
  - Addition of statements that affirm the rights for staff members and students as provided for in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms*.
  - Alteration of the Accountability Statement to reflect the Board's responsibility to the Minister.
- Revisions to HG.BP Student Behaviour and Conduct include:

- Addition of statements that affirm the rights for students as provided for in the *Alberta Human Rights Act* and *Canadian Charter of Rights and Freedoms*.
- Addition of a statement to articulate the Board's compliance with the *Freedom of Information and Protection and Privacy Act* (FOIP).
- Addition of statements articulating the specific requirements pertaining to the review and accessibility of HG.BP Student Behaviour and Conduct.
- Addition of *Canadian Charter of Rights and Freedoms* and *Freedom of Information and Protection and Privacy Act* (FOIP) to the References section.
- Update to *School Act* reference.
- The revisions to ensure alignment to Bill 24 have been highlighted in attached draft policies. The language of the revisions is based on the wording in Bill 24.
- As the changes coming forward are required by legislation, the Board's traditional practice of public engagement after first reading is not required.

## RECOMMENDATION

- **That Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct be considered for the first, second and third time at this meeting.**
- **That Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct be considered for the first time.**
- **That Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct be considered for the second time.**
- **That Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct be considered for the third and final time and be approved.**

## OPTIONS

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

1. Approve the Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct for first, second and third readings and approve the policies.
2. Decline to approve FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct for first, second and third readings and provide feedback and/or request changes.

## CONSIDERATIONS and ANALYSIS

- Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct require revisions to ensure alignment with Bill 24: *An Act to Support Gay-Straight Alliances*.
- Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct policies were not opened for overall review, thus their originally scheduled review dates remain unchanged.

**NEXT STEPS**

Once approved, Board policies FA.BP Human Resources Framework, HFA.BP Sexual Orientation and Gender Identity and HG.BP Student Behaviour and Conduct will be posted to the District website and the update will be communicated to staff.

**ATTACHMENTS and APPENDICES**

ATTACHMENT I     FA.BP Human Resources Framework  
ATTACHMENT II    HFA.BP Sexual Orientation and Gender Identity  
ATTACHMENT III   HG.BP Student Behaviour and Conduct

MB:mb

**CODE:** FA.BP

**EFFECTIVE DATE:** (20-06-2017)

**TOPIC:** Human Resources Framework

**ISSUE DATE:** (21-06-2017)

**REVIEW YEAR:** (2022)

## PURPOSE

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

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

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

## DEFINITIONS

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

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

## POLICY

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

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

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

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

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

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

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

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

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

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

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

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

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

The Board retains authority to approve:

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

## **EXPECTATIONS**

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

## **ACCOUNTABILITY**

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

## **REFERENCES**

AA.BP – Stakeholder Relations

AD.BP – District Vision, Mission, Values and Priorities

AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

AEBC.BP – Wellness of Students and Staff

AEBC.AR – Acknowledging Student, Staff and Trustee Deaths and Bereavements

AGA.BP – Recognition of Students, Staff, Parents, and the Community

CH.BP – Framework for Policy Development and Review

CHA.BP – Board Delegation of Authority

CN.BP – Managing District Information

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

CODE: HFA.BP

EFFECTIVE DATE: (20-06-2017)

TOPIC: Sexual Orientation and Gender Identity

ISSUE DATE: (21-06-2017)

REVIEW YEAR: (2018)

## PURPOSE

To articulate the Board of Trustees' (the Board) commitment to support all sexual and gender minority students, staff and families.

To reflect the Board's mandated responsibility and expectation for providing a welcoming, inclusive, safe and healthy learning and working environment throughout the District.

## DEFINITIONS

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

- **actual sexual orientation, gender identity, or gender expression**
- **perceived sexual orientation, gender identity, or gender expression**

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

The Board 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 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.

## **ACCOUNTABILITY**

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 will comply with requirements respecting this policy established by the Minister.

## **REFERENCES**

AD.BP – District Vision, Mission, Values, and Priorities

AE.BP – Welcoming, Inclusive, Safe and Healthy Learning and Working Environments

AEBB.BP – Wellness of Students and Staff

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  
HFA.AR – Sexual Orientation and Gender Identity  
HG.BP – Student Behaviour and Conduct  
Glossary of Terms  
*Alberta Human Rights Act*  
Alberta Teachers' Association Code of Professional Conduct  
Alberta Teachers' Association Declaration of Rights and Responsibilities  
*Canadian Charter of Rights and Freedoms*  
*Freedom of Information and Protection of Privacy Act*  
United Nations Convention on the Rights of the Child  
*School Act* s. 16.1(1), 45.1

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CODE: HG.BP

EFFECTIVE DATE: (12-09-2017)

TOPIC: Student Behaviour and Conduct

ISSUE DATE: (13-09-2017)

REVIEW YEAR: (2024)

## PURPOSE

To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging throughout the District.

To establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community. To establish expectations for student behaviour and conduct and responses to unacceptable behaviour in accordance with the *Alberta School Act*.

## DEFINITIONS

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

- **Bullying** is defined in the School Act as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation.”
- **Conflict** occurs when there is a breakdown in relationships between individuals that results from a disagreement or misunderstanding. While conflicts may require adult intervention, they are considered to be a natural part of how students learn to navigate relationships.
- **Academic Integrity** is honest and responsible academic behaviour. Students are expected to submit original work, acknowledge sources, and conduct themselves ethically in the completion of assessments and examinations.

## POLICY

The Board is committed to ensuring that each student is provided with a welcoming, caring, respectful and safe learning environment that supports high quality learning, respects diversity, and fosters a sense of belonging and a positive sense of self. Students are expected to learn, practice, and demonstrate positive personal and interpersonal character traits that contribute to the development of productive learning environments.

This policy affirms the rights, as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*, of each student enrolled in a school operated by the Board. Students enrolled in a school operated by the Board will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.

## EXPECTATIONS

### A. STUDENT RIGHTS AND RESPONSIBILITIES

1. Students have the right to be treated with dignity, respect, and fairness by other students and staff
2. Students are expected to respect diversity and refrain from demonstrating any form of discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation.
3. Students and parents will be informed of the Board's and school's expectations for student behaviour and conduct.

### B. STUDENT BEHAVIOUR AND CONDUCT

1. The Board expects that students behave in accordance with Section 12 of the *School Act*. Section 12 states that students will conduct themselves so as to reasonably comply with the following Code of Conduct:
  - a. be diligent in pursuing the student's studies;
  - b. attend school regularly and punctually;
  - c. co-operate fully with everyone authorized by the Board to provide education programs and other services;
  - d. comply with the rules of the school;
  - e. account to the student's teachers for the student's conduct;
  - f. respect the rights of others;
  - g. ensure the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
  - h. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means; and
  - i. positively contribute to the student's school and community.
2. Furthermore, students are expected to:
  - a. resolve conflict or seek assistance to resolve conflict in a peaceful, safe, and non-threatening manner that is conducive to learning and growth. Strategies for addressing conflict between students may include counselling, mediation, or forms of restorative practice;
  - b. use school and personal technology appropriately and ethically;
  - c. ensure that they conduct themselves with academic integrity and refrain from and report all incidents of academic misconduct including, but not limited to, cheating and plagiarizing.

### C. UNACCEPTABLE BEHAVIOUR

1. Students are accountable for their behaviour whether or not it occurs within the school building, on school property, during the school day or by electronic means. When behaviour that occurs off school property or outside of regular school hours threatens the safety or well-being of

individuals within the school community or disrupts the learning environment, school administrators may apply consequences for the behaviour.

2. Examples of unacceptable behaviour include but are not limited to:
  - a. behaviours that interfere with the learning of others and/or the school environment
  - b. behaviours that create unsafe conditions
  - c. acts of bullying, harassment, threats, or intimidation whether it be in person, indirectly, or by electronic means
  - d. physical violence
  - e. retribution against any person who has intervened to prevent or report bullying or any other incident or safety concern
  - f. possession, use or distribution of substances restricted by federal, provincial, municipal, District or school authorities
  - g. any illegal activity such as:
    - i. possession, use or distribution of illegal substances
    - ii. possession of a weapon or use of a weapon (or replica) to threaten, intimidate or harm others
    - iii. possession, use, display, or distribution of offensive messages, videos or images
    - iv. theft or possession of stolen property
  - h. any breach of rules and expectations established by District administrative regulations or a school-based code of conduct
  - i. failure to comply with Section 12 of the *School Act*

#### E. CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

1. Unacceptable behaviour may be grounds for disciplinary action, and provides the student with an opportunity for critical learning and reflection in the areas of personal accountability and responsibility, the development of empathy, as well as communication, conflict resolution, and social skills development.
2. Consequences for unacceptable behaviour must take into account the student's age, maturity, individual circumstances, and frequency of misconduct. The specific circumstances of the situation and of the student must be taken into account when determining appropriate responses to unacceptable behaviour.
3. When a student engages in unacceptable behaviour, consequences may include, but are not limited to:
  - a. temporary assignment of a student to an alternate supervised area within the school
  - b. temporary assignment of a student to an alternate learning location
  - c. short term removal of privileges
  - d. interventions such as positive behaviour supports, contracts, counselling, restorative practices
  - e. replacement or retribution for loss of or damage to property
  - f. in-school or out-of-school suspension;
  - g. referral to Attendance Board; and or

h. recommendation for expulsion

4. Consequences for unacceptable behaviour include support for students impacted by unacceptable behaviour as well as students who engage in unacceptable behaviour.

## **ACCOUNTABILITY**

The Superintendent of Schools will be responsible for implementing this policy through appropriate regulations and communication with District stakeholders, including staff, students and parents. Furthermore, the Superintendent will provide the Board with information on implementation of the policy through the annual results review process and in the Alberta Education Results Report. This policy will be made publicly available, provided to all staff, students and parents, and will be reviewed annually.

The District is governed by the *Freedom of Information and Protection of Privacy Act* (FOIP).

In alignment with Section 45.1(6) of the *School Act*, the Board shall:

- by June 30 of each year, review this policy and code of conduct, confirm the review by a board resolution;
- repost the policy and code of conduct on the publicly accessible District website after review;
- make this policy and code of conduct available throughout the year in a prominent location on a publicly accessible website maintained by or on behalf of the Board;
- display in a place clearly visible to students in each school the URL of this policy and code of conduct on the publicly accessible District website;
- provide a copy of this policy or code of conduct to an individual upon request;
- comply with any further requirements respecting this policy or a code of conduct established by the Minister by order, which must be made publicly available;
- ensure compliance if a policy or school code of conduct is not established, or in the opinion of the Minister a policy or a code of conduct established does not meet the requirements as applicable; and
- ensure that if the Minister orders the establishment of a policy or code of conduct for, or add to or replace a part of a policy or code of conduct of, the Board; and/or imposition of any additional terms or conditions the Minister considers appropriate, the order of the Minister must be made available in a timely manner by the Board in a prominent location on a publicly accessible website maintained by or on behalf of the Board.

## **REFERENCES**

AE.BP – Welcoming, Inclusive, Safe and Healthy Learning Environments

AD.BP – District Vision, Mission, Values, and Priorities

AEBB.BP – Wellness of Students and Staff

DKB.AR – Appropriate Use of District Technology

FA.BP – Human Resources Framework

FBCA.AR – Respectful Working Environments

FBEB.AR – Workplace Violence

HED.BP – Student Attendance

HF.BP – Safe, Caring and Respectful Learning Environments

HFA.BP – Sexual Orientation and Gender Identity

HG.AR – Student Behaviour and Conduct  
HGD.BP – Student Suspension and Expulsion  
Glossary of Terms  
*Alberta Human Rights Act*  
*Canadian Charter of Rights and Freedoms*  
*Freedom of Information and Protection of Privacy Act*  
*School Act* s. 1(1)(b.1), 12, 16.1, 24, 25, 45.1, 126-130

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