



## MEMORANDUM

February 18, 2024  
Regular Board Meeting

---

<b>TO</b>	Board of Trustees
<b>FROM</b>	Lorraine Stewart, Board Chair Aimee Hennig, Board Vice-Chair
<b>ORIGINATOR</b>	Shauna Boyce, Superintendent
<b>RESOURCE</b>	Policy Review Committee
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 7: Board Operations Board Policy 8: Board Committees and Representation Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 2: Governance and Organization BP 12: Section 5. Policy <i>Education Act</i>
<b>SUBJECT</b>	<b>REVISED BOARD POLICY 18: LEARNING AND WORKING IN A WELCOMING, CARING, RESPECTFUL AND SAFE ENVIRONMENT</b>

---

### PURPOSE

For approval. A recommendation is required.

### RECOMMENDATION

That the Board of Trustees approves Revised Board Policy 18: Learning and Working in a Welcoming, Caring, Respectful and Safe Environment, as recommended by the Policy Review Committee and presented at the Regular Meeting of February 18, 2025.

### BACKGROUND

The Board of Trustees is responsible for reviewing Board Policies on an ongoing basis to adhere to the requirements necessary to provide excellence in public education and comply with the *Education Act* and provincial, as well as federal, legislation. The following revised policy is in support of this responsibility.

**REPORT SUMMARY**

On January 15, 2025, and February 12, 2025, the Policy Review Committee met and reviewed Board Policy (BP) 18: Role of the Student, and drafted a revised BP 18, renamed 'Learning and Working in a Welcoming, Caring, Respectful and Safe Environment', with the following key changes:

- Updates to the policy to address both educational and work environment;
- Updates to the policy to address a broader demographic of people involved in or with Parkland School Division;
- Updates to reflect Board values and priorities in alignment with the *Education Act* and *Alberta Human Rights Act*;
- Updates to language for consistency with the *Education Act*;
- Updates to require the Superintendent to provide and maintain effective administrative procedures in this same regard.

The revised BP was presented to the Board and discussed at the February 18, 2025 Governance and Planning Session (GPS), and will be presented to the Board for approval at the Regular Board Meeting of February 18, 2025.

The Policy Committee would be pleased to respond to any questions.

LS:kz



## Parkland School Division

### Policy 18

## LEARNING AND WORKING IN A WELCOMING, CARING, RESPECTFUL AND SAFE ENVIRONMENT

---

The Board endorses learning and working environments that are welcoming, caring, respectful, and safe, that respect diversity and foster a sense of belonging.

In modeling the Division's Values and Beliefs, trustees, staff, students, parents, volunteers, visitors, contractors, and all who are involved with the Division, are expected to demonstrate acceptance and promote a sense of belonging. In full adherence to the *Alberta Human Rights Act*, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation.

All who have interactions with and within the Division share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board expects allegations of such behaviours to be investigated in a timely and respectful manner and when warranted, acted upon accordingly.

#### **Guidelines:**

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful and safe learning environments for all students and staff; specifically,
  - 1.1. The Board recognizes the importance of the emotional, social, intellectual and physical wellness for all staff and students, as essential to each individual's success in life, in school, or at work, and therefore expects all persons, including staff, students, parents, volunteers, visitors and/or contractors, to adhere to this Policy, and any established Codes of Conduct, regardless of location, activity, or function.
2. The Board, and therefore all schools, shall act in accordance with the *Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol*.
3. The Board urges individuals to report, to a responsible person or authority, all incidents of threats, bullying, harassment, violence or intimidation regardless of the identity of the alleged harasser or offender.
4. The Board supports the establishment of student organizations and student-led activities that promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
  - 4.1. Such organizations and activities promote equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including, but not

limited to organizations such as, gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs (*Education Act*, s.35(1)(2)).

5. The Board requires the Superintendent to maintain effective procedures, outlining conduct expectations for all students, staff, parents and school community, as well as for the resolution of conflicts, and the provision of consequences or discipline, as deemed necessary and appropriate in each specific situation.
6. For clarity, this policy does not preclude staff or students from exercising their applicable rights under the *Alberta Human Rights Act*; the *Occupational Health and Safety Act*, or any other legislation.

Reference:	Education Act: 8, 31, 33, 35-37, 41, 51-53, 222 Alberta Human Rights Act Occupational Health and Safety Act Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol	Approved:	
		Date	February 18, 2025
		Approved:	
Cross-Reference:	Board Policy: 1 Admin Procedure: 350, 353, 355	Reviewed or	February, 2025
		Revised:	March, 2017 September, 2010



## Parkland School Division Policy 18

### **ROLE OF THE STUDENT LEARNING AND WORKING IN A WELCOMING, CARING, RESPECTFUL AND SAFE ENVIRONMENT**

The Board endorses desirable personal and interpersonal character traits in keeping with *Board Policy 1: Division Foundational Statements* and in the promotion of welcoming, caring, respectful, safe and healthy learning and working environments that are welcoming, caring, respectful, and safe, that respect diversity and foster a sense of belonging.

In modeling the Division's Values and Beliefs, trustees, staff, students, parents, volunteers, visitors, contractors, and all who are involved with the Division, are expected to learn, practice, develop and demonstrate acceptance and promote that everyone is accepted and experiences a sense of belonging. In full adherence to the *Alberta Human Rights Act*, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation.

All who have interactions with and within the Division share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board expects allegations of such behaviours to be investigated in a timely and respectful manner and when warranted, acted upon accordingly. Within this context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, contributing members of society.

#### **Specifically Guidelines:**

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful and safe learning environments for all students and staff; specifically:
  - 1.1. The Board recognizes the importance of students' and staffs' the emotional, social, intellectual and physical wellness for all staff and students, as essential to the reach individual's success in life, in school, or at work, and therefore expects students all persons, including employees staff, students, parents, volunteers, visitors and/or contractors, to adhere to this Policy, and the division code of conduct and schools' codes of conduct any established Codes of Conduct, regardless of location, activity, or function.
- The Board expects all trustees, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy.
- This policy covers behaviour not only at Division schools/sites, but also at any school/division activities and functions.
1. Students are expected to:
  - 1.1. Use their abilities and talents to gain maximum learning benefits from their school experiences;

- ~~1.2. Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;~~
- ~~1.3. Co-operate fully with everyone authorized by the Board to provide education programs and other services;~~
- ~~1.4. Comply with the rules of the school; and~~
  - ~~1.4.1. Respect and comply with the rules of any school that the student is visiting;~~
- ~~1.5. Account to the student's teachers for the student's conduct;~~
- ~~1.6. Attend school regularly and punctually;~~
- ~~1.7. Choose appropriate behaviours, with full understanding of the consequences that invariably follow their choices;~~
- ~~1.8. Treat other students and staff with dignity, respect and fairness;~~
- ~~1.9. Contribute to a learning environment that is free from physical, emotional, and social abuse;~~
- ~~1.10. ——— Demonstrate, with increasing consistency, the School Code of Conduct;~~
- ~~1.11. ——— Positively contribute to the student's school and community and, to the greatest extent possible, to a learning environment that is well ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth;~~
- ~~1.12. ——— 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.~~
- ~~2. Students are accountable for:~~
  - ~~2.1. Demonstrating respect for authority;~~
  - ~~2.2. Demonstrating respect for others and their property;~~
  - ~~2.3. Demonstrating respect for school property, equipment and textbooks;~~
  - ~~2.4. Demonstrating respect for the diversity of all people.~~
- ~~3. Students are prohibited from engaging in unacceptable behaviour within the school or on any school or Board-related trips or activities.~~
  - ~~3.1. Examples of such activities include, but are not limited to those defined:~~
    - ~~3.1.1. In federal or provincial legislation;~~
    - ~~3.1.2. In Board Policy 1;~~
    - ~~3.1.3. In Administrative Procedure 355: Student Discipline;~~
    - ~~3.1.4. In School Codes of Conduct.~~
2. The Board, and therefore all schools, shall act in accordance with the *Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol*.

3. The Board encourages individuals to reporting, to a responsible person or adult authority, all incidents of threats, bullying, harassment, violence or intimidation regardless of the identity of the alleged harasser or offender.

~~This policy does not preclude employees or students from exercising their applicable rights under the Alberta Human Rights Act; the Occupational Health and Safety Act, Regulation or Code; or any other legislation.~~

4. The Board supports the establishment of student organizations and student-led activities intended to that promote a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging, including organizations or activities that promote equality and non-discrimination.

4.1. Such organizations and activities promote equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including, but not limited to organizations such as, gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs- (Education Act, s.35(1)(2)).

5. The Board requires the Superintendent to maintain effective procedures, outlining the conduct expectations for conduct for all students, staff, parents and school community, as well as for the resolution of conflicts, and the meting out provision of consequences or discipline, as deemed necessary and appropriate in each specific situation.

4-6. For clarity, this policy does not preclude employees staff or students from exercising their applicable rights under the Alberta Human Rights Act; the Occupational Health and Safety Act, or any other legislation.

Reference:	<del>School Act</del> Education Act: 8, 31, 33, 35-37, 41, 51-53, 22242, 14, 24, 45, 60-61, 113	Approved:
	Alberta Human Rights Act Occupational Health and Safety Act Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol	Date Approved: <del>UNAPPROVED — Indicate Board Meeting Date</del> February 18, 2025
Cross-Reference:	Board Policy: 1 Admin Procedure: 350, 353, 355	Reviewed or Revised: February, 2025 March, 2017 September, 2010

The Board endorses desirable personal and interpersonal character traits in keeping with *Board Policy 1: Division Foundational Statements* and in the promotion of welcoming, caring, respectful, safe and healthy learning environments.

In modeling the Division's Values and Beliefs, students are expected to learn, practice, develop and demonstrate that everyone is accepted and experiences a sense of belonging; that in full adherence to the *Alberta Human Rights Act*, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation. Within this context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, contributing members of society.

**Specifically**

1. Students are expected to:

- 1.1. Use their abilities and talents to gain maximum learning benefits from their school experiences;
- 1.2. Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
- 1.3. Co-operate fully with everyone authorized by the Board to provide education programs and other services;
- 1.4. Comply with the rules of the school; and
  - 1.4.1. Respect and comply with the rules of any school that the student is visiting;
- 1.5. Account to the student's teachers for the student's conduct;
- 1.6. Attend school regularly and punctually;
- 1.7. Choose appropriate behaviours, with full understanding of the consequences that invariably follow their choices;
- 1.8. Treat other students and staff with dignity, respect and fairness;
- 1.9. Contribute to a learning environment that is free from physical, emotional, and social abuse;
- 1.10. Demonstrate, with increasing consistency, the School Code of Conduct;
- 1.11. Positively contribute to the student's school and community and, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth;



- 1.12. 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.
2. Students are accountable for:
  - 2.1. Demonstrating respect for authority;
  - 2.2. Demonstrating respect for others and their property;
  - 2.3. Demonstrating respect for school property, equipment and textbooks;
  - 2.4. Demonstrating respect for the diversity of all people.
3. Students are prohibited from engaging in unacceptable behaviour within the school or on any school or Board-related trips or activities.
  - 3.1. Examples of such activities include, but are not limited to those defined:
    - 3.1.1. In federal or provincial legislation;
    - 3.1.2. In Board Policy 1;
    - 3.1.3. In Administrative Procedure 355: Student Discipline;
    - 3.1.4. In School Codes of Conduct.
4. The Board, and therefore all schools, shall act in accordance with the Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol.

Reference:	School Act: 12, 14, 24, 45, 60-61, 113 Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol	Approved:	
		Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference:	Board Policy: 1 Admin Procedure: 350, 353, 355	Reviewed or Revised:	March, 2017 September, 2010