ADMINISTRATIVE PROCEDURES MANUAL

Lakeland RCSSD No. 150

March 2018
PREFACE

This Administrative Procedures Manual is designed to be the primary written source of administrative direction for the Division. It is designed to be entirely consistent with the Board Policy Handbook, and is an extension of policy in the form of procedures. This Manual may make further reference to other detailed administrative documents that have been developed to provide specific guidelines on selected matters.

There are 5 categories in which administrative procedures are placed in the Manual. The categories are:

100 General Administration
200 Instructional Programs and Materials
300 Students
400 Personnel and Employee Relations
500 Business Administration

Procedures placed in the 100 section are those of a general administrative nature or those which have applicability to at least 2 other categories in the Manual. The procedures in 200, 300, and 400 are specific to each of the titles. The Business Administration procedures include finance, facilities, and student transportation matters.

A logical flow of procedures is attempted in the categories. For example, criteria for student admission is followed by attendance area requirements, by various safety considerations, by the maintenance of records, by daily attendance, by supervision and discipline, and lastly, by evaluation procedures.

Gaps in the numbering sequence facilitate the insertion of additional administrative procedures that may be developed at a future time.
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GENERAL ADMINISTRATION 100
THREE-YEAR EDUCATION PLAN

Background

Planning and reporting are essential elements of accountability, continuous improvement and effective governance in education. Planning and reporting by school boards and schools throughout Alberta are carried out within the provincial government’s Accountability Framework and Alberta Education’s Renewed Funding Framework.

Planning and reporting are ongoing cycles that enable continuous improvement and critical reflection by:

- Setting priorities, measuring progress and using results to develop actions to improve education for District students.
- Aligning District and provincial goals and priorities.
- Aligning school and District goals and priorities.
- Incorporating stakeholder input.
- Allocating resources to achieve goals and improve results.
- Communicating with stakeholders about District and school directions and results.

The District is required by Alberta Education to prepare an education plan that focuses on student learning over a three-year period. Plans are updated annually so that, as one year is completed and another is added, the plan continues in a three-year time frame.

Procedures

1. System Planning Guidelines
   1.1 The actions and endeavours of the District and its schools must be guided by sound planning processes.
   1.2 The mission and vision of the District will provide overall direction for system planning.
   1.3 The planning process will recognize any corporate priorities identified by the Board.
   1.4 The planning process will provide ample opportunity for input and meaningful involvement by persons from stakeholder groups.
   1.5 Formal processes for the District to develop, revise and extend Three-Year Education Plans that identify priorities, desired outcomes, measures, strategies and timelines for task completion will be developed each year.
2. Three-Year Education Plan

2.1 A District education plan that meets local needs and fulfils provincial accountability requirements will be developed and implemented.

2.2 The District education plan will be kept current to ensure focused, efficient and effective change and improvements.

2.3 The District education plan will be updated annually with provision for ongoing input into the revision process by schools, School Councils, parents, teachers, students and community stakeholders.

2.4 Progress reports on the District education plan will be presented to the Board as deemed necessary.

2.5 The District education plan will contain the elements required by the province, and other local priorities.

2.6 The Superintendent will:

2.6.1 Submit the education plan to the Board for approval at its regular November meeting.

2.6.2 Ensure that the District Three-Year Education Plan is submitted to Alberta Education in a form and at a time that meets requirements.

2.6.3 Make provision for the distribution of the Three-Year Education Plan and its placement on the District website.

Reference: Section 22, 39, 43, 60, 61, 77, 78, 113 School Act
Section 16 Government Accountability Act
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Results Reporting
School Authority Planning and Reporting Reference Guide
Administrative Procedure 101

ANNUAL EDUCATION RESULTS REPORT (AERR)

Background

The District is required by Alberta Education to prepare an Annual Education Results Report (AERR) that provides a means by which the District can report the results of its educational program to the public and to Alberta Education.

Procedures

1. An AERR will be produced to provide information to the public on progress towards achieving the goals and desired results identified in the District Three-Year Education Plan.

2. The AERR will contain the results on mandatory and optional measures gathered through the year from such activities as ongoing reviews, evaluations, surveys, planning sessions and workshops.

3. The AERR will be a foundation document in developing the District Education Plan and identifying strategies for effecting improvements.

4. The format for reporting mandatory measures will comply with standards specified by Alberta Education.

5. The format for reporting optional measures and additional information in the District AERR will be determined by the Superintendent.

6. The Superintendent will:
   6.1 Prepare an AERR for Board approval at or before its regular November meeting.
   6.2 Submit the AERR to Alberta Education in a form and at a time that meets requirements.

7. The AERR will be placed on the District website. A condensed version of the AERR will be prepared by the Superintendent for widespread circulation to stakeholders.

Reference: Section 22, 39, 43, 60, 61, 77, 78, 113 School Act
Section 16 Government Accountability Act
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Results Reporting
School Authority Planning and Reporting Reference Guide
administrative procedure 102

schooL planning and reporting

background

School plans and results reports are a provincial requirement. School plans are based on a three-year cycle and are updated annually to incorporate Board direction and local input, and to address areas for improvement identified from the results.

procedures

1. School Three-Year Education Plans
   1.1 Principals shall be responsible for developing, updating and implementing Three-Year Education Plans.
   1.2 Principals shall refer to the Guide for School Board Planning and Results Reporting when establishing Three-Year Education Plans and annual reports.
   1.3 Principals will actively seek collaborative involvement of stakeholders (students, parents, School Council, etc.), as appropriate, in development of Education Plans.
   1.4 School Education Plans will utilize a format that identifies:
      1.4.1 Goals: general statements of purposes or ends to be accomplished in order to achieve its mission.
      1.4.2 Strategies: broad statements on actions that will be used to accomplish goals and achieve desired results.
      1.4.3 Outcomes: results to be achieved.
      1.4.4 Targets: specific results stated in quantitative terms. Targets are required for achievements tests and diploma examinations; however, targets may also be set for local priorities.
      1.4.5 Measures: means by which results will be quantified or qualified.
   1.5 School goals will reflect:
      1.5.1 The mission statement of the District;
      1.5.2 The District Education Plan.
      1.5.3 Provincial requirements.
      1.5.4 School and community goals and priorities.
   1.6 School Education Plans will direct the development of the school budget.
   1.7 School Education Plans will be developed and updated by the last Friday before the end of the school year and submitted to the Superintendent, together with the school budget, for final approval.
   1.8 Principals shall provide copies of School Three-Year Education Plans to their School Councils.
2. School Annual Education Results Reports

2.1 Principals shall report bi-annually to the Superintendent (by January 15 and June 15) on their school’s progress towards the goals of their Three-Year Education Plans.

2.2 Principals shall also report to the Board on student achievement results at the November and December Board meetings, as well as to the parents of their respective schools.

3. School Handbooks

3.1 Principals are encouraged to develop handbooks or other documents and distribute them to appropriate stakeholders as a means of communicating the school's philosophy, procedures and expectations for daily operation.

3.2 Handbooks and local policies must be consistent with District requirements and expectations.

Reference: Section 20, 22, 39, 43, 60, 61, 77, 78, 113 School Act
Section 16 Government Accountability Act
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Results Reporting
School Authority Planning and Reporting Reference Guide
SCHOOL REVIEWS

Background

Schools in the District will be evaluated to assist in the establishment and maintenance of appropriate management, instructional and program standards that contribute to a high level of student development and achievement in the school.

Procedures

1. The Superintendent has the primary responsibility for the supervision and evaluation of all schools in the District.

2. The review of the school will focus on the following:
   2.1 The suitability of goals, policies and objectives.
   2.2 The efficiency of the delivery system to achieve the goals, policies and objectives.
   2.3 The results achieved.

3. A review of a school may be conducted by review teams composed of:
   3.1 Alberta Education personnel.
   3.2 School system personnel.
   3.3 Invited personnel from other school systems.
   3.4 College personnel.
   3.5 Representatives of the community.
   3.6 Representatives from other stakeholder groups.

4. The District may request Alberta Education to conduct a school review, either in cooperation with the District, or as an independent evaluator.

5. A school review will be used to assist in making decisions with respect to:
   5.1 Philosophy, goals and policies of the school.
   5.2 Programs of studies to be offered in the school.
   5.3 School organization and management.
   5.4 Annual results report including level of student achievement.
   5.5 Annual school improvement plans.
   5.6 The establishment, conduct and progress of the school as a professional learning community.
6. The District will conduct school reviews when it is deemed by the Superintendent to be desirable and in the best public interest to do so. These reports will be released at the discretion of the Board.

Reference:  Section 20, 60, 61, 113 School Act
           Section 16 Government Accountability Act
           Guide to Education ECS to Grade 12
           Policy and Requirements for School Board Planning and Reporting
           School Authority Planning and Reporting Reference Guide
Administrative Procedure 105

SCHOOL-BASED DECISION-MAKING

Background

Research supports the value of collaborative decision-making. School-based decision-making is a model that encourages a community approach to participation in educational decisions. Supporting evidence suggests that when such a model exists in the school environment, the management process make for increased quality decision-making, resulting in enhanced learning and work environments for students, parents and staff.

Alberta Education requires that each Alberta school jurisdiction develop and implement a written policy and/or procedures on school-based decision-making to guide the educational activities of schools, staff and community within the jurisdiction.

Procedures

1. The District will create a mission statement and educational priorities that reflect its Catholic philosophy, vision, values and beliefs.

2. The School-Based Decision-Making Resource Manual (Appendix) outlines the procedures to be followed with regard to school-based decision-making in the District. The District’s processes for school-based decision-making will be consistent with the School Act, provincial statutes, legislation and regulations; Board Policy and Administrative Procedures; local collective agreements; Alberta Education Policy on School-Based Decision-Making; and Alberta Education Policy on Services for Students and Children.

3. The key requirements of the school-based decision-making model in the District will include:
   3.1 The development of a School Education Plan which is aligned to the District Three-Year Education Plan and the Alberta Education Business Plan, including goals, objectives and expected outcomes.
   3.2 A review of past year achievements and the issuance of an accountability report.
   3.3 Development of an annual budget to support the School Education Plan.
   3.4 A stated process to determine levels of school improvement.

4. School Improvement Teams (SIT)
   4.1 Each Principal shall form a SIT that will offer advice to the Principal and staff in:
      4.1.1 Establishing educational improvement outcomes in the areas of school operations.
      4.1.2 Education delivery (teaching and learning).
      4.1.3 Budget development.
      4.1.4 Accountability measures.
4.1.5 Public progress reports on achievements related to the School Education Plan.

4.2 The SIT will act in collaboration to meet the key requirements of the school-based decision-making model.

4.3 The SIT will have, at minimum, representation from staff, school administration, students (where appropriate), parents and the School Council.

4.4 School-based decision-making on educational improvement matters (teaching and learning) will be the focus of the SIT. The Principal, the staff and the SIT are encouraged to examine “best practices” in educational improvement in developing the School Education Plan.

5. Principals and assigned District Office personnel shall develop an annual statement of school, staff and parent in-service priorities for submission to the Superintendent prior to Education Plan and budget finalization.

6. The Superintendent, in consultation with the Secretary Treasurer, will ensure that fiscal fairness is central to the development and allocation of budgetary parameters for school operation under the school-based decision-making model.

7. Budget allocations to schools will be based on the overall District plan.

8. The Superintendent and Secretary Treasurer, in consultation with principals, will develop an appropriate mechanism to decentralize funds and decisions to schools or District office departments.

9. The Secretary Treasurer is responsible for monitoring decentralized budget expenditures to ensure conformity with the School Act; provincial statutes and legislation; Board Policy and Administrative Procedures.

10. Principals will develop an Annual School Education Results Report based on their School Education Plan.

11. The Superintendent and principals will develop a valid evaluation and accountability plan to monitor the effective implementation of school-based decision-making in the District.

12. The Superintendent will undertake an annual review of the effectiveness of District processes for the school-based decision-making model.

13. Principals shall provide advice to the Superintendent on in-service requirements to implement the procedure on school-based decision-making.

Reference: Section 20, 22, 60, 61, 113 School Act
School Councils Regulation AR 113/2007
http://education.alberta.ca/media/615090/school_cou_handbook.pdf
SCHOOL-BASED DECISION-MAKING RESOURCE MANUAL

SCHOOL
B\ASED
DECISION-
MAKING
(SBDM)

RESOURCE MANUAL

LAKELAND CATHOLIC BOARD OF EDUCATION
Implementation, August 2000
PREAMBLE

Research supports the value of collaborative decision making. School-based decision making is a model that encourages a community approach to participation in educational decisions. Supporting evidence suggests that when such a model exists in the school environment, the management process makes for increased quality decision making, resulting in enhanced learning and work environments for students, parents and staff.

Alberta Education, by policy, requires that each Alberta school jurisdiction develop and implement a written policy and/or procedures on school-based decision-making to guide the educational activities of schools, staff and community within the jurisdiction. Administrative Procedure 105 and Appendix in the Administrative Procedures Manual, are intended to satisfy this provincial requirement.

DEFINITION

School based decision making is a defined decentralized model of operating the school system.

FRAMEWORK OF ROLES AND RESPONSIBILITIES

Board

As the elected corporate body in Lakeland Roman Catholic Separate School District No. 150, the Board of Trustees is responsible for the development of goals, priorities and desired outcomes that provide clear direction and guide the provision of education services to the District’s students, in keeping with the values of its Catholic communities and the requirements of provincial legislation.

With regard to school-based decision making, the Board is responsible for:

- Determining the basis for annual resource allocations.
- Approving annually the District’s budget for submission to Alberta Education by the due date.
- Ensuring resources are allocated to achieve the goals, priorities and desired outcomes in the District’s Three-Year Education Plan.
- Receiving the annual audit report and ensuring quality indicators are met.
- Monitoring the fiscal management of the District.

Superintendent

The Superintendent is the Chief Executive Officer (CEO) and Chief Education Officer of the District. The Superintendent reports directly to the corporate Board, and is accountable to the Board for the conduct and operation of the District. All Board authority delegated to the staff of the District is delegated through the Superintendent. Board Policy 11 – Board Delegation of Authority delegates authority to the Superintendent to develop Administrative Procedures for school-based decision making that are consistent with provincial policies and procedures.
Principals

Principals are responsible for providing leadership to their staffs within the context of the District’s mission, beliefs, values and goals. The primary role of the Principal is one that nurtures, motivates, coaches, directs and facilitates the efforts of school staff so that all student needs are met. In this context, the Principal’s responsibilities include but are not limited to the following:

- Promoting and ensuring the Catholic schools are safe and caring environments for students to learn and teachers to work.
- Developing a school education plan that reflects Catholic school and District philosophy.
- Supporting the operation of the school, its staff and program delivery in accord to beliefs and principles as outlined by the District.
- Evaluation and reporting of student learning and development.
- Conducting all programs both curricular and co-curricular.
- The safety, welfare and conduct of students while participating in school programs or on their way to or from school on transportation provided by the District.
- The attitude of staff toward the students and parents, toward other staff, the schools, the District and its programs.
- The supervision and evaluation of staff performance consistent with Administrative Procedure 421 – Teacher Growth, Supervision and Evaluation.
- Advising and assisting the Superintendent in the selection, assignment, training, performance, professional growth and advancement of all staff.
- Working collaboratively with the School Council and parent groups and providing opportunities for school and community personnel to influence the decision-making process.
- Applying the principles of change to ensure continued organizational growth.
- Understanding and applying the overriding principles of School Based Decision Making and ensuring decisions are made based on what is best for students.
- Planning and management of the expenditure of all school funds and ensuring a balanced budget consistent with District goals, objectives and priorities.
- Additional duties and obligations assigned by the Superintendent.

Secretary Treasurer

In accordance with law and Administrative Procedure 452 – Role of Secretary Treasurer, the Secretary Treasurer is responsible for the business and transportation components of the District’s operations. The Secretary Treasurer reports directly to the Superintendent.

Senior Administrative Staff

(Assistant Superintendent, Director of Student Learning Services, Director of Technology, Coordinator of Religious Services)
Senior District Office staff are responsible for:

- Promoting Catholic schools as caring and excellent places for students to learn and for teachers to work.
- Supporting and assisting building-level staff in the development of programs and services that are research based and meet the needs of students.
- Carrying out duties and responsibilities as assigned by the Superintendent.

**School Councils**

The School Council’s role is primarily advisory. That is, to advise and assist the Principal and staff to develop policies for the operation of the school that will contribute positively to improving student development physically, emotionally, socially, intellectually and spiritually.

**SCHOOL IMPROVEMENT TEAM (SIT)**

**Background**

When people get together to assist in the decision making process, such a team or group requires written understandings, guidelines and procedures to guide their efforts. Sometimes, these take the form of mission, purpose and tasks.

Under school based decision making, the school and the community join to share the decision making process, which so vitally affects the welfare of today’s youth. When parent representatives are participating actively in the processes of schooling, several advantages accrue:

1. Student achievement increases.
2. Public confidence in school intensifies.
3. Positive relationships are developed between teachers and administrators and between school employees and parents.
4. Concentration on teacher/learning becomes a high priority of the community, Board and school personnel.
5. Trust and goodwill are enhanced between school and home.

**Mission Statement**

The School Improvement Team (SIT) will work cooperatively for the betterment of the school served. The SIT will be committed through sensitive and objective analysis of the school-generated data to assist and to provide a Catholic Christian learning environment that encourages students to achieve at the highest level.

**Purpose**

To enable the SIT to use a collaborative approach and use the decision making model framework as is described in the School Council Guide.

For a SIT to operate effectively, criteria for advisory recommendations are to include:
• Research-based content.
• Data-based decisions.
• Focus in increased student achievement.
• Emphasis on quality and equity
• Improvement focused on the individual.
• A collaborative, on-going and continuous planning process.

**Principles for School Improvement Teams**

• Trust, Openness and Equity

Shared decision making is a tremendous vehicle to built trust and lower the frustration levels of teachers, administrators, students and members of the community. Trust is the key ingredient that allows the members of SIT to gather and freely discuss an issue and to review school data.

• Authority

The SIT will be advisory to the school staff, through the Principal, in working toward school improvement.

• Budget

All District decision making operates within the limits of pre-established budget guidelines. The total District budget is determined by the Board within the framework established by Alberta Education regulations.

District schools operate within a school based decision making model which includes budgetary responsibilities. Based on fiscal allocations generated by student enrolments, schools have the latitude to determine staffing levels and other school resources allocations based on an Annual Education Plan established by the Board, the school and Alberta Education.

• Delegation

It is the policy of the Board that the Superintendent administer the schools in collaboration with the employees and patrons of the District.

The Board advocates shared decision making and gives the Superintendent the privilege of operating under this concept. However, the obligation to abide by the concepts of shared decision making does not encompass the operations of the Board. The Board retains and reserves unto itself all rights, powers, authority, duties, and responsibilities conferred upon and vested in it by the laws and statutes of the Province of Alberta and the Government of Canada.

• Consensus

In the SIT, shared decision-making means that members operate by consensus of equally empowered members representing all points of view. Normally, decisions are made on the basis of the evidence available and in context of “best practices” and heightened by collective
persuasion of ideas, options and moral standards of the administration and the community. When possible, consensus is to be the rule.

• Review and Appeal

The adjudication process functions when the SIT fails to reach consensus. When this happens, the matter at hand will be referred to the Principal to discuss with the Superintendent, for assistance in settling the matter.

• Education Law

The District operates within certain legal frameworks established by the legislation passed by the Province of Alberta. These items of legislation and regulation are requirements for local boards of education. These laws are thus predetermined, and no amount of decision making by any shared decision making team will change these requirements.

• Ethics

The SIT is subject to standards of principles of ethics. The District subscribes to three separate statements concerning ethics.

The first statement speaks to personal conduct:
1. I will be responsible as a professional person to respect the integrity and judgement of my colleagues.
2. I shall encourage respect for learning and dedication to quality work.
3. I shall promote a high standard of conduct and scholastic achievement among all of my students.
4. I will obey local, provincial and federal laws as they apply to the District.
5. I will not use my position for personal gain in political, social, religious, economic and other areas.
6. I will not knowingly make false or malicious statements.
7. I will not seek or disclose information about students or other employees.
8. I will support and implement SIT decisions.
9. I will implement District policies and administrative guidelines and procedures where exceptions have not been sought and granted.

The second statement is a definition of terms.

The educational administrator makes the well being of all students the fundamental value of all decision making and actions; supports the principle of natural justice (due process); and protects civil and human rights of all individuals.

The third statement lists four principles which require that:
1. Natural Justice (due process) is not violated.
2. No action is taken from anonymous criticism or allegations; used only as information to further clarify.
3. Appeals procedures are used as needed.
4. Recommendations are arrived at open meetings.

**Main Goals of School Improvement Team**

In its efforts to bring about school improvement, the SIT will have as a purpose to assist the school administration and staff with the educational plan, budget planning and school improvement efforts. These three primary activities will focus identified information bases within the school. The SIT is not a substitute for School Council; nor is it a lobby group. It is collaboratively linked to the School Council by representation. The SIT has as a main goal, the improvement of student achievement based on common data bases within the school. Commitment to school improvement is driven by student learning outcomes for the common good of the student body.

School improvement efforts: study, reflection, dialogue and improvement are directed by a focus on the following key benchmark components:

1. **Education Plan and School Budget**: Participation in school planning is linked to the master plan defined by Alberta Education and the District educational plan. Participation in school budgetary planning processes which includes revenue generation, allocation of expenditures, and alignment of resource allocations will be within the parameters set by the District.

2. **Public Satisfaction Questionnaire**: Defined by District established standard levels.

3. **Achievement and Diploma Testing Analysis**: Comparison of achievement levels of each core area, by grade. A curriculum alignment analysis process will be used to determine how educational delivery meets provincial program objectives.

4. **Achievement and Diploma Test Analysis by Sub-Group**: Conduct analysis of results based on various student population groups:
   - Male/female.
   - Average Daily Attendance (Male/Female).

5. **Achievement and Diploma Tests – Standards of Achievement and Excellence**:
   - The goal of the District is to be equal or between the provincial standards of 15/85.

6. **Discipline Practices**:
   - 6.1 Incidents of discipline by types of infractions.
   - 6.2 Suspension:
     - Number of days suspended.
• Frequency.
• Male/Female.
• Grade.

7. **Student Transition Rate:**

7.1 *Drop-Out Rate (Not enrolled in school)*
- In-system transfer.
- Out-of-system transfer.

8. **Capricious Absence Index (CAI):** TSDS (total staff days absent) – TDPL (total days professional leave) = 3+ consecutive days (CAI)

**Operations**

**Meetings**

Meetings will be normally on a monthly basis during the school year.

**Agenda**

The agenda will be prepared by the Principal. The School Council Chair and members of the SIT may request an item to be added to the agenda. The agenda, with attachments, will be forwarded to members at least three (3) days in advance of the meeting.

**Membership**

Membership on the SIT will include:
- A parent representing each of the school programs, if applicable within a school, up to a maximum of three (3) (e.g. English, primary, secondary, etc.).
- A representative of the School Council.
- One (1) Support Staff member.
- Three (3) professional staff representatives of a school, ensuring representation of multiple programs, grade levels and program areas.
- One (1) student representative (junior and senior high only).
- The Principal and Vice-Principal.

**Tenure**

Two (2) years, with phase-in cycle beginning the second year of operations, except for Principal and Vice-Principal (on-going tenure).

**Chair**

The Chair will be the Principal (or, if designated by the Principal, the Vice-Principal).
Recording Secretary

A person appointed within SIT to act as secretary.

Communications

There will be open communications among SIT members and the community. Minutes of the meeting will be forwarded to School Council and the Superintendent.

Annual Report

Annually, each SIT will present a brief, written overview of achievement of school outcomes related to the education plan and efforts at school improvement. The report will be presented to the Superintendent in October of each school year.

SCHOOL EDUCATION PLAN PLANNING GUIDE

Principals will be required to submit a comprehensive education plan for the school and budget year on or before March 31 of each year. This plan is not the school budget. The school budget forms a component of the School Based Decision Making Model and is an integral part of the school education plan. The budget will indicate how the various activities and initiatives of the school plan are financially supported. As a general rule of thumb, the education plan drives the budget (as opposed to the budget drives the plan).

The goals and plans set forth in the School Education Plan are supported through budget expenditures outlined in the Budget Plan. In preparing the Budget Plan, principals are to ensure that this Plan accurately reflects the anticipated costs of meeting the identified educational needs.

In order to facilitate the process, it will be important for principals to dialogue with the Superintendent, about the Plan, or proposed changes well in advance of the final submission date. All plans are in proposals form until approved by the Superintendent. The Plan is to develop as a result of a process that identifies school initiatives that are aligned with the vision and goals set out by the Board and Alberta Education.

Parameters

The Principal is responsible for submitting the School Education Plan to the Superintendent, who will review and return the approved plan to the Principal for action in the upcoming year. Amendments to the Plan, may occur in the Fall, and if so, will be submitted for approval, to the Superintendent, by a defined date.

The current parameters are:

1. All School Education Plans will be legal.
2. All Provincial statutes and regulations must be adhered to.
3. Administrative procedures must be followed.
4. Administrative regulations must be adhered to unless the Superintendent permits otherwise.
5. All contracts and terms of employment must be honoured.
6. The District accounting system must be adhered to.
7. Other appropriate parameters which the Board and Superintendent deem necessary to implement must be followed.

The Principal will make planning decisions with the advice and involvement of school staff and the School Improvement Team (SIT). Regular opportunities will be provided for parental input and that of the school's immediate community. The primary vehicle for this involvement will be the SIT. The Principal will develop a planning process whereby the staff and community have access to pertinent data so that they can make meaningful contributions to the process.

Elements of the School Education Plan

The elements of the School Education Plan, listed below, are inter-related. The school uses information about what and where a school is (mission, belief, profile, issues and trends, current performance levels) to help determine where the school would like to be (vision, goals, results), how achievement of results will be assessed (performance measures and targets), what actions will be taken (strategies) and how resources will be allocated (budget) to achieve the desired goals.

The following are required elements of the School Education Plan.

1. Catholic Identity

   A statement on Catholic identity and how the school’s mission and values are integrated into the school culture and curriculum will be included.

2. Vision Statement

   A vision statement is an ideal to strive for, a preferred future. It looks to the future and describes the fundamental characteristics of education. More specifically, it describes where the Board wants to be, what its students will have achieved and what its services and programs for students will look like over the long term.

3. Mission Statement

   This is a clear, concise statement of a school’s overall purpose and role.

4. Beliefs

   Statements that reflect the values of the school and what it stands for. Examples of belief statements might include;

   • All students are capable of learning and experiencing success.
   • This school belongs to and serves the school community.
   • Learning occurs best in a safe, orderly and caring environment where expectations are clear and students believe they can and will succeed.
• Teamwork, open communication and a strong sense of community are critical to our school’s success.

5. Operating Principles

Principles serve to guide all decision making and provide a foundation for the development of the mission, vision and goals. Operating principles can be developed for a number of areas and could include (in addition to the example given below), leadership, community, resources, staff, etc.

Students:
• Students will be challenged and encouraged to strive for personal and academic excellence.
• A variety of learning experiences, opportunities and resources will be provided to support student learning.

6. School Profile

A school profile is a description of the school that gives an overview of its characteristics. More specifically, it is a description of the context in which education takes placed in the school, i.e. the make up of the students, the community it serves, the programs provided, the location, etc.

7. Issues and Trends

An issue is an existing or emerging condition which, if left unaddressed, could interfere with the school’s ability to fulfill a mandate or achieve its goals. Trends are directions of data established over time that may show increase, decrease, or no change. For example: enrolments over time, student achievement over time, etc. At least three to five (3 to 5) years of data is necessary to show a trend. Issues and trends help to identify opportunities and challenges facing the school that need to be taken into account in planning, budgeting assessing progress and reporting.

8. Student Progress and Achievement

These reports are to reflect actual results. Since all learning outcomes are not measured by the provincial tests, schools may wish to comment on additional factors contributing to student achievement. This could include other relevant assessment data such as standardized test information portfolios, surveys, indicators, etc.

The school’s primary responsibility is to ensure that students meet or exceed the standards defined by the provincial achievement assessments and diploma graduation requirements. The District goal is to meet or exceed these standards.

9. Progress and Achievements Specific to Other Performance Measures

Report on those successes and accomplishments as per surveys, information gathering, student success, etc.
10. Priority Areas for Improvement

These are important outcomes for education where performance does not meet expectations.

More specifically, based on achievement and diploma results, what are the priority areas needing improvement? What areas are critical to the health of the school, or do we need to focus on to reach our goal of an effective and improving school? An example of a Provincial priority area for improvement is: To improve Math at the secondary level. An example of a District priority area for improvement is: To improve the counselling services at the secondary level.

11. Goals, Key Results, Strategies, Performance Measures and Targets

See next section for format and definitions.

12. Program Delivery Changes

Using the Program/Delivery Changes Form, list any proposed initiatives, modifications or deletions from the current program and indicate how it will improve teaching and learning. Include initiatives that have not been fully developed but that you wish to work on for future consideration.

13. Expenditure Plan/Budget

As part of the Education Plan, each Principal will be required to submit a proposed budget based on the estimate number of students the school will enrol as of September 30 or the number of credits completed during the previous year. Each school’s proposed budget shall reflect its Education Plan for improving student learning and be submitted using the budget planning template.

14. Capital Projects and Priorities

Briefly describes capital needs.

15. Approval Forms

Once the Education Plan has been approved by the Superintendent, it will be signed off. If amendments are required after the September 30 count, amended plans must also be signed off.

Goals

• Are broad statements of desired conditions or aims to work toward over the long term in order to realize the school’s vision and to fulfill its responsibilities.

• Must reflect provincial and District goals, beliefs and priorities.

• Additional goals that address school needs and circumstances may be included; and

• Student progress, accomplishments and achievements of the previous year will be considered when establishing school plans.
KEY RESULTS ARE ...

✓ Measurable outcomes to be achieved that answer the questions, “What will this look like when we get to where we want to be?” (i.e. students will achieve provincial learning standards).

✓ Expressions of intended or desired outcome of the goal (i.e. all schools are safe and caring).

✓ Each result needs a corresponding performance measure; however, one performance measure may provide data for more than one result.

STRATEGIES ARE ...

1. Actions taken in the short to medium term (1 to 5 years) designed to achieve goals and desired results.

2. Expressed in action-oriented terms, i.e. development, implement, assist, etc.

3. Strategies are developed by the school to address priorities, improvement areas, learning needs, and reporting of specific groups of students, and local issues, trends and opportunities.

Timelines for completing a specific action is to be noted.

The strategies will form the basis on which you deploy the resources allocated to your school through the Budget Plan. The results will provide the measures and outcomes for evaluation and may form part of an on-going planning cycle.

TARGETS ARE ...

✓ Desired levels of performance to be attained by a certain time and can involve some increment of improvement over the current state.

✓ Are to be set in consultation with schools, parents and community (See Guide for School Board Planning and Results Reporting for more information on target setting.)

PERFORMANCE MEASURES

✓ Indicate what data will be collected to assess and report on achievement of results.

✓ Are expressed in quantifiable terms, e.g. “number of ...”. “percentage of ...”.

✓ See Guide for School Board Planning and Results Reporting for more information on performance measures.

Revenues

Instructional Block

Capital Block

Other Alberta Education

Other Province of Alberta

Federal Government/First Nations

Other Alberta School Authorities
Out of Province School Authorities
Alberta Municipalities
Student Fees, Gifts and Donations
Sales and Rentals
Interest on Investments
Gains on Disposals of Capital Assets
Amortization of Capital Allocations

Expenditures
Certificated Salaries
Uncertificated Salaries, Wages and Honorariums
Benefits and Allowances
Services, Contracts and Supplies
Amortization of Capital Assets
Interest on Capital Debt
Interest on Bank Charges
Loss or Disposal of Capital Assets

Object Classification Narrative

210  Certified Salaries: the full-time, part-time and prorated portions of the gross salary and wages paid for work performed by employees of the school jurisdiction who are considered to be in a position of a permanent nature and whose position requires the possession of a valid Alberta Teaching Certificate or its equivalent. This includes salaries of all full-time teachers, department heads, consultants, coordinators, supervisors and principals.

250  Uncertificated Salaries: the full-time, part-time and prorated portions of the gross salary and wages paid for work performed by employees of the school jurisdiction who are considered to be in a position of a permanent nature and whose position does not require the possession of a valid Alberta Teaching Certificate or its equivalent.

410  Professional and Technical Services: amounts paid for services rendered by the school jurisdiction that are not subject to an employer-employee relationship such as auditors, architects, consultants, lawyers, data processing, artists, tradesmen, instructors and workshop/seminar leaders.

415  Student/Staff/Community Relations: costs associated with public relations as it pertains to students, staff and the community. This could include such things as food, awards, gifts, etc.

440  Postage: expenditures made by the jurisdiction for postage including postage machinery rental.
Telephone/Network Communication: expenditures made by the jurisdiction for telegraph, cable television, telephone tolls, line and equipment rental charges.

Advertising: expenditures for advertising in professional periodicals, newspapers or other media for purpose such as public information bulletins, personnel recruitment and use equipment sales.

Travel and Subsistence: costs for transportation, meals, accommodation, entertainment and other expenses associated with travelling on business for the school jurisdiction.

Professional Development: costs for transportation, meals, accommodation, entertainment and other expenses associated with professional development activity.

Maintenance and Repair Service: expenditures for maintenance and repair services, excluding salaries for materials used by the personnel of the school jurisdiction. This includes contracts and agreements covering the upkeep of buildings, equipment and grounds. Costs of uninsured losses or the deductible portion of insured losses, are not charged here; they are charge to Insurance and Premium Bonds – 570. Costs incurred for new construction, renovating and re-modelling which increase the value of the building are not charged here; they are charged to Buildings and Improvements – 41-42.

Rentals: expenditures for the rental or lease of land, buildings and equipment for the temporary or long-range use by the local jurisdiction. This includes bus and other vehicle rental when operated by personnel on the payroll of the local jurisdiction, lease of data processing equipment, lease-purchase arrangements and other similar rental agreements.

Dues and Fees: includes membership fees and/or dues in professional organizations as determined by the policy and regulations of the school jurisdiction.

Co-Curricular Activities: expenditures for the hiring or renting of vehicles to transport students to curricular events. (Example: field trips, cultural activities, etc.)

Educational Supplies: expenditures for all supplies which are consumed in the operation of the school building including freight and handling charges. A supply item is any article or material which meets one or more of the following conditions:

a. it is consumed on use.

b. it loses its original shape or appearance with use.

c. it is expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to replace it with an entirely new unit than repair it.

d. it is an inexpensive item which may have characteristics of equipment, but whose small unit cost makes it inadvisable to capitalize the item.

e. it loses its identity through incorporation into a different or more complex unit or substance. Included are items such as chalk, tests, test tubes, pencils, paints, paint brushes, crayons, chemicals, shop supplies for vocational education, oils, foods, workbooks.
630/635 **Equipment or Furniture (Non Capital):** expenditures for the initial, additional or replacement of items of equipment and furniture including freight, handling and installation charges. An equipment or furniture item is an article which meets all of the following conditions:

a. It is not consumed in use.

b. It does not lose its original shape or appearance with use.

c. it is not expendable, that is, if the article is damaged or some of its parts are lost or worn out, it is usually not feasible to replace it with an entirely new article.

d. cost is at least $500.

e. it does not lose its identity through incorporation into a different or more complex unit or substance.

640 **Textbooks:** expenditures for textbooks which are authorized or recommended by Alberta Education and which are furnished to students or groups of students. This includes the cost of workbooks, textbook binding or repairs, as well as the cost of authorized or recommended textbooks which are purchased for resale or rental.

651 **Media Materials:** expenditures for regular or incidental purchases of school library materials like fiction, non-fiction and reference books, film strips, records, tapes, periodicals, newspapers, magazines, visual screens, maps and globes. Costs of binding and repairing school library books are recorded. The cost of individual purchase of library materials for a new school library or any material expansion of the library are recorded here.

Reference: Master Code of Accounts
**Program Definition**

**Home Education**

Provision of instructional services and learning resources for parents who home school their children under supervision of school boards including a coordinator. These students are to be of age to attend the regular grades 1 to 12 program.

**Early Childhood Services**

Provision of instructional services and learning resources to pre-school age children including a coordinator. Sub-classifications could include:

- Basic Instruction.
- Program Enhancement.
- French Language instruction.
- Program Units.
- Transportation.

**Instruction**

Provision of activities dealing directly with or aiding the teaching of students or improving the quality of teaching. The costs of personnel, services, supplies and furnishings and equipment are allocated to the program, along with capital equipment amortization, on the basis of the direct benefit or service contributed. All courses for academic, vocational and technical courses along with organized instructional activities which may be remedial and/or developmental in nature are included.

**Basic Instruction**

Provision of instructional programs, excluding school and system administration costs, for students from grades 1 to 12.

**Special Instruction**

**English as a Second Language**

Provision of instructional and support services, resources and equipment for non-English speaking immigrant students.

**Enhanced Opportunity Programs**

Provision of special instructional and support services in schools where sizable numbers of students economically disadvantaged as defined in the Funding for School Authorities Manual, resources and equipment for non-English speaking immigrant students.
FNMI Education

Provision of instructional programs in FNMI languages and culture and the development of liaison arrangements with FNMI parents and communities as defined in the Funding for School Authorities Manual.

Initiatives that Improve Education and its Delivery

Introduction of initiatives that improve education and its delivery including:

- In-servicing for school-based management and School Councils.
- Making schools safe and secure for staff and students.
- Using consortia to coordinate access to staff development opportunities.

School Administration and Instruction Support

Provision of activities at the school that do not provide direct instruction to the student in the classroom. Costs for these activities include:

- Release time and allowances for principals, vice-principals, assistant principals and coordinators.
- Clerical and support staff.
- Counselling and testing services provided by school-based staff.
- Supports services provided from outside the school at the school’s discretion and supported by the school’s budget.
- Administrative services, contracts and supplies.

Program Codes

200 Early Childhood Services
300 Instruction
400 Board and System Administration
700 External Services
500 Plant Operations and Maintenance
600 Transportation
900 Capital

Sub Program Codes – Reference: Master Code of Accounts

Location Codes

01 Assumption Jr/Sr High School
02 Holy Cross Elementary School
03 Ecole Notre Dame Elementary School
04 Ecole Notre Dame High School
Activity Codes – Reference: Master Code of Accounts

Allocations

The allocation guidelines will be developed in consultation with District Office and principals and will be approved by the Superintendent. These guidelines will be included as appendices to this document and will be reviewed annually.

Deployment of Instructional Block

The instructional block funds will be deployed as follows:

- Centrally Pooled Support Services
  These services are determined by Board priorities after consultation with principals. These are allocations within guidelines established by Alberta Education, to provide for development, implementation support work and monitoring of school programs. Services of certain District staff members are included in this category, such as: Inclusive Education, French, Religion, Technology Instructional Program Coordinators and Technological Services.

- Purchased/Contracted Services
  These services are purchased or contracted as determined in collaboration with District personnel/administration. These allocations are committed to the provision of services purchased or contracted whether from individuals or corporations. Such services are to be determined annually in consultation with principals and District administration. Where changes in such services are proposed, contract provisions and principles of natural justice must be invoked. Examples include: Learning Network, leases, curriculum support, inclusive education services, human resources, etc.

- District Pooled
  This allocation in intended to underwrite expenditures that are not necessarily school specific, or where the costs to any particular school cannot be accurately projected. Long-term substitute and maternity leave costs, early retirement incentives, professional development enhancement, etc. fall into this category. Any funds remaining at year-end would be allocated to the schools.
• School Direct
  This allocation is provided directly to schools on a formula basis to provide for instructional services and programs of the school.

• Instructional Contingency Pool
  A sum of money will be set aside to provide for emergent instructional initiatives not planned during the budget process. This fund will be accessed by request to the Superintendent’s office.

• Transfer to Support Block
  Subject to Alberta Education guidelines, the Board may deem it necessary to transfer certain funds to/from the Support Block.

Expenditures at the School Level
• Certificated salaries and benefits (average costs)
• Paraprofessional salaries and benefits
• Substitute and casual replacement costs for professional and paraprofessional staff. (Schools will be responsible for the first three (3) days of payment).
• Office supplies/equipment
• Instructional equipment repair and maintenance costs
• Instructional supplies, textbooks and equipment
• Professional development
• Co-curricular and extra-curricular programs including provincial/zone competition
• Telephone, fax, modem, networking, cable
• Printing, photocopying, advertising, postage
• Travel and subsistence
• Trophies and awards
• Dues and fees
• Rentals
• Retreats (secondary)
• School Generated Funds/Donations
• Student, staff and community relations
• Coaching Allowance (as per collective agreement)
• French Monitor Program

**District-Pooled Support Services**
(Administered through District Office Administration)
• Early Intervention Program
• Catholic Services (Youth Ministry/Rally, Spiritual Development Day)
• Inclusive Education
• Advertising (District brochures, staff recruitment)
• Library Reference (District Office)
• ECS – Instructional Support Cost
• Pooled Human Resources
• Satisfaction Surveys/Evaluations
• Technology and Integration
• Bereavement and Loss/Crisis Centre Services
• Summer Programs
• Honour Achievement Awards
• Travel for directed meetings
• Computer Maintenance Agreements
• Computer Repairs
• District Initiatives (PD)
• Amortization
• Technology Integration (PD)
• Sparsity and Distance
• FNMI Education
• Student Health Initiative
• Home Education
• Institutional Support

Certificated Staff Costs
(Certificated teaching staff are charged to the schools on an average basis)

Teachers
Substitute Teacher Rate As per Collective Agreement

Teachers on contract less than 50% equivalency will be prorated based on number of days taught and be charged to school FTE budget allocation.

Principals/Vice-Principals
Basic As per Collective Agreement
Full-Time equivalent student count As per Collective Agreement

Coaching Allowances As per Collective Agreement

Principals, Vice-Principals, coaching allowances and substitute costs three (3) days and less will be charged out at actual.
**Amortization Guidelines**

The following guidelines promote consistent practice and reporting of amortization:

- The historical or original capital cost of each capital asset value is to be amortized on a straight-line basis over the prescribed useful life of the asset.
- There is no salvage value for amortization purposes.
- The amortization of the asset will commence in the fiscal year following the year of acquisition.

Capital assets subject to amortization are classed as follows:

<table>
<thead>
<tr>
<th>Asset</th>
<th>Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vehicles</td>
<td>5 years</td>
</tr>
<tr>
<td>Equipment</td>
<td>5 years</td>
</tr>
<tr>
<td>Furnishings</td>
<td>10 years</td>
</tr>
</tbody>
</table>

**School-Based Capital Purchases**

A capital purchase is defined as any individual item in excess of $5,000 (i.e. equipment and furnishing). All capital items require approval from the Secretary Treasurer.

Schools will be charged for approved amortized purchases inclusive of vehicles, equipment and furnishings.

Capital equipment and furnishings approved by School Buildings Board when pertaining to allocation for new construction or modernization will be centrally pooled.

**Budget Adjustments/Changes**

Budgets will be revised by November 30 based on September 30 enrolments. Revisions must be made in consultation with the Superintendent and the Secretary Treasurer.

**Changes to Priorities**

Throughout the school year, any proposed changes in school priorities are to be made in consultation with the Superintendent for approval.

**Acquisition Proposal**

If, after the school’s capital expenditure plan is approved, there is a need to change or add items; these changes will be forwarded to the Superintendent and Secretary Treasurer for approval.

**Student Projections**

In preparing plans and budgets, principals will use the student enrolment as of March 31. Enrolments will be reviewed by District administration. Budgets will be revised by November 30 based on actual student enrolments.
**Surplus/Deficit**

Any actual surplus in the current year’s budget will be carried over into the next year’s budget as an aggregated amount. This balance is to be estimated in the preparation of the school’s budget. Schools will not be permitted to have a deficit exceeding 2% of budget total for a surplus exceeding 10% of budget total.

**Revenue**

Revenue generated by the school for ECS instruction supplies and textbook rental (Grades 1-12) shall be submitted to District Office as per Administrative Procedure 505 – Student Fees. Funds forwarded to District Office will be credited to the school’s budget.

**School Council Funds**

These funds are the responsibility of the School Council and shall have no involvement from school-based personnel. The Secretary Treasurer will coordinate an audit for these funds, for each School Council only at their request. The School Council is responsible for audit fees.

**Facility Upgrading and Maintenance**

The District is responsible for all upgrading of buildings and grounds and has a five-year Capital Needs Assessment Plan in place. Request for upgrading will be submitted on the appropriate form with budget. Routine maintenance items will be dealt with by informing the Manager of Operations & Facilities/Secretary Treasurer of school requirements at budget time so that they can be planned for in the budget.

**School Generated Funds**

School generated funds and donations will be accounted for separately from the school’s Instructional Budget and shall be included in the school’s budget. Funds remain at school site.

All school generated funds shall have written guidelines prepared by the Principal as to how and why funds are being generated and how funds will be spent. Such funds will be subject to an audit through the District office.

**Responsibility for Allocations**

The Secretary Treasurer, in consultation with the Superintendent, is responsible for the allocation formula to schools. The Superintendent and Secretary Treasurer developed the allocation formula with final approval remaining with the Board.

**Allocations**

The intent of this section of the manual is to provide the guidelines used in distributing the Instructional Block of Funds. Funds will be allocated to each school on an equitable basis. Equitable refers to schools being funded to meet the needs of their students based on a formula to be set annually.
Maintenance and Custodial Services

The budget for maintenance and custodial services is administered centrally. Schools are not given an allocation for maintenance and custodial services, and are not charged for the same. The Manager of Operations & Facilities and Secretary Treasurer are responsible for the overall provision of maintenance and custodial services within the District. However, the Principal is responsible for overseeing the day to day custodial operations of the school. Situations that cannot be handled at the school level are to be referred to the Manager of Operations & Facilities or Secretary Treasurer for resolution.

School custodial supplies are to be ordered through the Manager of Operations & Facilities.

The identification of routine repairs to buildings and equipment will be the responsibility of the Principal. The Principal will also be responsible for the initiation of a maintenance requisition, which will be sent to the Manager of Operations & Facilities who will arrange for completion of the required repair. In the case of emergency or urgent repairs, the Principal will inform the Manager of Operations & Facilities immediately.

The maintenance department's first priority is its regular and emergent maintenance activities, including the repair, maintenance and security of school buildings, equipment and grounds. These activities are funded under the Support Block within the allocation for plant operations and maintenance.

In addition the Support Block funding the Board may transfer up to 2% of Instructional Block funds to plant operations and maintenance.

District office, in conjunction with principals, will determine eligible dollars to be transferred to a major maintenance project fund that would support maintenance projects that would be impossible without these funds.

The dollar balance of the two percent eligible for transfer will remain in the school budgets and may be accessed for minor maintenance projects. The amount available will be determined annually. It is not an amount that can be carried forward to the following year.

When considering a maintenance project, schools will:

a. Determine whether the project is a maintenance item or an educational item. If a projected is deemed to be an educational item, then it is appropriate to charge the cost of the materials to the instructional budget. The labour would be charged to the maintenance budget and the work carried out as time permits. The maintenance department will give priority to educational projects over non-educational projects.

b. Determine with the assistance of the Manager of Operations & Facilities/Secretary Treasurer whether the project would qualify as an IMR undertaking or as a major maintenance project.

c. If the project does not qualify under a or b, the School can fund the project through the amount available under minor maintenance. Approval of the Board is required for projects involving building upgrades or changes to facilities affecting utilization rates.

d. The school has the option of engaging outside contractors to carry out projects. All work performed by contractors will require the approval of the Manager of Operations & Facilities and Secretary Treasurer prior to the commencement of the work.
The Manager of Operations & Facilities will provide drawings and specifications, if required, and will also determine the most economical way of accomplishing the work.

Examples of what could be appropriately classified as education project, minor or a major maintenance project:

**Education Projects**

Are funded through the school’s instructional budget (i.e. whiteboards, cabinets, built in wall units, shelving and desks).

**Minor Maintenance Projects**

Are funded through the school’s instructional budget (i.e. moving a door or a window, minor cabinet upgrades, locker repairs).

**Major Maintenance Projects**

Are funded through the Maintenance Project Fund (i.e. a storage shed, partitioning a room, locker replacement or additions).

Subject to Alberta Education guidelines, the Board may transfer funds from the instruction Block to the Support Block to fund maintenance projects that would otherwise not be possible. This maintenance project fund will be administered centrally to ensure that all schools have equal access.

**Maintenance Project Application Process**

All requests for modifications, renovations and/or upgrading are to be forwarded to the Manager of Operations & Facilities/Secretary Treasurer. Such requests will be prioritized using the following criteria:

- Feasibility from the viewpoint of safety, health, structure, environment, cost and architectural suitability. To be determined by the Manager of Operations & Facilities/Secretary Treasurer.
- Feasibility from the viewpoint of educational benefit. To be determined by the Superintendent.
- Relationship to system needs. That is, how highly the project is rated when compared to other District maintenance requirements. To be determined by the Facilities Committee. (Note: The makeup of this committee will be determined and communicated to the schools along with the time frame for the application process).

When the above criteria are met, the Manager of Operations & Facilities/Secretary Treasurer will visit the school and, in conjunction with the Principal, will determine the nature and extent of the work to be performed. Cost estimates will be produced for inclusion in the appropriate budget. Work will be carried out based on budget.
Administrative Procedure 110

SCHOOL COUNCILS

Background

The District believes that parents and guardians are to be provided the opportunity to establish a School Council to facilitate a successful home and school partnership that supports student learning.

Procedures

1. Primary Responsibilities of the School Council
   1.1 Offer advice to the Principal and the Board on the development of the school’s mission, vision, philosophy, policies, annual education plan, annual results report, and budget as it relates to school operations.
   1.2 Help foster a total Catholic community.
   1.3 Work together to ensure the best possible Catholic education for students in the school and the broader school community.
   1.4 Enhance communication between home and school.
   1.5 Receive reports from the Principal on the school program, school budget, student achievement, general policies and organization of the school.
   1.6 Receive reports and suggestions from parents and community groups on school-related matters.
   1.7 Contribute, through the Principal, to District newsletters and the District annual report by submitting articles outlining significant accomplishments, major projects and initiatives at the school.
   1.8 Plan in-service activities for its members.
   1.9 Determine its internal by-laws, finances and operations.
   1.10 Perform any additional duty or function that may be delegated to it, through the Principal, by the Superintendent.

2. Initial Establishment
   2.1 Where a School Council does not exist, the Principal shall give notice of a meeting to be held for the purpose of establishing a School Council in accordance with provincial requirements.
   2.2 The Principal shall advise those in attendance at the establishment meeting of current requirements in the School Act, Alberta Education Regulations, and Alberta Education Policy.
2.3 The Principal shall take all reasonable steps to establish an advisory committee for the school if the School Council is dissolved, suspended or if establishment is unsuccessful, in accordance with Alberta Education Regulations.

2.3.1 The advisory committee shall assume the responsibilities of a School Council as outlined in section 1.

2.3.2 Advisory committee membership shall include teacher representation selected by the teachers, student representation selected by the students, and parents who volunteer to participate.

2.3.3 The Principal, in consultation with the advisory committee, shall establish:

2.3.3.1 Meeting dates and locations.

2.3.3.2 Meeting procedures.

2.3.3.3 Officers.

2.4 If a school has no School Council or advisory committee, the Principal, after consultation with staff, shall make the decisions required of a School Council.

3. Membership

3.1 The School Council shall be composed of:

3.1.1 The Principal.

3.1.2 A minimum of four (4) parents, elected by parents at the annual general meeting of the School Council.

3.1.3 A minimum of one (1) teacher elected or appointed by the teachers at the school.

3.1.4 One (1) member from the parish community, appointed by the School Council.

3.1.5 One (1) student (optional) elected by the students at the school.

3.1.6 If the school includes a senior high program, at least one (1) student who is a student enrolled in the high school elected or appointed by the students enrolled in the high school.

3.2 The members of the School Council will elect a two to four (2 to 4) member executive comprised of these officers: a Chair to be a parent; a Vice-Chair, a Secretary, a Treasurer or a combination of these executive officers deemed suitable by the membership.

3.3 Employees of the District are discouraged from serving as executive officers.

3.4 The School Council shall ensure that the majority of members are parents of students attending the school.

3.5 All parents/guardians of students, including Kindergarten attending the school are eligible members of the School Council.

3.6 All eligible members have voting rights to be exercised through attendance or as outlined in the School Council by-laws.

3.7 The term of membership on the School Council extends from the time of election/appointment until another election at the next annual general meeting.
3.8 No member of a School Council shall receive any remuneration for acting as a member of the Council.

3.9 District employees who are members of a School Council shall declare a conflict of interest, to refrain from discussion, and to abstain from voting on any issue which has the potential to provide themselves or members of their immediate family with monetary gain.

4. Constitution and By-Laws

4.1 The School Council shall adopt a constitution and/or bylaws containing the following provisions:

4.1.1 Function and purpose of the School Council.
4.1.2 Call of meetings.
4.1.3 Membership.
4.1.4 Election and appointment of executive officers and other members.
4.1.5 Role and responsibilities of executive officers and members.
4.1.6 Frequency of meetings.
4.1.7 Time and location of meetings.
4.1.8 Quorum.
4.1.9 Conflict resolution process.
4.1.10 Operational procedures.
4.1.11 Presentation of motions.
4.1.12 Working relationship with school fund-raising societies and School Council.
4.1.13 Other as required.

5. Operations

5.1 For any school year, the first School Council meeting must be held within twenty (20) school days after the start of the school year or as specified in the by-laws.

5.1.1 A “school day” means a day scheduled for the purpose of instruction, examinations or other student activities where student teacher interaction and supervision are maintained.

5.2 The School Council may make rules with respect to its operation.

5.3 The School Council shall vote upon issues under consideration according to the Council by-laws.

5.4 The School Council shall observe Administrative Procedure 151 – Channels of Communication.

5.5 A copy of the rules and by-laws of the School Council are to be kept on file at the school.

5.6 The time, date and venue of School Council meetings will be advertised in the school newsletter and meetings will be open to all members of the School Council and parents of students attending the school.
6. School Councils and School Fund-Raising Societies

6.1 No School Council shall incorporate under the Societies Act or Part 9 of the Companies Act.

6.2 School fund-raising societies and parent advisory councils will function independently of a School Council.

6.3 The School Council and the society executive may be comprised of the same members, however, distinct and separate sets of by-laws and minutes shall be maintained.

6.4 The financial records of School Councils, parent advisory committees and school fund-raising societies will be maintained in accordance with generally accepted standards and audited annually by the Secretary Treasurer or designate.

6.5 The Secretary Treasurer shall be responsible for assisting and/or training individuals responsible for maintaining such financial records.

6.6 The financial records of the School Council shall be open to audit by the Secretary Treasurer. Funds shall not be raised through loans from banks, financial institutions or other security requirements.

7. Reporting Requirements

7.1 The School Council shall submit to the Superintendent by June 30:

7.1.1 A summary of the School Council’s activities for the past year.

7.1.2 Financial statements relating to money handled by the School Council in the past year.

7.1.3 The official minutes for each meeting of the School Council in the past year.

8. Communication between the Board and School Council

8.1 Opportunities to meet with the Board will be provided in accordance with Board Policy 16 – School Councils.

8.2 The Board must provide the School Council with the schools’ provincial testing program results and other provincial measures and a reasonable interpretation of those results and measures.

9. Conflict Resolution and Appeal

The following steps are to be followed when conflicts involving School Council members arise.

9.1 School Councils will first attempt to solve the conflict at the local level.

9.1.1 If the conflict is among School Council members, and the Principal is not directly involved, the Principal shall attempt to have the School Council focus on resolving the conflict among them.

9.1.2 If the conflict is between the School Council and the wider school community, the Principal, in consultation with the parties, shall establish a committee to develop recommendations for the resolution of the conflict.
9.1.2.1 The committee shall consist of three or five (3 or 5) persons including parents, at least one (1) teacher and/or a member of the school administration.

9.1.3 If the conflict is between the School Council and the school staff, proceed to the next step.

9.2 If a conflict fails to be resolved at the local level, the parties may appeal in writing to the Superintendent for a resolution.

9.2.1 Within ten (10) school days of the official referral, the Superintendent will render a decision that resolves the conflict, or a decision on a plan for resolving the conflict, including timelines and defined outcomes. The plan may involve appointing a mediator.

9.2.2 The Superintendent’s decision is final. For the purpose of review, the Superintendent may refer the situation under consideration to the Board.

10. Dissolution of School Council

10.1 The Superintendent will recommend to the Minister that a School Council be dissolved if one (1) or more of the following conditions prevail:

10.1.1 Fraudulent, criminal or unethical behaviour.

10.1.2 Internal dissension.

10.1.3 Adversarial relationships with staff.

10.1.4 Refusal to follow the administrative procedures of the District or to carry out its responsibilities in accordance with the School Act and Alberta Education Regulations.

10.1.5 Disruption of the educational climate.

10.1.6 Unresolved conflict between the School Council and the school staff.

Reference: Section 20, 22, 60, 61 School Act
School Councils Regulation AR 113/2007
http://education.alberta.ca/media/615090/school_cou_handbook.pdf
Administrative Procedure 111

INPUT INTO DECISION MAKING

Background

A school system functions best when there is a continuous exchange of ideas and pertinent information among all groups within the system.

Procedures

1. Staff members are encouraged to express ideas and concerns about the operation of the District through established communication channels and committees.

2. Members of the community are encouraged to express their ideas, concerns and opinions about the school(s) through such means as:
   2.1 Written suggestions or proposals.
   2.2 Presentations to the Board through the Office of the Superintendent.
   2.3 Responses to surveys, questionnaires or other means.
   2.4 Participation through School Councils.
   2.5 Contact with District staff as per Administrative Procedure 151 – Channels of Communication.

Reference: Section 18, 20, 60, 61, 113 School Act
Administrative Procedure 120

DISSEMINATION OF BOARD POLICY HANDBOOK AND ADMINISTRATIVE PROCEDURES MANUAL

Background

The Superintendent has been given the responsibility for implementing policy and procedures, which includes maintaining the Board Policy Handbook and the Administrative Procedures Manual and their dissemination to the appropriate members of the District.

Procedures

1. The Superintendent will ensure that the Board Policy Handbook and the Administrative Procedures Manual will be available on the District website so that all trustees, staff members, students, parents/guardians and the general public have ready access to all Board Policies and Administrative Procedures.

2. The Principal shall convey to and interpret Board Policy and Administrative Procedures to school staff and, where appropriate, the School Council.

Reference: Section 20, 60, 61, 96, 113, 116, 117 School Act
Administrative Procedure 121

REVIEW OF ADMINISTRATIVE PROCEDURES

Background

A regular review of Administrative Procedures, with opportunity for input by the appropriate stakeholders, leads to effective operations within the school system.

Procedures

1. A general review of all Administrative Procedures will be carried out on a systematic, cyclical basis as determined by the Superintendent.

2. In addition to the general review, the Superintendent will annually solicit feedback from Trustees, District Office staff, Principals, Teacher-Board Advisory Committee, and School Councils as to any specific areas of concern regarding the Administrative Procedures Manual.

   2.1 Such feedback will be requested in a memorandum distributed before January 31 and to be received no later than March 1 in any given school year.

3. Reviews of administrative procedures will be carried out by a team, appointed by the Superintendent.

4. Any decision(s) arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders by the Superintendent.

Reference: Section 18, 20, 22, 60, 61, 113 School Act
SCHOOL YEAR CALENDAR

Background

The school year calendar for the District will be adopted annually in accordance with the requirements of Section 56 of the School Act.

Procedures

1. The Superintendent will bring a draft of the proposed calendar for consultation with District administration and the Teacher-Board Advisory Committee.

2. The Superintendent will develop an annual District school year calendar for the Board's consideration.

3. The Superintendent will notify the Minister, prior to May 31 of each year, with regard to the Board approved calendar for the forthcoming school year.

Reference:  Section 56, 60, 61, 97, 113 School Act
Guide to Education ECS to Grade 12
Administrative Procedure 131

EMERGENCY SCHOOL CLOSURE

Background

The Superintendent has full authority to adjust regular bus and school operating schedules, and close a school or a number of schools, where an emergency situation has arisen and presents a danger to students and staff, or where classroom conditions become intolerable due to mechanical failure.

Procedures

1. Parents and school bus operators shall be advised annually of the procedures used when the suspension of bus services, early dismissal or school closure are necessary.

2. Any decision to suspend school bus service and/or close schools will be announced on 95.3 FM K-ROCK (CJXM), 101.3 FM KOOL, 790 AM CFCW and 99.7 FM Country (CFNA). If no announcement is made, buses and schools will operate as usual.

3. It is the responsibility of the Principal to have someone at the school location prior to normal opening time to ensure students who have not received the communication can be returned home safely.

4. The Principal and staff shall make every reasonable effort to ensure that both bus and non-bus students are able to arrive home safely when they are dismissed earlier than the regular school closing time.

5. Administration and teaching staff will maintain regular working hours. All staff will report to an assigned school as identified by the Principal.

6. When classes or buses are suspended, students will be excused from attendance.

7. Early Dismissal Decisions

   7.1 The Director of Transportation, in consultation with the Superintendent, shall make a decision on whether to have buses return students early.

   7.2 The Principal shall communicate directly with the Director of Transportation to make arrangements required to convey students home early.

   7.3 The Principal shall notify the Director of Transportation or designate who shall arrange for an announcement to be made over designated radio stations.

8. Decisions Made Before School Opening

   8.1 The Superintendent will render a decision on school closure as per the aforementioned guidelines.

   8.2 The Superintendent will inform Principals regarding the decision.
8.3 An official announcement shall be made by the Director of Transportation with respect to school closure or suspension of bus service over designated radio stations.

Reference: Section 18, 20, 45, 57, 60, 61, 113 School Act
             Employment Standards Act
INCLEMENT WEATHER

Background

The Superintendent has full authority to adjust regular bus and school operating schedules, and close a school, where weather related conditions present a danger to students and staff, or where classroom conditions become intolerable due to inclement weather.

Procedures

1. School Bus Operation

   1.1 School buses will not operate in the event of the following conditions:

      1.1.1 The wind chill is equivalent to, or in excess of, -45 degrees Celsius (°C).

      1.1.2 The outside air temperature as measured at 4 Wing (Lakeland area) or Smoky Lake is equal to or exceeds -40 degrees Celsius (°C).

      1.1.3 School bus routes within the Lakeland area and Smoky Lake area will not necessarily be cancelled concurrently.

   1.2 The Director of Transportation may cancel school buses either individually or collectively when weather conditions are so inclement as to constitute a safety hazard to the students being transported.

      1.2.1 In the absence of a decision by the Director of Transportation, individual bus drivers may cancel or alter his/her route to ensure the safety of students being transported.

      1.2.2 Individual bus drivers cancelling or altering their routes are responsible for:

         1.2.2.1 Notifying students on that route of such cancellation individually and by contacting the radio stations listed below.

         1.2.2.2 Notifying the Director of Transportation of such cancellation or alteration.

   1.3 When weather or road conditions deteriorate during the school day, a decision regarding early return home of school bus students will be made by the Director of Transportation in consultation with the Superintendent or designate and broadcast on all designated radio stations for implementation as soon as possible.

   1.4 In all situations where school buses are cancelled or routes altered, it is the responsibility of the person making that decision to advise the Superintendent or designate and the appropriate radio and television stations as listed below:
### Station Frequency Phone No. Fax No.

<table>
<thead>
<tr>
<th>Station</th>
<th>Frequency</th>
<th>Phone No.</th>
<th>Fax No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>KROCK (CJXM)</td>
<td>95.3 FM</td>
<td>780-594-2459</td>
<td>780-594-3001</td>
</tr>
<tr>
<td>KOOL</td>
<td>101.3 FM</td>
<td>780-812-5665</td>
<td>780-813-3363</td>
</tr>
<tr>
<td>CFCW</td>
<td>790 AM</td>
<td>780-468-3939</td>
<td>780-438-6397</td>
</tr>
<tr>
<td>Country (CFNA)</td>
<td>99.7 FM</td>
<td>780-573-1745</td>
<td>780-573-1746</td>
</tr>
</tbody>
</table>

2. School Operation

2.1 Schools will remain open for the students who wish to attend.

2.1.1 Administration and staff members are required to maintain regular working hours in the school for the purpose of receiving students, talking with parents and other related activities.

2.1.2 It is the responsibility of the Principal to have someone at the school prior to normal opening time to ensure students are able to access the facility.

2.1.3 All staff members are expected to make every reasonable effort to get to their school or to a district school closest to their residence.

2.1.4 If a staff member is unable to report to work, s/he is responsible to notify the Principal as soon as possible.

2.1.5 Staff members who do not report to work can present their case to the Assistant Superintendent (Human Resources) for consideration.

2.1.6 When classes are suspended/cancelled, students will be excused from attendance (i.e. water main break).

2.2 Unless otherwise communicated, buses and the schools will operate as usual the following school day.

Reference: Section 18, 20, 45, 57, 60, 61, 113, 117 School Act
Employment Standards Act
Administrative Procedure 140

ACCEPTABLE TECHNOLOGY USE

Background

The use of computers provides staff and students an opportunity to engage in relevant, challenging, life-based learning opportunities. As such, all students and staff shall have the opportunity, within available resources, to access computers to develop computer literacy skills and skills in the use of computer networks. The District Network and the Internet are primarily used to enhance and assist students in their learning needs. To facilitate access, the District will maintain an effective computer network. Computers will be used to complement and enhance the Alberta Education Program of Studies and to facilitate the integration of subject areas where appropriate.

The District has the right to supervise, monitor and control in any way it considers advisable all aspects of the use of the system including, without limiting its rights, the removal of usage privileges, the removal and destruction of any material, the discipline of any user including possible termination of employment for employees or expulsion of students and the reporting of any suspected criminal offence to the proper authorities and the assistance in any prosecution of same. The exercise of any right on the part of the District shall be at its sole discretion.

Procedures

1. Interpretation, application and modification of these administrative procedures is within the sole discretion of the District. Any questions or issues regarding these procedures are to be directed to the Superintendent or designate.

2. District Network (LCSD150Net)
   2.1 The use of District’s Network (LCSD150Net) is to promote the exchange of information in order to further education and research that is consistent with the mission of the District.
   2.2 The LCSD150Net and the material created or stored therein, if authorized by these administrative procedures, is the property of the District. Any material created or stored on the system in contravention of this administrative procedure shall be the sole responsibility of and property of its creator but the District shall have the rights set out in this Administrative Procedure respecting control over and removal of any material not consistent with this Procedure.
   2.3 Each person requesting use of the system must complete an authorization form.
      2.3.1 In the case of students requesting use of the system an Access Release and Authorization Form-Students (Appendix A) must be completed and filed with the Principal.
      2.3.2 In the case of students under the age of eighteen (18) years the Parent Permission form (Appendix A) must also be completed and filed.
2.3.3 Employees must complete and file the Access Release and Authorization Form-Staff (Appendix B).

2.4 Users are to make the most efficient use of network resources to minimize interference with others.

2.5 Any use of the LCSD150Net that accesses outside resources must conform to the District's administrative procedures.

2.6 Subscriptions to collaboration tools, social media tools, and cloud storage or hosted service outside the LCSD150Net must be pre-approved by the Principal and Network Administrator.

2.7 Principals shall be responsible for authorizing the electronic access each staff member requires.

2.8 Prohibitions

2.8.1 The LCSD150Net is not for private or commercial business use or political purposes.

2.8.2 Any use of the LCSD150Net for illegal activity.

2.8.3 Use of the LCSD150Net to access obscene or pornographic material.

2.8.4 Sending material likely to be offensive or objectionable to recipients.

2.8.5 Using programs that harass LCSD150Net users, or infiltrate a computing system, and/or damage the software components.

3. Security

3.1 Users will respect the rights and property of others and will not improperly access, misappropriate, or misuse the files, data or information of others.

3.2 Access to all computer-based information both on wide area and local area networks shall be controlled by the most secure subsystem available on the network. Each secure subsystem and system shall have a designated system administrator.

3.3 Users will keep all accounts and passwords confidential and not accessible by others.

3.4 Users will change passwords regularly, using combinations of letters and numbers, avoiding standard, English words and names.

3.5 Users are responsible for making back-up copies of the documents critical to themselves. Tape backups shall be stored in a secure and appropriate location.

4. Software

4.1 Users are responsible for taking precautions to prevent viruses on their own equipment and that of the District.

4.2 The illegal installation of copyrighted software or files for use on District computers is prohibited.

4.3 Staff members require approval from the Principal to install any software on District computers. The Principal will discuss the software installation requirements with the Network Administrator to determine the appropriate action.
4.4 Copyrighted Software
4.4.1 Users of software shall abide by the software licensing agreement provided by the software publisher.
4.4.2 Without notice, any equipment of the District’s property may be audited for compliance.
4.4.3 Software piracy, the illegal use or possession of copyrighted software, is strictly prohibited.

4.5 Site Licensed Software
4.5.1 Site licensed software is that which can be used on any equipment at the site for which the software was purchased. This software can be copied legally by anyone to any equipment at the site belonging to the licensee.
4.5.2 Unless permitted by the license, it shall not be copied to equipment not owned by the licensee.
4.5.3 Before equipment is moved from one site to another, any site licensed software shall be removed.

4.6 Network Use Licensed Software
4.6.1 Network use licensed software is purchased for use by a limited number of concurrent users. This software is launched from a server, and concurrent use is regulated by the server software. Unless permitted by the license, this software shall not be copied from the server to individual hard drives or storage devices.

4.7 Concurrent Use Licensed Software
4.7.1 Concurrent use licensed software has the same restrictions as network use licensed software but can be copied to workstations.

4.8 Single License Software
4.8.1 A school can own single license software within the District. Such software shall not be copied to multiple machines or media in violation of the license agreement.
4.8.2 Single license owned by individuals in the District may be brought into the District under the following conditions:
   4.8.2.1 The user can prove ownership.
   4.8.2.2 The user adheres to the licensing agreement for that software.
   4.8.2.3 The user has registered the software with the software company.
   4.8.2.4 The user has registered the software with the Director of Technology, or designate, and has received permission to use the software.

5. Electronic Mail (E-Mail)
5.1 District e-mail is provided for the purpose of exchanging information consistent with the District mission and in accordance with these administrative procedures.
5.2 LCSD150Net e-mail cannot be used for private or commercial offerings of products, or services for sale, or to solicit products or services.

5.3 District e-mail cannot be used for political purposes;

5.4 District e-mail messages are subject to District review at any time.

5.5 District e-mail is not to be used to broadcast messages outside/beyond the District’s Wide Area Network.

5.6 Mail is to be deleted regularly from District e-mail server directories to conserve file space.

6. Property Rights

6.1 The District has the right to specify who uses its equipment, and the information contained therein; under what circumstances, and to what purpose.

6.2 Equipment purchased by the District belongs only to the District. Employees, volunteers, or students in the District, do not have ownership rights to any equipment loaned to them by the District.

7. Data Security

7.1 The District assumes no responsibility or liability if documents stored on District equipment are lost or damaged, nor will the District be responsible for security violations or breaches of licensing agreements or copyright beyond the proper punishment of those persons involved in such violations.

8. False Entry/Alteration

8.1 No user of the system shall make any false entry or alteration of any document, either paper or electronic, used or intended to be used in connection with the operation of any school within the District.

8.2 No student shall open or alter official school documents or private documents, either paper or electronic.

9. Enforcement

9.1 The District shall rigorously uphold laws pertaining to the use of technological equipment and the information contained therein, or generated by its use. Anyone found to be violating such laws shall be subject to suit for civil damages, and prosecution by the District to the full extent of the law.

9.2 Violations of the District’s administrative procedures may also result in:

9.2.1 Restricted network access.

9.2.2 Loss of network access.

9.2.3 Disciplinary action.

9.3 Any violations will be subject to internal investigation and corrective action. If necessary, violations will be reported to the appropriate police authority.

Reference:
Section 12, 18, 20, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act
ATA Code of Professional Conduct
ACCESS RELEASE AND AUTHORIZATION FORM - STUDENTS

As a condition of using the LCSD 150Net, I understand the use of the LCSD150Net, and access to public networks (ie. The Internet) is a privilege, and agree to the following:

1. I will abide by such regulations as adopted by the Lakeland R.C.S.S.D. #150, including the LCSD150Net, including the LCSD150Net Acceptable Use Policy, and the District’s Computer Security Policy (attached).

2. The Lakeland R.C.S.S.D. #150 has the right to review any material stored on any system provided by the District, and to edit or remove any material. I hereby waive any right which I may otherwise have in and to such material.

3. All information and services available on the Internet and the LCSD150Net are placed there for informational purposes. I use LCSD150Net at my own risk.

4. The Lakeland R.C.S.S.D. #150 does not warrant the function of the LCSD150Net, or any services accessible through the LCSD150Net, to meet any specific requirements I may have, or that LCSD150Net will be error free or uninterrupted. Lakeland R.C.S.S.D. #150 staff are not liable for any damages incurred in connection with use, operation, or inability to use the LCSD150Net.

5. In consideration for using the LCSD150Net, and having access to public networks, I hereby release the Lakeland R.C.S.S.D. #150, its officers, employees, and agents from any claims and damages arising from my use, or inability to use the LCSD150Net.

6. I have read and agree to comply with the Acceptable Use Policy. I also understand that any violation of the regulations is unethical and may constitute a criminal offence. Should I commit any violation, my access privileges may be revoked and disciplinary action taken.

User Name: ___________________________ School: ___________________________

User signature: ___________________________ Date: ___________________________

(month/day/year)

(If you are under the age of 18, a parent/guardian must also read and sign this agreement.)
PARENT/GUARDIAN:

As the parent/guardian of this student, I have read the Acceptable Use Policy and Access Release and Authorization Form. I understand that this access is designed for educational purposes, and recognize that it is impossible for the District to restrict access to all controversial materials. I will not hold the Lakeland R.C.S.S.D. #150 responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child’s use is not a school setting. I hereby give permission for my child to access the Internet (and to be issued a personal network account and password, where applicable) and certify that the information on this form is correct.

Parent or Guardian’s Name
(please print):

______________________________________________

Signature: ________________________________ Date: ____________________________

(month/day/year)
ACCESS RELEASE AND AUTHORIZATION FORM - STAFF

As a condition of using the LCSD150Net, I understand that the use of the LCSD150Net, and access to public networks (ie. The Internet) is a privilege, and agree to the following:

1. I will abide by such regulations as adopted by the Lakeland R.C.S.S.D. #150, including the LCSD150Net Acceptable use Policy, and the District's Computer Security Policy (attached).

2. The Lakeland R.C.S.S.D. #150 has the right to review any material stored on any system provided by the District, and to edit or remove any material. I hereby waive any right which I may otherwise have to such material.

3. All information and services available on the Internet and the LCSD150Net, are placed there for informational purposes. I use the LCSD150Net at my own risk.

4. The Lakeland R.C.S.S.D. #150 does not warrant the function of the LCSD150Net, or any services accessible through the LCSD150Net, to meet any specific requirements I may have, or that the LCSD150Net will be error free or uninterrupted. Lakeland R.C.S.S.D. Staff are not liable for any damages incurred in connection with the use, operation, or inability to use the LCSD150Net.

5. In consideration for using the LCSD150Net, and having access to public networks, I hereby release the Lakeland R.C.S.S.D. #150 District and its officers, employees, and agents from any claims and damages arising from my use, or inability to use the LCSD150Net.

6. I have read and agree to comply with the Acceptable Use Policy. I also understand that any violation of the regulations is unethical and may constitute a criminal offence. Should I commit any violation, my access privileges may be revoked and disciplinary action taken.

User Name: (please print) __________________________  School: __________________________

User signature: __________________________  Date: __________________________

(month/day/year)

Return completed form to your site’s administration.
PORTABLE TECHNOLOGY SECURITY

Background

All staff using District information at a District location or otherwise are responsible for the management and safekeeping of information under their control by ensuring that there is adequate security to prevent unauthorized access, collection, use, disclosure or disposal of information.

Sensitive and confidential information stored on portable technology such as laptops, personal organizers, cell phones or memory sticks must be kept to an even higher standard due to the higher risk of equipment theft.

Procedures

1. All password protection mechanisms available on portable technology must be activated and utilized consistently and to the greatest extent possible. Industry standards/methods are to be deployed in the selection of appropriate passwords.

2. All files containing sensitive or confidential information that are stored on portable technology must be encrypted.

3. Any information that is no longer required on portable technology is to be transferred immediately to more secure electronic storage.

4. All security measures adopted for other technology use within the District apply to portable technology.

5. Staff are directed not to put pertinent District information on their personal portable technology.

Reference:

Section 18, 20, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act
ATA Code of Professional Conduct
USE OF PERSONAL COMMUNICATION DEVICES (PCDs)

Background

Openness to new and future technologies and their educated use create opportunities for many constructive and positive uses that can aid the instructional process. Further, regulated use of some personal communication devices in the school and community may contribute to the safety and security of students and staff. However, unregulated use of such devices may pose a risk to personal safety; may disrupt instruction; may invade personal privacy; and may compromise academic integrity.

Procedures

1. Personal Communication Devices (PCDs) are not to be operated by students during regularly scheduled instructional time, or during any school sponsored activity, such as an assembly or talk by a guest speaker, unless such use is approved by the classroom teacher to facilitate learning activities.
   1.1 Normally, PCDs are to be stored in silent mode during instructional and school sponsored activities.

2. PCDs are not to be taken into test or examination settings, unless students have been given permission to do so.

3. PCDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, and all other instructional spaces that have the potential to violate a person’s reasonable expectation of privacy.

4. Students who bring PCDs to the school are expected to comply with all parts of Administrative Procedure 350 – Student Conduct. Students who consistently refuse to comply with the District’s procedures for use of PCDs in the school setting may be subject to disciplinary measures detailed in the school’s rules, as well as the steps outlined in Administrative Procedure 355 – Suspension and Expulsion of Students.

5. Staff who bring PCDs to school shall comply with Administrative Procedure 140 – Acceptable Technology Use and Administrative Procedure 141 - Portable Technology Security.

6. The Superintendent requires principals, in consultation with appropriate stakeholders (including the School Councils), to formulate and implement procedures at the school site consistent with the District Bring Your Own Device (BYOD) and process-based instructional requirements.

7. The Principal or designate may authorize a specific use of a PCD during the school day under the guidelines of the process-based instructional requirements.
8. In the event of an emergency, such as a lockdown or an evacuation, the Principal will develop and inform the school community of the acceptable use of PCDs in that emergency situation.

9. PCDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of PCDs.

9.1 PCDs which are taken temporarily from students by teachers or administrators must be securely stored.

Reference: Section 18, 20, 60, 61, 113 School Act
Administrative Procedure 146

SOCIAL MEDIA

Background

Part of learning is adapting to the changing methods of communication. Engaging in digital environments can promote learning, teaching and collaboration for students, staff and parents. The very nature of social media introduces potential lack of personal control of content and dissemination of content. Due care and attention is required to safeguard privacy.

Definitions

*Social media* includes web-based and mobile technologies that turn communication into interactive dialogue. Some examples include but are not limited to: personal websites, microblogs, blogs, wikis, podcasts, digital images and video and other social media technologies.

*Digital Citizenship* is defined as the generally accepted behaviour of responsible citizenship carried over to on-line environments and can be said to include, but not limited to, the following:

- Treating others with dignity and respect.
- Respecting the privacy of others.
- Respecting others by refraining from sharing information about them without their knowledge or consent.
- Respecting others by refraining from using profane or abusive language.
- Respecting others by refraining from posting or storing any content that contains sexual, racial, religious, or ethnic slurs, any other form of abuse, or that contains threatening or otherwise offensive language or pictures.
- Protecting your own personal information from unknown or non-understood on-line environments, agencies or individuals.
- Only engaging in on-line financial transactions with known agencies, and only then via secure means.
- Respecting others by refraining from actions that are malicious or harmful to them.
- Respecting copyright.
- Respecting and abiding by Canadian law, whether Federal, Provincial, Municipal or other statute.
- Respecting the laws or rules of any other state, international agency or organization with whom you interact.
- Ensuring you are authorized to access resources either inside or outside of the District’s network prior to accessing them.
- Refraining from sending files or messages designed to disrupt other computer systems or networks.
For a comprehensive overview of nine identified elements of Digital Citizenship please see http://digitalcitizenship.net/Nine_Elements.html

Procedures

1. Personal Responsibility
   1.1 All users are personally responsible for the content/information they publish on-line.
   1.2 On-line behaviour shall reflect the same standards of honesty, respect and consideration used when meeting face to face. In addition, online behaviour shall adhere to the principles of Digital Citizenship.
   1.3 Photographs must respect the person’s right to privacy and reflect appropriate content for the educational purpose.
   1.4 Social media used for educational purposes is an extension of the classroom. What is inappropriate in the classroom or workplace is also deemed inappropriate on-line.
   1.5 Employees are to act on the assumption that all postings are in the public domain.
   1.6 Employees are responsible for moderating all content published on all social media technologies related to classroom work.
   1.7 Employees shall refrain from posting any comment that could be deemed unprofessional.

2. Copyright and Fair Use
   2.1 All users must respect federal copyright and fair use guidelines.
   2.2 Hyperlink content must be appropriate and educationally beneficial.
   2.3 External hyperlinks must be identified and respect copyright law. Plagiarism is an academic offence.

3. Profiles and Identity
   3.1 No identifying information about students is to be posted; for example, last names, addresses or phone numbers are not to appear on social media sites. Posting of confidential or personal student information as defined in the FOIP Act is prohibited.
   3.2 Where social media is managed by teachers, they are responsible for monitoring for content that may identify students.

4. Any use of social media accounts that are created by staff members for the sole purpose in their role with the District, e.g. Twitter accounts, class Facebook pages, class blogs, etc., are not to be used for personal matters.
   4.1 Upon request, for these specific accounts, login information with written consent to access the account must be given to the Principal.
   4.2 Prior to using social media accounts for school/classroom purposes, all users are to review the District Social Media Guidelines (Appendix).

Reference: Section 12, 18, 20, 36, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act
ATA Code of Professional Conduct
SOCIAL MEDIA GUIDELINES

The District and its schools are places where exploration, creativity, and imagination make learning exciting and where all learners aspire to reach their dreams. The effective use of social media with students both in and out of the classroom can help to create transformative learning environments.

Staff Guidelines

1. Personal Responsibility
   1.1 District employees are personally responsible for the content they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
   1.2 Your online behaviour is to reflect the same standards of honesty, respect, and consideration that you use face-to-face.
   1.3 Remember that blogs, wikis and podcasts are an extension of your classroom. What is inappropriate in your classroom is to be deemed inappropriate online.
   1.4 When contributing online do not post confidential student information.

2. Copyright and Fair Use
   2.1 Respect copyright and fair use guidelines.
   2.2 It is recommended that blogs be licensed under a Creative Commons Attribution 2.5 Canada License.
   2.3 Please use sites such as Creative Commons for both using and sharing multimedia.

3. Personal Use of Social Media such as Facebook, Twitter, etc.
   3.1 District employees are personally responsible for all comments/information they publish online. Be mindful that what you publish will be public for a long time—protect your privacy.
   3.2 Your online behaviour is to reflect the same standards of honesty, respect, and consideration that you use face-to-face, and be in accordance with the highest professional standards. When using social media, the world is your classroom. Speak as if you were speaking to students.
   3.3 “Friending” students or parents on Facebook is not encouraged. With that being said, using Facebook Groups or Fan Pages is a great way to connect with students in this space without having to ‘friend’ them.
   3.4 By posting your comments and having online conversations etc. on social media sites you are broadcasting to the world, be aware that even with the strictest privacy settings what you ‘say’ online is to be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a ‘private conversation’ may still end up being shared into a more public domain, even with privacy settings on maximum.
3.5 Comments related to the District or a school are to always meet the highest standards of professional discretion. When posting, even on the strictest settings, staff are to act on the assumption that all postings are in the public domain.

3.6 Before posting photographs and videos, permission is to be sought from the subject where possible. This is especially the case where photographs of professional colleagues are concerned.

3.7 Before posting personal photographs, thought is to be given as to whether the images reflect on your professionalism.

3.8 Photographs relating to alcohol or tobacco use may be deemed inappropriate. Remember, your social networking site is an extension of your personality, and by that token an extension of your professional life and your classroom. If it would seem inappropriate to put a certain photograph on the classroom wall – is it really correct to put it online?

3.9 Comments made using Twitter are public and are visible to those who do not have Twitter accounts in most cases. Employees are to be aware of the public and widespread nature and ensure that they are not posting any items that would be deemed inappropriate.

Adapted from “Social Media Guidelines for Faculty and Staff”

4. Social Media Guidelines for Students

4.1 Be aware of what you post online. Social media venues including wikis, blogs, photo and video sharing sites are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, or a future employer to see.

4.2 Follow the Student Code of Conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.

4.3 Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.

4.4 Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.

4.5 Do your own work! Do not use other people's intellectual property without their permission. It is a violation of copyright law to copy and paste other's thoughts. When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.

4.6 Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.

4.7 How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
4.8 Blog and wiki posts are to be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.

4.9 If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.

4.10 Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

Adapted from:
http://socialmediaguidelines.pbworks.com/w/page/17050885/Student%20Guidelines

Reference:
Section 12, 18, 20, 36, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act
ATA Code of Professional Conduct
Administrative Procedure 147

COMMERCIAL ELECTRONIC MESSAGES (ANTI-SPAM)

Background

Electronic messaging is one of the ways the District regularly communicates with parents, students, and staff. Generally, communications are limited to information sharing but occasionally, communication may encourage participation of a commercial nature including an expectation of profit, such as fund raising. Both email and website postings, and occasionally voice messages to telephones, are the electronic means for the District or a school to send and receive messages.

Procedures

1. The Principal will advise parents through a District form letter (Appendix) and a posting to the website that the District and school communicates essential information electronically to parents and students.
   1.1 Parent(s)/guardian(s) will be asked to provide an email address, which the District will understand, is express consent to send Commercial Electronic Messages (CEMs).
   1.2 Parent(s)/guardian(s) will be provided with an email address, school phone number and contact name, to unsubscribe at any time.
   1.3 The registration form will also state that explicit consent to send CEMs continues until the parent/guardian unsubscribes, or two (2) years after the child is no longer a student in the District – whichever comes first.

2. The Principal will advise staff that the use of emails is primarily to share information where there is no expectation of profit. When the CEMs have an expectation of profit, the Principal must approve staff access to the email lists of parents, vendors, donors and supporters.

3. Only those persons or businesses with whom the District has explicit consent or implied consent through an ongoing relationship may be contacted by email when the expectation is for profit. Fund-raising is an example of a for-profit CEM.

4. The District does not share its email lists with external organizations or persons.

5. All CEMs from staff, or on behalf of the District, and/or using the District email system, must contain the unsubscribe notice.

   I would like to unsubscribe from receiving:
   a. All messages from the Lakeland Catholic Separate School District.
   b. All promotional messages from the Lakeland Catholic Separate School District. I will continue to receive notification consisting of information about the programs, events and activities.

Reference: Section 20, 22, 60, 61, 113 School Act
Canada Anti-Spam Act
ANTI-SPAM LETTER

Date: _______________________

In order to keep parents up-to-date and informed on what’s happening around the school
district, Lakeland Catholic School District No. 150 and its district office, board members,
schools, and school councils would like to send parents electronic communications such as
emails and newsletter updates that may include information about offers, advertisements or
promotions related to school board and school activities such as school fees, field trips,
student photos, transportation fees, event tickets and/or fund raising events.

In accordance with Canada’s Anti-Spam Law (CASL - http://www.crtc.gc.ca/eng/casl-
icap.htm), your consent to receive the electronic communications described above is
required. Please note that you may withdraw your consent at anytime by calling your
respective school administration or district office at:

Cold Lake
Saint Dominic Elementary School 780-639-3520
Holy Cross Elementary School 780-594-0700
Assumption Jr/Sr High School 780-594-4050

Bonnyville
Ecole Notre Dame Elementary School 780-826-3485
Ecole Dr. Bernard Brosseau School 780-826-7005
Ecole Notre Dame High School 780-826-3245
District Office - 780-826-3764

Waskatenau
Holy Family School 780-358-2332

☐ Yes, I consent to receiving these electronic communications to the email address
providing above or to the following email address _______________________

☐ No, I do not consent to receiving these electronic communications.

Joe Arruda
Superintendent of Schools
Lakeland Catholic School District 150
Phone: (780) 826-3764
jarruda@lcsd150.ab.ca
MEDIA RELATIONS

Background

The Superintendent has been given the responsibility to ensure positive internal and external communications are developed and maintained. The news media are an important vehicle through which the District keeps the electorate accurately informed and increases public awareness of education. Notwithstanding this, the District has an obligation to protect its students and staff from unwelcome intrusions into the operation of its schools.

Procedures

1. Information releases, which accurately communicate the Board’s business to the public, may only be issued by persons authorized by Board Policy 5 – Role of the Board Chair.

2. The Superintendent shall approve all other information released to the media. All media requests received at the school shall be directed to the Superintendent.

3. The Superintendent may contact local media to issue press releases or provide for coverage of special events.

4. The Principal may contact local media to provide for coverage of special school events.

5. Media representatives shall not be allowed to disrupt the normal operation of a school or a class for the sole purpose of information gathering. This includes the interviewing of District employees and/or students during regular class times.

6. Media representatives may be asked by the Principal or District staff to leave the premises or grounds where it is deemed to be in the best interests of the students and staff to do so.

Reference: Section 20, 27, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Policy 5 – Role of the Board Chair
Administrative Procedure 151

CHANNELS OF COMMUNICATION

Background

In an organization with several levels of bureaucracy it is important for elected officials, administrative staff and stakeholders to understand the formal lines of communication within the organization. This facilitates effective resolution of problems and prevents various levels of the organization from giving “mixed messages” or working at “cross purposes”.

The following lines of communication will generally apply in the District: Staff member> Principal> Superintendent> School Board> Minister of Education.

Procedures

1. Staff members wishing to inform trustees about activities and events in the school will do so through the Principal and Superintendent.

2. Trustees or administrators receiving complaints from parents, groups or community members will respect the preceding lines of communication.

3. When dealing with complaints the following procedures will be followed:
   3.1 The complainant will first discuss the matter directly with the person against whom the complaint is made.
   3.2 If the matter is not resolved to the satisfaction of the complainant, the next level of the structure is to be contacted (i.e. if the complaint is with a teacher, the Principal is the next contact. If the complaint is with a Principal, the Superintendent is to be contacted next).
   3.3 Failing resolution by the Superintendent the complainant will be encouraged to write a letter, explaining their concern, to the Board, along with their suggestions for resolution.
   3.4 Failing resolution at the Board level, the Superintendent will inform the complainant of his/her rights to appeal Board decisions under Sections 123, 124 and 125 of the School Act, Board Policy 13 – Appeals and Hearings Regarding Student Matters and Board Policy 14 – Hearings on Teacher Matters.

4. The Superintendent will advise District Office staff members of the channels of communication outlined in this Administrative Procedure.

5. Principals shall ensure that school-based staff members and parents have been advised of this Administrative Procedure.

Reference: Section 18, 20, 48, 60, 61, 113, 123, 124 School Act
Freedom of Information and Protection of Privacy Act
Administrative Procedure 152

ADVERTISING IN AND THROUGH SCHOOLS

Background

There are an increasing number of requests by commercial interests to have access to students and staff to advertise their services and products.

Procedures

1. Advertising of community activities by way of posters, displays, brochures, or intercom announcements is permitted if approved by the Principal.

2. Unsolicited advertisements of non-school commercial activities, products or services will not be sent home with students.

3. The advertising of products or services by a commercial business is permitted by way of a poster if the products or services may be of interest to students and the Principal approves the particular poster.

4. Sometimes business firms produce materials of considerable value for school use, the production of which is designed to create general goodwill for the producer rather than to encourage directly the sale of a specific product or service. Such advertising materials may be accepted for use in the schools if all of the following conditions are met, but not, in any case, for direct distribution to the students’ homes:
   4.1 The materials are judged by the Superintendent and Principal to have sufficient educational or other value to justify their being used in schools.
   4.2 The advertising is inconspicuous.
   4.3 The conditions of their use within the schools are determined solely by school personnel and are not imposed by any outside organization.

5. The distribution of materials relative to education, community organizations, school or school-related fund raising shall be left to the discretion of the Principal, subject to the following conditions:
   5.1 The supply of lists of names and addresses of staff or students to any outside individual, company or organization is prohibited.
   5.2 The sale or distribution for sale of tickets or goods, canvassing of, and the taking of collections from students within the schools or on District property by or on behalf of any outside individual or organization during instructional hours is prohibited.
   5.3 Any promotion, advertising, distribution of materials, goods or services by which any individual staff member might accrue any financial gain is prohibited.
6. All other distribution of materials will be left to the discretion of the Superintendent or designate.

7. The distribution of material through the District Office without the prior approval of the Superintendent is prohibited.

Reference: Section 20, 27, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
POLITICAL ELECTIONEERING

Background

The political election process in Alberta and Canada normally occurs every three to five (3 to 5) years. Schools are often called upon to serve as centers for the electioneering activities during a campaign. Because schools hold a communication avenue to a wide adult audience, schools are sometimes subject to solicitations from aspiring politicians who wish to send materials home through the schools.

Procedures

1. Campaigning in District schools by individual candidates or parties for municipal, school board, provincial or federal elections is prohibited except that:
   1.1 Schools may organize all-candidate forums for educational purposes.
   1.2 School space may be rented after hours by a candidate or party on a commercial use basis.
   1.3 Political candidates and/or their representatives may speak to classes, groups, or assemblies, preferably during non-school hours, provided the attendance is by invitation and is voluntary, and provided all parties are given equal opportunity.

2. The posting or distribution of campaign materials associated with elections on lands or within buildings owned by the District is prohibited, except that campaign materials may be:
   2.1 Posted and distributed in that portion of a school rented for a campaign meeting or being used for an all-candidates forum; however, all political materials must be removed from school premises at the end of any such meeting.
   2.2 Used as classroom teaching resources on the condition that support for an individual candidate or political party is not solicited.
   2.3 Posted regarding school board elections as directed by the Board.

3. Political campaign materials and political literature in general may not be distributed through the school or sent home to parents although it may be used directly with those students attending meetings described in procedure 1 above.

4. Political candidates and/or their representatives shall not have access, during school hours, to school classes or assemblies on behalf of their candidacy or on behalf of their party/constituency for the purpose of solicitation of support.
5. The Principal shall report to the Superintendent any unusual circumstances that may originate from these procedures.

6. The Superintendent may be requested to rule on extraordinary requests within the parameters of these administrative procedures. Any such occurrence will be reported to the Board as information.

Reference: Section 20, 27, 60, 61, 113, School Act
EVENT PROTOCOL

Background

Proper protocol will be followed for all District and school events. Event organizers will extend an invitation to all Trustees and the Superintendent to attend all such events.

The success of a District or school event depends largely on effective planning, as well as having a defined agenda and purpose for the event. When the event is well planned protocols will flow smoothly.

Protocols will vary from one situation to another, depending on who is involved in the particular event. Accordingly, in the planning for an event, the order of introductions and speakers will be given special attention.

Procedures

1. Introduce the most senior dignitaries first:
   1.1 The Bishop
   1.2 Members of the Senate representing Alberta
   1.3 MPs (cabinet members first)
   1.4 MLAs (cabinet members first)
   1.5 Civic Officials (Mayor or Reeve first)
   1.6 Board Chair
   1.7 Trustees
   1.8 Senior bureaucrats and heads of other organizations
   1.9 Prominent community members.

2. When organizing an event within the schools of the District, the introductions will take place in the following order:
   2.1 Board Chair
   2.2 Vice-Chair
   2.3 Trustees in attendance
   2.4 Superintendent, Assistant Superintendent, Secretary Treasurer
   2.5 Principal, Vice-Principal.

3. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.
4. Seating is to be arranged so that the most senior dignitary is closest to the podium at all times.

5. Trustees are to be introduced at all times.

6. Provision is to be made for trustees and other important guests to be greeted by staff or students.

7. As audience members, dignitaries are to be provided with reserved seating in the front row.

8. Invitations to Trustees are to be issued by an individual invitation to the District Office. The role and expectation is to be defined in the invitation.

9. Provisions for parking will be made for dignitaries.

10. Trustees are to be notified at least two (2) weeks prior to the event.

11. The Office of the Superintendent will be contacted if a speaker is required from the Board or District level.

12. The Trustee invitation and District Office notice is to indicate who will serve as the Master of Ceremonies (MC).

13. When no Trustee is available to attend, the MC will be advised to express regrets on behalf of the Board.

14. For assistance, the office of the Superintendent may be contacted.

Reference: Section 20, 60, 61, 113 School Act
Provincial Government Protocol
Federal Government Protocol
VISIT PROTOCOL

Background

The Superintendent has been given the responsibility to ensure positive internal and external communications are developed and maintained. Proper protocol is to be followed for visits that occur within the District.

Procedures

1. Royal and Other Dignitary Visits
   1.1 While rare, school boards or schools occasionally may be included in royal visits (including those of Canada’s Governor-General and/or Alberta’s Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of Alberta takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of Alberta. The Superintendent must be contacted in these instances.
   1.2 In these circumstances, it is expected local event organizers will ensure trustees are properly recognized and included in the event whenever possible.

2. Special Visits
   2.1 The District, in recognizing its responsibilities to share educational experiences, welcomes visitors to the school system.
   2.2 Visits to schools by persons from outside the school system shall be arranged by such officials as the Superintendent may appoint. Such visits will be arranged in consultation with the principals and teachers concerned.
   2.3 The Superintendent will extend to visitors, at District expense, such courtesies as s/he may deem desirable.

3. General Visits
   3.1 All visitors to a school are expected to make their presence known to the Principal or designate.
   3.2 Signs indicating this expectation, and the direction to the school office, are to be posted at each unlocked entrance, and at other visible points in the school.
   3.3 The Principal determines right of access to the school. Principals may have to restrict or refuse permission for an individual or group to visit the school.

Reference: Section 20, 60, 61, 113 School Act
            Provincial Government Protocol
            Federal Government Protocol
FLAG PROTOCOL

Background

The Canadian flag and the Alberta flag shall be displayed in an appropriate manner at all school buildings in accordance with Section 26 of the School Act.

Procedures

1. General
   1.1 The Principal shall ensure that the Canadian flag and the Alberta flag are displayed at the school. The manner in which flags are displayed in Canada is not governed by any legislation, but by established practice.
   1.2 A flag of Canada and of Alberta shall be displayed during every school day, from a flag pole, at all school buildings located in the District.
   1.3 The District Office will have a supply of Canadian and Alberta flags on hand to be provided to schools on a request basis at no cost to the schools. Two (2) sizes will be available, a larger size for flying from a flag pole, and a smaller size for display within school buildings.
   1.4 The flags may be flown by night as well as by day. Principals will determine whether the flags will be raised and lowered each school day, or if they will be flown on a continuous basis during the school year.
   1.5 When flown with another flag, the Canadian flag will be on the left of the observer facing the flags; both will be at approximately the same height. If both the Canadian flag and the Alberta flag are flown from the same flag pole, the Canadian flag will occupy the position of honour and be flown at the higher level.
   1.6 In a classroom setting or in assembly halls where flags are displayed, the Canadian flag will occupy the position on the wall to the left of the observers facing the flag, and the Alberta flag, or other flags of lesser status, will occupy positions to the right of the Canadian flag.
   1.7 When a flag becomes tattered and is no longer in a suitable condition for use, it will be disposed of in a dignified way. The flag will be replaced through a request to the District Office.

2. Flying the Flag at Half-Mast
   2.1 When the flag is to be flown at half-mast, the flag will be raised to the peak for an instant and then lowered to the half-mast position. Before the flag is lowered for the day, it will again be raised to the peak and then lowered.
2.2 Flags on government buildings, airports, military bases and other establishments including schools are flown at half-mast when directed by the Department of Canadian Heritage. The following are examples of the practice:

2.2.1 Across Canada and abroad, on the death of the Sovereign or a member of the Royal Family related in the first degree to the Sovereign, the Governor General, the Prime Minister, a former governor-general, a former prime minister, or a federal cabinet minister.

2.2.2 Within a province, on the death of the Lieutenant-Governor, the Premier, or another person similarly honored by that province.

2.2.3 Within his/her own riding, on the death of the Member of the House of Commons, or the Member of the Provincial Legislature.

2.3 Flags will be flown at half-mast at schools in the town where the death of a student, employee or trustee has occurred. Under normal circumstances, the flags shall be flown at half-mast the first school day following the death, up to and including the day of the funeral.

2.4 Under special circumstances, the Superintendent may direct that school flags be flown at half-mast in one (1) or more communities or for all schools within the jurisdiction.

Reference: Section 20, 26, 50, 60, 61, 113 School Act
Ministerial Order 004/98
Canadian Heritage: Flag Etiquette
Administrative Procedure 158

SCHOOL CEREMONIES AND OBSERVANCES

Background

Observing or celebrating special days adds to students and staff appreciation of religious and patriotic events.

Procedures

1. Schools/classes will observe/celebrate special days related to religious and/or patriotic activities.

2. When Remembrance Day falls on a weekday, it shall be observed as a holiday.

3. Remembrance Day shall be celebrated in the schools with a special service.

4. The Principal shall ensure that the Canadian and Alberta flags are displayed in the school.

Reference:
- Section 20, 26, 50, 60, 61, 113 School Act
- Ministerial Order 004/98
- Canadian Heritage: Flag Etiquette
Administrative Procedure 160

POSITIVE SCHOOL CLIMATE

Background

Promoting a safe and caring school requires the support and assistance of all members of the school community. The District’s goal is to develop responsible, caring and respectful members of a just, peaceful and democratic society. Discipline is an essential part of a positive school climate. A positive school climate contributes to the prevention and reduction of misbehaviours in school. School staff, under the direction of the Principal, are to maintain order and discipline in the school, on school grounds and during District-sponsored activities. School staff must operate in a loco parentis role whereby they act in relation to students as responsible caring parents. As well, in exercising their authority under the School Act, staff must always consider the best educational interests and fundamental rights of all students.

Students and staff are expected to model and reinforce socially responsible and respectful behaviours so that teaching and learning can take place in a safe and caring environment.

Procedures

1. The District shall:
   1.1 Ensure the best educational interests of the student are the paramount consideration in the exercise of their authority.
   1.2 Ensure all schools are safe and caring.
   1.3 Develop, implement and continually evaluate procedures, programs and practices to prevent and respond to incidents that disrupt teaching and learning.
   1.4 Act in a manner that is legally, professionally and educationally sound.

2. The Principal shall:
   2.1 Ensure that students in the school have the opportunity to meet the standards of education set by the Minister.
   2.2 Develop an action plan in consultation with students, staff, School Council, police, community representatives and parents, that:
      2.2.1 Provides data management and internal/external communications system.
      2.2.2 Clarifies roles and responsibilities of students, school staff, parents/guardians and community agencies to support safe and caring schools.
      2.2.3 Establishes procedures for developing, implementing and evaluating violence prevention.
      2.2.4 Provides crisis management and school disaster plans.
      2.2.5 Provides staff with professional development on safe and caring schools.
   2.3 Ensure a system of monitoring student attendance is in place.
2.3.1 Follow-up phone calls shall be made for unaccounted student absences.
2.3.2 Unaccounted morning absences shall be followed up as soon as possible but no later than noon (12:00 p.m.). Unaccounted afternoon absences shall be followed up as soon as possible but not later than the end of the school day.

3. Teachers shall:
   3.1 Create and maintain environments that are conducive to student learning.
   3.2 Establish learning environments wherein students feel physically, psychologically, socially and culturally secure.
   3.3 Be respectful of students’ human dignity.
   3.4 Establish a positive, professional relationship with a student that is characterized by mutual respect, trust and harmony.
   3.5 Model beliefs, principles, values and intellectual characteristics outlined in the Guide to Education, ECS to Grade 12.

4. School Council members and/or parents/guardians shall:
   4.1 Have a right and responsibility to make decisions respecting the education of their children.
   4.2 Consult with the Principal to ensure students in the school have the opportunity to meet the standards of education set by the Minister.
   4.3 Advise and consult with the Principal on matters related to student conduct, discipline and consequences.

5. Students shall:
   5.1 Demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals.
   5.2 Conduct themselves so as to reasonably comply with the following code of conduct:
      5.2.1 Be diligent in pursuing their studies.
      5.2.2 Attend school regularly and punctually.
      5.2.3 Comply fully with everyone authorized by the District to provide education programs and other services.
      5.2.4 Comply with rules of the school.
      5.2.5 Account to their teachers for their conduct.
      5.2.6 Respect the rights of others.

6. Students will be afforded the following:
   6.1 Information on the code of conduct they are expected to comply to, with possible consequences for noncompliance.
   6.2 Opportunities to explain and present evidence on incidents.
6.3 Decisions made as objectively as possible and based on all the facts presented.

7. Consequences will be determined, in accordance with District procedures, by each school staff to fit the unique circumstances of the school and student, in response to inappropriate behaviours. Appropriate consequences will be based on what the student can learn from the misbehaviour.

7.1 Consequences for noncompliance may include:

7.1.1 Verbal warning and/or reprimand.
7.1.2 Removal of privileges.
7.1.3 Formal removal from class.
7.1.4 Minor and/or major detention.
7.1.5 Interview and/or contract with student.
7.1.6 Parent/guardian communication and/or meeting.
7.1.7 Temporary removal from class and/or restitution.
7.1.8 Counselling and/or referral for services.
7.1.9 Suspension and/or expulsion to alternative education program.

Reference: Section 1, 8, 12, 18, 20, 22, 24, 27, 45, 60, 61, 113, 123, 124, 125 School Act
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Supporting Safe, Secure and Caring Schools in Alberta (1999)
UNIVERSAL PRECAUTIONS

Background

Hygienic practices are required to minimize the risk of transmission of infectious diseases following contact with blood or other body fluids.

Procedures

1. Use dressings and tissues to minimize direct contact with blood, other body fluids and wounds.

2. When cleaning up body fluids, protective gloves are to be used.

3. If any part of the skin comes in contact with body fluids, it is to be immediately washed with a disinfectant or hot soapy water.

4. Appropriate disinfectants (e.g. 1:9 dilution of household bleach in water) shall be used in cleaning body fluids from floors, walls and clothing. The Regional Health Authority can be contacted if there is doubt as to which disinfectants or cleansers are to be used.

5. The person doing the cleaning is to use disposable materials such as paper towels, if at all possible. If a mop is used it is to be rinsed in disinfectant before being used again.

6. All disposable articles soiled with body fluids (e.g. paper towels) are to be placed in a plastic container.

7. Non-disposable articles such as clothing and linens visibly soiled with blood or other body fluids are to be bagged or rinsed in cold water and then washed. The person who is rinsing the clothes is to wear necessary protective coverings.

Reference:  Section 18, 20, 45, 60, 61, 113 School Act
          Occupational Health and Safety Act
          Occupational Health and Safety Code
          Worker's Compensation Act
          Communicable Diseases Regulation
          Occupational Health and Safety Act Regulation
COMMUNICABLE DISEASES

Background

The existence of numerous communicable diseases, including Acquired Immune Deficiency (AIDS) requires Districts to establish procedures with regard to the management of infected students and staff. Such procedures reflect both the preservation of the public interest as well as the protection of individual rights and freedoms.

The District is committed to the humane treatment of students and staff infected with communicable diseases within an environment that protects the health and safety of all students and staff. Further, the following guiding principles are to apply:

- Catholic institutions will be characterized by the same compassion, love and support for the suffering that is typified in the ministry of Jesus.
- On the basis of natural justice and fairness, no student or staff member will be excluded from school or work.

Procedures

1. Normally, students with communicable diseases will be dealt with in accordance with the provisions of the Public Health Act.

2. Children with Acquired Immune Deficiency Syndrome (AIDS), shall be allowed to attend school programs in an unrestricted setting unless, in the opinion of the local Medical Health Officer, special circumstances dictate otherwise.

3. The right of infected students to privacy will be respected by staff, including the confidentiality of records.

4. Information about communicable diseases will be provided to students as part of the regular instructional program as specified within the Alberta Program of Studies and related Curriculum Guides. The Principal shall ensure these education programs are taught in accordance with the religious studies curriculum and in the context of the teachings of the Catholic Church.

5. Employees infected with communicable diseases shall be allowed to continue normal duties unless:

5.1 In the opinion of the local Medical Health Officer, special circumstances dictate otherwise.

5.2 The job of the employee requires that the employee be free from any communicable diseases.
6. The right of infected employees to privacy will be respected and their identity will remain confidential.

7. Employees who are unable to continue their duties as a result of having a communicable disease shall have full access to sick leave, long term disability and other medical benefits provided for by the various collective agreements and benefit plans.

8. Procedures for dealing with employees who may be exposed to HIV (AIDS Virus) will be consistent with Occupational Health and Safety requirements as outlined in Appendix A.

9. In the event that an employee indicates that they have been infected with a communicable disease, the supervisor shall immediately contact the Superintendent to review procedures to be followed.

10. If, in the opinion of the attending physician, an infected employee is no longer capable of working, the matter will be dealt with in the same way as other illnesses that impair an employee’s capacity to work.

Reference:
- Section 8, 18, 20, 45, 60, 61, 113 School Act
- Emergency Medical Aid Act
- Freedom of Information and Protection of Privacy Act
- Health Information Act
- Occupational Health and Safety Act
- Public Health Act
- Communicable Disease Regulation (AR 238/85)
- Ministerial Directive 4.1.1 – HIV / AIDS in Educational Settings
COMMUNICABLE DISEASES PRECAUTIONS

The following information is excerpted from an Occupational Health and Safety publication in relation to AIDS in the Workplace - Universal Precautions for Workers Who May Be Exposed To HIV, October, 1988, (AWP - 02).

It is recommended that each Principal/Department Head arrange to discuss the appropriate precautions with his/her specific work area.

"Although the risk of being infected with HIV (the AIDS virus) through occupational exposure is very low, workers who are exposed to blood and body fluids should take appropriate precautions. Health care and pre-hospital emergency care, dental, laboratory and funeral service workers are likely to be in situations where they may be exposed to blood or other body fluids. In general, workers should minimize direct contact with blood or other body fluids, and take precautions against penetrating injuries from needles and other sharp objects. Taking such precautions will not only protect against HIV but also against more infectious agents such as hepatitis B and some other hospital-acquired infections."

"Tests for HIV infection are not 100% accurate...This means that blood and certain body fluids should be handled as if they could be infectious, and all patients should be handled in a way that minimizes exposure to blood and these body fluids. Universal precautions apply to blood, other body fluids containing visible blood, semen and vaginal secretions. They also apply to tissues and cerebrospinal, synovial and pleural, peritoneal, pericardial and amniotic fluids. They do not apply to nasal secretions, sputum, saliva, sweat, tears, vomitus, urine and feces unless they contain visible blood.

Specific procedures may be obtained through the Occupational Health and Safety Department that deal with the following precautions:

1. Minimize direct contact with blood and body fluids.
2. Establish procedures for cleaning spills and contaminated surfaces.
3. Disinfect and sterilize equipment.
4. Launder soiled linen and clothing.
5. Dispose infectious waste.
6. Establish a list of procedures for the employee should exposure occur.

Reference:  Section 8, 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Health Information Act
Occupational Health and Safety Act
Public Health Act
Communicable Disease Regulation (AR 238/85)
Ministerial Directive 4.1.1 – HIV / AIDS in Educational Settings
LIST OF COMMUNICABLE DISEASES

Acquired Immunodeficiency Syndrome (AIDS)  Q-Fever
Amebiasis  Rabies
Anthrax  Rye Syndrome
Arboviral Infections (including Dengue)  Rickettsial Infections
Botulism  Rocky Mountain Spotted Fever
Brucellosis  Rubella (including Congenital Rubella)
Campylobacter  Rubeola
Cerebrospinal Fluid Isolates  Salmonella Infections
Chickenpox  Shigella Infections
Cholera  *Stool Pathogens, all types
Congenital Infections (includes Cytomegalovirus,  Tetanus
Hepatitis B, Herpes Simplex, Rubella,
Toxoplasmosis, Varicella-Zoster)
Dengue  Toxic Shock Syndrome
Diphtheria  Tuberculosis
Encephalitis (specified or unspecified)  Tularemia
*Enteric Pathogens  Typhoid
*Foodborne Illness  Typhus
*Gastroenteritis, epidemic  Varicella
Giardiasis  Viral Hemorrhagic Fevers (including Marburg, Ebola,
Hemophilus Influenza Infections (invasive)  Lassa, Argentinean, African Hemorrhagic Fevers)
Hemolytic Uremic Syndrome  *Waterborne Illness (all causes)
Hepatitis A, B, Non-A, Non-B  Yellow Fever
Kawasaki Disease  *
Lassa Fever  Enteric Pathogens, Foodborne Illness,
Legionella Infections  Gastroenteritis, epidemic and Waterborne
Leprosy  Illness include the following and any other
Leptospirosis  identified or unidentified cause: Aeromonas;
Malaria  Bacillus cereus; Campylobacter; Clostridium
Measles  botulinum and; perfringens; Salmonella;
Measles  Shigella; Staphylococcus; Viruses such as
Meningitis (all causes)  Norwalk and Rotavirus; Yersinia
Meningococcal Infections  *
Mumps  Enteric Pathogens, Foodborne Illness,
Neonatal Herpes  Gastroenteritis, epidemic and Waterborne
Nosocomial Infections  Illness include the following and any other
Ophthalmia Neonatorum (all causes)  identified or unidentified cause: Aeromonas;
Paratyphoid  Bacillus cereus; Campylobacter; Clostridium
Pertussis  botulinum and; perfringens; Salmonella;
Plague  Shigella; Staphylococcus; Viruses such as
Polioymyelitis  Norwalk and Rotavirus; Yersinia
Psittacosis

Reference:  Section 8, 18, 20, 45, 60, 61, 113 School Act
          Emergency Medical Aid Act
          Freedom of Information and Protection of Privacy Act
          Health Information Act
          Occupational Health and Safety Act
          Public Health Act
          Communicable Disease Regulation (AR 238/85)
          Ministerial Directive 4.1.1 – HIV / AIDS in Educational Settings
SMOKE/TOBACCO FREE ENVIRONMENT

Background

The use of tobacco in any form by students, employees and other persons is not conducive to the maintenance of a healthy environment. All District premises and vehicles will be smoke and tobacco-free, and all school-sponsored activities shall be smoke and tobacco-free.

Procedures

1. All District buildings, vehicles and grounds are designated smoke/tobacco-free. This applies to electronic cigarettes as well.

2. The Principal shall ensure that all students, staff, parents, visitors and community user-groups are made aware of the smoke/tobacco-free requirement.

3. Supervisors shall inform their staff members that the use of tobacco is prohibited in or on District-owned property.

4. Any student or staff member that is in violation of these procedures will be dealt with in accordance with the disciplinary practices established within the District.

5. Principals shall ensure that an awareness program on the hazards of tobacco use and second-hand smoke is provided to all students as part of the health curriculum.

Reference: Section 20, 60, 61, 113 School Act
Prevention of Youth Tobacco Use Act
Tobacco Reduction Act
Prevention of Youth Tobacco Use Regulation AR 13/2003
ALCOHOL CONSUMPTION ON SCHOOL PREMISES

Background

Since school buildings are often used for District-wide or community social functions, it is necessary to establish administrative procedures relating to the consumption of alcoholic beverages on school premises. The procedures will reflect societal values as well as ensure that the school’s primary mandate of providing quality education to students is not compromised.

Procedures

1. No alcoholic beverages may be served, sold or consumed on school property during normal operational hours.

2. The Superintendent may approve the consumption of alcohol in school buildings for school-based staff functions that occur outside of normal operational hours.

3. The Principal must submit all requests regarding the consumption of alcohol for school-based staff functions.

4. The Principal shall ensure that the privilege is not abused and that no consumption of alcohol occurs while students are in the building.

5. The Superintendent will advise the Principal, in writing, of any District social functions for which the consumption of alcohol in the school has been approved.

Reference: Section 20, 60, 61, 113 School Act
EMERGENCY/DISASTER PLANS

Background

The District has an obligation to protect and ensure the health and safety of students and staff in the event of an emergency or disaster situation. It is therefore necessary to have a District Disaster Plan and School Disaster Plans to create a state of preparedness far beyond normal procedures.

Procedures

1. The Superintendent will ensure that a Disaster Plan has been developed for the District in conjunction with the local municipality. The Superintendent will also ensure that the District Disaster Plan is a component of the Municipal Emergency Plan.

2. The District Disaster Plan outlines the responsibilities of District personnel and specific procedures to be followed in the event of emergency situations.

3. Principals shall ensure that a School Disaster Plan is developed and maintained.

4. A District Disaster Planning Committee shall be developed, consisting of:
   4.1 Superintendent or designate.
   4.2 Security / Occupational Health and Safety Manager.
   4.3 Municipal Directors of Disaster Services.
   4.4 District Emergency Operations Coordinator.
   4.5 Others as considered appropriate to the District.

5. The responsibilities of the Committee are to:
   5.1 Develop a District Disaster Plan.
   5.2 Co-ordinate the District Disaster Plan within the Municipal Disaster Plan, and within each School Disaster Plan.
   5.3 Ensure that agreements are established within the municipalities' emergency plans to procure additional emergency resources for each school when the School Disaster Plans are activated.
   5.4 Ensure agreements are established with each municipality on terms and conditions for use of schools as Reception Centres.
   5.5 Review the District Disaster Plan and each School Disaster Plan annually and revise as necessary.
   5.6 Conduct regular exercises that test the co-ordination of the District, School Municipality Emergency Plans.
6. The Superintendent has the authority to activate the District Disaster Plan.

7. The District Office will become the District Emergency Operations Centre.

Reference: Section 18, 20, 57, 60, 61, 113 School Act
Disaster Services Act
Fire Prevention Act
Section 3 Government Emergency Planning Regulation
FIRE DRILLS AND FIRE PREVENTION

Background

In the event of a fire, it is essential that students, staff and visitors evacuate the building as quickly and safely as possible. The purpose of a fire drill is to provide students with the opportunity to practice a quick and orderly exit from the school in the event of a fire or other emergency. It is also essential that every precaution be undertaken to prevent fires from occurring.

Procedures

1. The Principal shall develop a detailed fire drill plan prior to the first day of school that will provide for the following:
   1.1 A designated person to notify the fire department and the posting of the telephone number near every telephone in the school.
   1.2 The orderly and prompt evacuation of all persons from the building.
   1.3 The provision of the necessary requirements for students in the gymnasium or the showers.
   1.4 The location to which students are to assemble during the fire drill.
   1.5 The designation of staff members to hold all exit doors open until all students and staff members have passed.
   1.6 The designation of staff members to act as monitors and to check all areas of the school and to report when the evacuation is complete.
   1.7 The designation of staff members to close all doors following evacuation.
   1.8 A caretaker to shut down all ventilating systems.
   1.9 The science room teacher shall turn off the gas in the science room.

2. The Principal shall ensure that all staff and students are made familiar with the fire drill plan during the first week of school.

3. The fire drill plan shall be posted conspicuously in the administrative office, in each classroom, in each staff room, in the caretaker's room and in each wing of the school.

4. Detailed instructions for the direction of students in a fire drill shall be posted in each room used for instruction and reviewed with the students at least once a month.

5. There shall be a minimum of six (6) fire drills in each school year, three (3) of which shall be in the fall. A record of all fire drills shall be maintained.
6. Fire drills shall be conducted at different times during the school day and during different activities.

7. The Principal shall undertake a fire prevention program consisting of:
   7.1 Testing of the fire alarm system once a month and a record taken of the dates and times of the tests.
   7.2 Periodically inspecting the school along with the caretaker to identify any possible fire hazards and reporting these to the Secretary Treasurer.
   7.3 Ensuring that items identified in the fire inspection report are corrected.
   7.4 Ensuring that flammable materials are properly stored.

8. The Principal shall immediately advise the Superintendent of each occurrence of a fire and provide all of the pertinent details.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
           Safety Codes Act and Regulations
           Electrical Protection Act and Regulations
Administrative Procedure 167

EMERGENCY EVACUATION OF A SCHOOL

In all emergency situations the safety and well being of students, staff and visitors shall be the primary consideration.

Procedures

1. If a school evacuation is necessary because of an emergency in the school or in the immediate vicinity, the Principal or teacher in charge shall move the students to a location that is safe and has been predetermined for emergency use.
   1.1 Students shall remain under the control of the Principal or teacher until it is deemed safe to either return to the school or allow the students to return home if appropriate dismissal and transportation arrangements have been made.
   1.2 The Principal shall advise the Superintendent of the conditions and circumstances which led to the evacuation.

2. The Principal shall prepare a School Disaster Plan that includes:
   2.1 Arrangements with a neighboring school, church or community centre for a site to which students may be moved.
   2.2 A set of procedures to be followed in the event of a disaster. A copy is to be filed with the Superintendent.
   2.3 Provision for advising parents at the beginning of the school term of the emergency procedures established for the school.

3. In the event of a civil disaster that would require the evacuation of the area in which the school is located, the Principal and staff shall remain with the students and follow the instruction of the civic authorities.

Reference:
Section 18, 20, 57, 60, 61, 113 School Act
Disaster Services Act
Fire Prevention Act
Section 3 Government Emergency Planning Regulation
Administrative Procedure 168

BOMB THREATS

Background

The District has a responsibility to ensure the safety of students, staff and visitors in all school facilities. All bomb threats are to be taken seriously and appropriate action taken.

Procedures

1. The Principal shall prepare a bomb search plan, which will be maintained on file at the school that includes:
   1.1 A pre-arranged search procedure utilizing all teaching, caretaking and secretarial staff for checking rooms, lobbies, washrooms, stairwells, locker areas, areas surrounding the schools and other areas that are easily accessible to the public.
   1.2 An opportunity for staff members to be made aware of what kinds of objects they are to be seeking in the conduct of any searches.
   1.3 The type of announcement that will be made to advise staff members of the need to engage in the search procedures.
   1.4 Advice provided to staff as to the procedure to be followed in the event that an unidentified object or package is found such as:
      1.4.1 Location of the object.
      1.4.2 Description of the object.
      1.4.3 Any other pertinent information.
      1.4.4 Assessment of the need to evacuate the facility.
   1.5 The establishment and location of the communication centre to which staff members must report the results of their search.
   1.6 Information to staff members that ensures they complete the search of their assigned area.

2. The Principal shall immediately notify the local police service and the Superintendent in the event of a bomb threat and advise of the action that is being undertaken.

3. In the event that a suspicious object has been identified the Principal shall:
   3.1 Advise the police service of the nature of the object.
   3.2 Secure the area and ensure that no one approaches the object.
   3.3 Endeavour to establish ownership of the object.
   3.4 Determine the most direct route to the object and identify an individual that will be responsible to meet the police and advise them of the location of the object.
4. If the decision has been made to evacuate the school, the emergency evacuation procedures outlined in Administrative Procedure 167 – Emergency Evacuation of a School shall be followed so that the evacuation is conducted in a safe and secure manner.

5. In the event the Principal elects to dismiss the students, the Principal shall arrange to advise parents that the students will be arriving home early.

6. The Principal shall arrange for in-service opportunities to staff members as to the steps necessary in the event a bomb threat is received.

6.1 A bomb threat form to be maintained in the school office and readily available to anyone that may receive a bomb threat call.

Reference: Section 18, 20, 57, 60, 61, 113 School Act
Disaster Services Act
Fire Prevention Act
Section 3 Government Emergency Planning Regulation
PANDEMIC RESPONSE

Background

The District, in cooperation with the provincial government and Alberta Health Services, supports efforts to minimize a pandemic and its disruption to the operational activities of the District. The Activated Command Team is expected to ensure the most effective and efficient use of resources for the maximum benefit and protection of students, staff and facilities.

Procedures

1. In the event that Alberta Health Services identifies evidence of a significant influenza outbreak in the region, the Incident Commander has the authority to make final decisions regarding crisis response, as guided by the Emergency Response Manual. When a state of emergency is declared by a Ministry of the Alberta Government, the particular ministry will have such authority.

2. The Activated Command Team will communicate a standard set of response protocols for dealing with a pandemic to ensure that members of administration and staffs are familiar with roles and processes in the event of an outbreak.

3. In accordance with directives emanating from federal and provincial authorities and the consequent circumstances that may prevail, the Activated Command Team may temporarily suspend the District's current practices and operating guidelines. Such action shall be reported to the Superintendent as soon as practicable, along with a recommendation should a change in procedures be warranted.

Reference: Section 8, 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Health Information Act
Occupational Health and Safety Act
Public Health Act
Communicable Disease Regulation (AR 238/85)
HARASSMENT

Background

It is essential that all students, staff, volunteers and visitors to the school are provided with learning and working environments that are free from harassment.

Definitions

The following definitions shall be used in the understanding of, and adherence to, these administrative procedures:

Harassment whether “personal” or “sexual” is behaviour that is directed at or is offensive to any person, is unwelcome and which the “harasser” knows or ought reasonably to know would be unwelcome. It may consist of objectionable conduct, comment, materials or display that demeans, belittles, intimidates or humiliates another person. Harassment could also arise in the form of misuse of power or authority—intimidation, threats, coercion and black mail—which serves no legitimate purpose in the school or workplace setting.

Personal harassment is any behaviour that in effect or in intent disparages, humiliates, or harms another person. It is behaviour that denies the individual dignity and respect, and is demeaning and/or humiliating to another person. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability or race, sources of income or family status. The behaviour need not to be intended as harassing to be considered as personal harassment. It is sufficient that one knows or ought reasonably to know that their behaviour is offensive and unwelcome.

Sexual harassment is any unwelcome behaviour, which is sexual in nature. Such behaviour may directly or indirectly affect or threaten to affect in an adverse manner a person’s job security prospects, promotion, earnings, working conditions, or learning environment. The behaviour need not to be intended to be sexually harassing to be considered as sexual harassment. It is sufficient that one knows or ought reasonably to know that their behaviour is offensive and unwelcome. Sexual harassment can include but is not limited to:

- Unwanted physical contact.
- Unwelcome remarks or compromising invitations.
- Verbal abuse or display of suggestive pictures.
- Leering, whistling, innuendoes, jokes or other behaviours or gestures of a sexual nature.
- Demands for sexual favours.
- Stalking.
- Insulting remarks about sexual orientation, threats or intimidating behaviour.
• Bragging about sexual prowess for others to hear.
• Sexually insulting remarks about race, gender, ability or class.

The learning and working environment can and does extend beyond the immediate school or District office. These sites can also extend to the playground, school bus, school or work related social activities, school or work related travel and field trips or other settings where the individuals involved are engaged in work-related or school-related activity such as field placement or a cooperative educational work term. The working and learning environment may also include various electronic media such as telephone, fax and computers.

Hostile or poisonous work environments are environments characterized by behaviour not necessarily directed at any one person in particular. However, the actions of one (1) or more people in this environment may contribute to an atmosphere that directly or indirectly affects a person’s ability to work effectively.

Procedures

1. It is the responsibility of all staff members, especially administrators and supervisors to take immediate and appropriate corrective action in situations involving personal and/or sexual harassment complaints.

2. It is the responsibility of all supervisory staff to make staff, students and parents aware of these procedures dealing with harassment.

3. An individual that believes they are being harassed is advised to keep a record of any incidents including dates, times, locations, possible witnesses, nature of the incidents, personal response and resulting outcomes.

4. In order to resolve any issues of harassment, the individual choose to initiate direct action to resolve the issue such as:
   4.1 Informing the harasser that the actions are unwelcome and must stop immediately.
   4.2 Requesting the involvement of a colleague, administrator, or supervisor to provide informal intervention.

5. In the event that the individual is unable to resolve the harassment in a satisfactory manner after following the steps identified in section 4 above, then the following shall apply:
   5.1 In the event that the harassment is between two students, the investigation will be undertaken at the school level in the following manner:
      5.1.1 The student being harassed will be required to make a complaint to a staff member and outline the nature of the harassment.
      5.1.2 The complaint will be assigned to a staff member to investigate the allegations and provide a resolution.
      5.1.3 The staff member shall advise the individual accused of the harassment that a complaint has been received.
      5.1.4 During the course of the investigation the staff member shall contact the parents of the students involved at an appropriate point.
5.1.5 Upon the completion of the investigation the staff member shall communicate the results to the students and their parents.

5.1.6 The staff member, in discussion with the Principal, shall determine the appropriate disciplinary action.

5.2 In the event that the harassment involves employees, the following steps shall be followed:

5.2.1 The staff member being harassed shall submit the complaint to the Superintendent in writing as soon as possible following the incident.

5.2.2 Staff members that are unable to submit a written complaint on their own may do so using a tape recorder, scribe or an individual of their choice.

5.2.3 If after reviewing the written complaint the Superintendent deems a formal investigation is necessary, the Superintendent will:

5.2.3.1 Advise the alleged harasser, in writing, of the nature and specifics of the allegation and that an investigation has been initiated.

5.2.3.2 Advise the complainant of his/her rights under the administrative procedures and appropriate legislation.

5.2.3.3 Provide the alleged harasser with a copy of the written complaint.

5.2.3.4 Interview the complainant, the alleged harasser and any other individuals that may have knowledge of the circumstances.

5.2.3.5 Appoint an individual to investigate the allegation and report back to the Superintendent.

5.2.3.6 Select an individual to conduct the investigation that has not had any previous familiarity with either of the employees involved in the case.

5.2.3.7 Review the details of the complaint with the alleged harasser who shall also be advised of the right to have counsel present.

5.2.3.8 Require the investigator to submit a written report with the findings of the investigation and recommendations within thirty (30) working days.

5.2.3.9 Consider the evidence and recommendations contained in the investigators report and take appropriate action.

5.2.3.10 Advise the complainant and alleged harasser of the outcome of the investigation and the actions that will be undertaken.

5.2.4 The Superintendent will advise any of the employees involved of their right to appeal within ten (10) working days of having been advised of the outcomes of the investigation and the stated actions that would be undertaken.

5.2.5 The Superintendent will ensure that the appropriate support services for both the complainant and the employee accused of the harassment in those cases where the allegations have not been supported by the investigation.
5.2.6 The Superintendent will make available appropriate services for victims in harassment situations.

5.2.7 In the event that the Superintendent is involved, the matter will be referred to the Board for a resolution.

6. The Superintendent may decide to undertake an investigation, in the absence of any specific complaints, in order to ensure that the environment is free from harassment in cases where:

6.1 There is a focused pattern of inquiries and/or complaints over time that suggests the existence of a specific problem that has been identified but not corrected.

6.2 There is reason to believe that a broader, systemic problem exists in the work and/or learning environment that causes, contributes to, or encourages harassment.

6.3 As the result of an investigation, a complaint is not supported but there is reasonable evidence that a broader systemic problem exists.

6.3.1 Prior to proceeding with an independent investigation, a summary of the situation providing reasonable grounds for recommending investigation in the absence of a specific complaint will be drafted.

6.3.2 This summary will be presented to the Superintendent for consideration.

6.3.3 Where an investigation under this section is approved, the appropriate parties will be advised of the intent to conduct a systemic investigation, the reasons for initiating the investigation and the process/procedures that will be implemented.

6.4 In lieu of a systemic investigation, the Superintendent may also initiate activities to increase awareness of personal and/or sexual harassment and its effects on staff, students, parents and volunteers.

7. Employees who are not satisfied with the action taken with respect to the enforcement of these procedures may pursue the matter in accordance with the following:

7.1 For those matters that are covered either by the employee’s collective agreement or District administrative procedures, the matter may be pursued in accordance with the grievance or appeal procedure outlined in the appropriate collective agreement or District administrative procedures.

8. Students who are not satisfied with action taken with respect to enforcement of these procedures are entitled to pursue the matter as follows:

8.1 An appeal may be made in writing to the Superintendent within ten (10) school days.

8.2 The Superintendent will respond within thirty (30) school days.

9. All parties involved shall treat these matters in strict confidence and without present or future prejudice for the employee or student who lodges a harassment complaint.
10. Any party has the right to seek civil or criminal redress through the courts or to file a complaint with their union, association or the Alberta Human Rights Commission.

Reference: Section 20, 45, 60, 61, 96, 113 School Act
Alberta Human Rights Act
Child, Youth and Family Enhancement Act
Employment Standards Code
Occupational Health and Safety Act
Canadian Charter of Rights and Freedoms
Canadian Human Rights Act
Child Youth and Family Enhancement Act
Criminal Code
Individual's Rights Protection Act
Student Record Regulation 225/2006
ATA Code of Professional Conduct
FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP)

Background

The District is governed by the provisions of the Freedom of Information and Protection of Privacy Act. Access to information is a right of the general public. This right must be balanced by appropriate protection of privacy of personal information. Access to information of the District will be provided subject to the following principles:

- Right of access to records.
- Protection of the privacy of an individual’s personal information.
- Right of access to one’s own personal information.
- Right to request correction of personal information.
- Independent review of decisions made respecting access to information.

Procedures

1. The District will provide access to information consistent with the Freedom of Information and Protection of Privacy Act and this administrative procedure.

2. The Superintendent will designate the Head for the purposes of the Freedom of Information and Protection of Privacy Act and that individual is responsible for ensuring that the District complies with the provisions of the Act.

3. The Principal of each school shall be the site coordinator for the purposes of the Act.

4. Site coordinators are responsible to ensure the protection of personal information at their schools and to direct inquiries about disclosure of information to the Head.

5. The Head is authorized to fulfill the duties described in the Freedom of Information and Protection of Privacy Act which include the establishing of procedures and practices to ensure appropriate management of the legislation.

6. When fees are to be levied under the Freedom of Information and Protection of Privacy Act, the rates adopted by the Government of Alberta, as specified in Freedom of Information and Protection of Privacy Act Regulation 200/95, Section 17, Schedule 2, shall be confirmed as the rates used by the District.

Reference:
- Section 60, 61, 75, 113, 116 School Act
- Freedom of Information and Protection of Privacy Act
- FOIP Regulation 200/95
VIDEO SURVEILLANCE

Background

Maintenance of the health, welfare and safety of the students and staff while on District property and the protection of District property is an important function of the District. The monitoring of individuals who enter upon the school grounds or school property is a significant factor in maintaining order and discipline and in protecting students, staff, visitors and District property. The District recognizes the value of video surveillance systems and monitoring activity on school property or on school grounds, and its use in the maintenance of order and discipline within the school setting.

The use of video surveillance practices in accordance with the procedures established herein is authorized.

Procedures

1. Camera Location, Operation and Control

1.1 District buildings and grounds may be equipped with video monitoring devices.

1.2 Video surveillance may be placed in areas where surveillance has proven to be necessary as a result of prior property damages or related security incidents, and in areas where, upon reasonable grounds, the surveillance will be deemed to be a viable deterrent.

1.3 Cameras may be positioned in areas outside of school buildings where it is necessary to protect external assets or to provide for the personal safety of individuals on school grounds or premises.

1.4 Surveillance cameras located internally may be directed to look through windows to areas outside the building, when necessary, to protect external assets or to ensure for the personal safety of patrons or employees. Cameras shall in no event be directed to look through the windows of adjacent non-District buildings.

1.5 Cameras shall not be used to monitor areas where the public has a reasonable expectation of privacy, including change rooms and washrooms.

1.6 Only individuals authorized by the Principal, in accordance with this administrative procedure, shall have access to video monitors, or be permitted to operate the controls. If the District proposes the use of digital data, this will raise different security, retention and destruction issues which need to be addressed.

1.7 The District FOIP Coordinator (Secretary Treasurer) shall be responsible to audit the use and security of surveillance cameras, including monitors and video data.
2. Notification

2.1 Signs advising users on the premises of video surveillance practices are to notify individuals of:

2.1.1 The area in which surveillance is conducted.
2.1.2 The specific purpose for the surveillance.
2.1.3 Hours during which surveillance is conducted.
2.1.4 Who within the organization is responsible for conducting surveillance.
2.1.5 The contact person who can answer questions about the surveillance system, including an address or telephone number for contract purposes.

2.2 The Principal shall inform students at the beginning of each school year and as necessary during the school year, that the District will be monitoring all activity, which occurs at designated monitoring points throughout the school year, and as to the purpose for such monitoring practices.

2.3 The Principal shall inform all staff of the District’s video surveillance procedures and practices.

3. Use of Video Recordings

3.1 A video recording of actions by students may be used by the District as evidence in any disciplinary action brought against any student arising out of the student’s conduct in or about District property.

3.2 Video recordings of students, staff, contractors or others may be reviewed or audited for the purposes of determining adherence to Board Policies, District Administrative Procedures and school rules.

3.3 Video recordings may be monitored by District personnel on a random and non-random basis as is deemed necessary and prudent in order to ensure the safety and security of students, staff, visitors and District property, and adherence to school rules.

3.4 The District may use video surveillance to detect or deter criminal offences that occur in view of the cameras.

3.5 Video recordings may be released to third parties or applicants in confidence with the provisions contained in the Freedom of Information and Protection of Privacy Act of Alberta, and any rules or regulations there under.

3.6 The District may use video surveillance and the resulting recordings for:

3.6.1 Inquiries and proceedings relating to law enforcement.
3.6.2 Research.
3.6.3 Deterrence.
3.6.4 Student discipline.

3.7 The District shall not use video surveillance for any other purposes unless expressly authorized by or under an Act or enactment.
4. Management of Recordings

4.1 All digital records shall be securely maintained.
   4.1.1 A copy of all digital records that have been used for the purpose of this administrative procedure shall be numbered and dated and retained according to camera site.
   4.1.2 The individual responsible for enforcement of video monitoring practices must authorize access to all digital records.
   4.1.3 The Principal and FOIP Coordinator shall maintain a log of all episodes of access to, or use of recorded material.

4.2 Retention of Digital Records
   4.2.1 Any and all records containing personal information which have been used to make a decision that directly affects an individual shall be retained for a minimum of one (1) year.
   4.2.2 All other records will be maintained for a period of six (6) days, after which they will automatically be overwritten with current records.

4.3 Release of Digital Records
   4.3.1 The District’s FOIP Coordinator shall ensure that a digital record release form is completed before disclosing digital records to appropriate authorities or third parties. Any such disclosure shall only be made in accordance with applicable legislation.
   4.3.2 The digital record release form is to indicate the individual or organization who took the digital record, the date of the occurrence or when and if the digital record will be returned or destroyed by the authority or individual after use.

4.4 Disposal and Destruction of Recordings
   4.4.1 All retained recordings shall be disposed of in a secure manner.
   4.4.2 Tapes shall be shredded, burned or taped over.

5. Video Monitors and Viewing

5.1 Only the District’s FOIP Coordinator, Principal or designate, and members of the police shall have access to live video monitors while they are in operation.

5.2 Live video monitors are to be in controlled access areas wherever possible.

5.3 Viewing of live video on video monitors in a building under video surveillance will be restricted to building personnel for the purpose of monitoring on-going activities.
   5.3.1 If members of the public are in proximity to a live video monitor for an extended period of time, building personnel are expected to disable the video signal for that time period.

5.4 Video records are to be viewed on a need to know basis only, in such a manner as to avoid public viewing.
6. Disclosure

6.1 Recordings shall not be disclosed except in accordance with this Administrative Procedure.

6.2 Disclosure of video records shall be on a need-to-know basis, in order to comply with the District’s policy objectives, including the promotion of the safety and security of students, the protection of District property, deterrence and prevention of criminal activities, and the enforcement of school rules.

7. Access to Personal Information

7.1 An individual who is the subject of video surveillance has the right to request access to the recording in accordance with the provisions contained under the Freedom of Information and Protection of Privacy Act.

7.2 Access in full or part may be refused on one (1) of the grounds set out within the legislation.

8. Consultation

8.1 The effectiveness of the video surveillance operations shall be reviewed on, at minimum, an annual basis by the FOIP Coordinator.

8.2 The results of the review are to be documented and any concerns addressed with the Superintendent.

9. Non-Application

9.1 These Administrative Procedures do not apply to covert or overt surveillance cameras being used by or on behalf of the District as a case specific investigation tool for law enforcement purposes, where there is statutory authority and/or the authority of a search warrant to conduct the surveillance.

Reference: Section 20, 60, 61, 113, 117 School Act
Freedom of Information and Protection of Privacy Act
Administrative Procedure 185

RECORDS MANAGEMENT

Background

Information is a valuable and a critical factor in the achievement of the District’s Three-Year Plan. The Superintendent has the authority to develop a records management system that encompasses the planning, creation, access, and disposition of records.

Procedures

1. Administrative records which may relate to the history, tradition or culture of the District shall be maintained permanently in the District’s archives.

2. Records that affect the legal obligations of the District, the Board, or employees of the District and those that serve to reconstruct policy and program decisions shall be retained, secured, and kept in duplicate until the District ceases operations.

3. Records of individual students shall be created, maintained, transferred, accessed, and destroyed in accordance with the Student Records Regulation issued pursuant to the School Act.

4. Records of personnel shall be retained until seven (7) years after retirement, reasonably expected retirement or death of existing and separated staff including:
   4.1 Personnel files.
   4.2 Records of employment.
   4.3 Absences.
   4.4 Payroll registers and pay histories including benefits.
   4.5 Staff absences and medical certificates.
   4.6 Teachers Retirement Fund and Local Authorities Pension Plan annual reports.
   4.7 Worker’s compensation claims.

5. Records shall be destroyed only upon approval of the Superintendent. The means of disposal shall be complete to the extent that the record cannot be recreated (i.e. by incineration, shredding or other means of permanent destruction).
6. The Superintendent may edit personal identifiers that are deemed to be of a personal and/or sensitive nature from documents made public in order to protect the rights of an individual, in conformance with the Freedom of Information and Protection of Privacy Act.

Reference: Section 23, 60, 61, 75, 113 School Act
Freedom of Information and Protection of Privacy Act
FOIP Regulation 200/95
Student Record Regulation 225/2006
Information Bulletin 3.2.5 – Access to Information
Information Bulletin 3.2.7 – Student Record Regulation Information
USE OF COPYRIGHTED MATERIALS

Background

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. The following guidelines apply fair dealing in K–12 schools and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.

To qualify for fair dealing, two (2) tests must be passed.

- **First Test:** the “dealing” must be for a purpose stated in the Copyright Act: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

- **Second Test:** the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools.

Fair Dealing Guidelines

1. Teachers and staff members may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.

2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review are to mention the source and, if given in the source, the name of the author or creator of the work.

3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
   - **3.1** As a class handout.
   - **3.2** As a posting to a learning- or course-management system that is password protected or otherwise restricted to students.
   - **3.3** As part of a course pack.

4. A short excerpt means:
   - **4.1** Up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work).
   - **4.2** One (1) chapter from a book.
   - **4.3** A single article from a periodical.
   - **4.4** An entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works.
4.5 An entire newspaper article or page.
4.6 An entire single poem or musical score from a copyright-protected work containing other poems or musical scores.
4.7 An entire entry from an encyclopaedia, annotated bibliography, dictionary, or similar reference work.

5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.

6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines will be referred to a supervisor or other person designated by the Superintendent for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.

7. Any fee charged by the District for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the District, including overhead costs.

Procedures

1. Posters outlining Fair Dealing Guidelines shall be provided by the Secretary Treasurer and are to be posted above each multi-function or photocopying device.

2. Use of copyrighted materials that do not fall under the Fair Dealing Guidelines is not permitted without the approval of the Superintendent or designate. Where school staff or students wish to use copyrighted materials they must:
   2.1 Obtain permission to copy from the copyright holder.
   2.2 Where requested, a royalty must be paid to the copyright holder.

3. All staff and students that are expected to use copyrighted materials must be aware of the procedures and the guidelines for fair dealing. Teachers are to have knowledge of and be familiar with "Copyright Matters!" available at www.cmec.ca.

Reference: Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Matters!
FAIR DEALING GUIDELINES

Fair Dealing Guidelines

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed. First, the "dealing" must be for a purpose stated in the Copyright Act: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test. The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions. These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.

2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.

3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
   a) at a class handout;
   b) as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
   c) as part of a course pack.

4. A short excerpt means:
   a) up to 10 percent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
   b) one chapter from a book;
   c) a single article from a periodical;
   d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
   e) an entire newspaper article or page;
   f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
   g) an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.

5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.

6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.

7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

Reference: Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Matters!
Administrative Procedure 191

COMPUTER SOFTWARE

Background

The District intends to adhere to the provisions of copyright laws in the area of computer programs.

Procedures

1. The legal, ethical, and practical problems caused by software piracy will be taught in all schools and brought to the attention of all teachers in the District.

2. Illegal copies of copyrighted programs may not be installed or made on school equipment or equipment owned by a service provider.

3. Legal or insurance protection will not be extended by the District to employees who violate copyright laws.

4. When software is used on a network system, efforts will be made to safeguard the software from being copied.

5. Notwithstanding the above, District employees are authorized to make archival copies of copyrighted software, if such are not provided.

6. District employees and agents must receive authorization to make a copy or adaptation of a computer program, provided that such a copy or adaptation is a necessary step in the utilization of the computer program and that it is used in no other manner. Without authorization said employees or agents shall not have the benefit of the legal or insurance protection of the District.

7. The Secretary Treasurer is designated to sign license agreements for software for schools in the District.

8. The Principal of each school is responsible for monitoring and ensuring that these procedures are followed at the school level.

Reference: Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Matters!
COPYRIGHT AND INTELLECTUAL PROPERTY

Background

In order to ensure that the students will continue to benefit from enhanced delivery of teaching and learning, there will be a requirement by the District to retain both the resources that are developed by teachers and support staff for support programs offered to students and teachers in the schools, as well as the rights for the utilization and modification of such resources.

To equip teachers and support staff to utilize technology in teaching and learning, the District has sponsored a variety of programs to make technology available to teachers and support staff. As a result of these opportunities, teachers and support staff have gained expertise in the use of computer software to create teaching and learning applications.

Definitions

_Educational Materials and Resources_ includes all computer and multi-media applications, programs, templates, etc., designed to operate on a computer or multi-media hardware, that are capable of being used in a teaching and learning environment.

_Creator of Materials and Resources_ is any person who develops templates, Hypercard™ Stacks, or information related to an educational program.

Procedures

1. All educational materials and resources created by employees during the course of their duties with the District shall be released by the creator to the District for unlimited use, modification, duplication and distribution within the District.

2. All staff members shall be asked to declare all educational materials and resources as being the property of the District and as being subject to all laws pertaining to intellectual property and copyright as of the date of the adoption of this Administrative Procedure by the District.

3. All materials and resources created or modified while the creator is in the employ of the District shall be subject to this Administrative Procedure.

4. All new materials and resources shall be submitted to a designated member of the Technology Department for identification.

5. Credit to creators of the materials and resources shall be given on the materials and resources. However, this does not in any way mean that copyright protection is not being given first and foremost to the owner (the District).

   5.1 The credit frame shall contain the statement, "This material is the property of the Lakeland Catholic Separate School District #150. This material may be released for
unlimited use solely within the District and shall not be copied, distributed or used in any form whatsoever without the written permission of the District.”

6. The creator of educational materials and resources shall not receive any remuneration from the District other than contracted salary for the creation of educational resources. The District shall provide for the physical costs of diskettes and manuals used to retain official copies of the resources.

7. All computer software packages and multi-media materials used in the process of creating educational materials and resources are subject to copyright laws regarding the use of these materials, the networking of technology and licensing agreements. All teacher-created materials and resources is to be in compliance with such laws and agreements.

Reference: Section 18, 20, 60, 61, 113 School Act
Copyright Act
Copyright Regulations
Access Copyright Agreement
INSTRUCTIONAL PROGRAMS & MATERIALS 200
Administrative Procedure 200

ORGANIZATION FOR INSTRUCTION

Background

The Principal is held accountable for the organization of the plan for instruction at the school level.

Procedures

1. The Principal, in consultation with staff, shall develop a school plan which shall clearly outline the:
   1.1 Organization of classes.
   1.2 Organization of teacher assignments.
   1.3 Course offerings of the school.
   1.4 Co-curricular and extra-curricular activities.

2. The above outline shall be submitted to the Superintendent at the conclusion of the first instructional day of each school year.

Reference: Section 20, 60, 61, 113 School Act
MULTICULTURALISM

Background

Cultural diversity is a positive feature of Canadian society, and multiculturalism is an interdisciplinary process designed to foster the development of cultural understanding. District schools are encouraged to provide learning experiences whereby all students have opportunities to develop pride in their cultural heritage, self-esteem and understanding of Canada’s culture.

Procedures

1. Programs of instruction will acknowledge that ethnic and cultural diversity are positive features of Canadian society.

2. Opportunities will be provided for students to learn attitudes and skills that will enable them to succeed in the larger Canadian community.

3. Proper student assessment, taking into account cultural, linguistic and educational background, social maturity and capacity for achievement will be provided.

4. Programs that present opportunities for children to learn about their own heritage and to develop positive attitudes toward Canada's multicultural society will be provided.

5. The curriculum will reflect the contribution of all cultural groups to Canadian history, literature and life.

6. Principals will encourage the recognition and celebration of multicultural special days and holidays as an integral part of the curriculum.

Reference:

Section 60 School Act
Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms, Constitution Act, 1982
Guide to Education ECS to Grade 12
Administrative Procedure 205

CONTROVERSIAL ISSUES AND MATERIALS

Background

Controversial issues will be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view, but can also learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the opinions related to the controversy.

Full discussions of controversial issues are encouraged in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others, but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

Although students are to have classroom experiences that cover a wide range of issues and areas of study, it is important that the issues and materials used within the school are consistent with the standards and values of the Catholic faith and the community.

The provincial Guide to Education provides guidance to school staff in dealing with this important area.

Procedures

1. The Principal is responsible for ensuring that information regarding controversial issues and materials:
   1.1 Represent alternative points of view including those respecting church teaching.
   1.2 Reflect the maturity, capabilities and educational needs of the students.
   1.3 Reflect the requirements of the course as stated in the Program of Studies.
   1.4 Reflect the neighborhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts.

2. The Principal shall:
   2.1 Consult with the Superintendent, and with parents, regarding the issues to be covered, the materials to be used and the approach to instruction in the classroom.
   2.2 Ensure that staff members are prepared to provide effective program delivery.
   2.3 Ensure that students are encouraged to view all issues in the light of the Gospel and the teachings of the Catholic Church.
   2.4 Ensure that alternative learning activities are provided for excluded students.

3. The teacher shall:
3.1 Present full and fair opportunity and means for students to study, consider, organize, discuss and evaluate all sides of controversial issues including, but not limited to, political philosophies.

3.2 Protect the right of students to study pertinent controversial issues within the limits of good taste and to allow students to express personal opinions without jeopardizing their relationship with the teacher, other students, or the school administration.

3.3 Refrain from advocating partisan causes, sectarian religious views, extreme or unethical positions, or selfish propaganda of any kind through any classroom or school device.

3.4 Use caution when expressing his/her personal opinions and shall identify them as such while still encouraging students to reach their own decisions independently.

3.5 Be sensitive to the values and beliefs of individuals and groups within the community, and ensure that students are encouraged to view all issues in the light of the Gospel and the teachings of the Catholic Church.

4. Parents may request, in writing, the exclusion of their child from formal instruction or activities dealing with a particular controversial issue.

5. Parents, community members and students have the right to formally challenge the use of a particular instructional resource on the grounds of sexual, racial, ethnical, cultural, or religious stereotyping or offensiveness to community standards. The Principal shall refer the parent to Administrative Procedure 251 – Challenge to Learning Resources.

Reference: Section 18, 20, 39, 60, 61, 113 School Act
Alberta Bill of Rights
Canadian Charter of Rights and Freedoms, Constitution Act, 1982
Guide to Education ECS to Grade 12
FAMILY LIFE EDUCATION

Background

The Family Life Education Program is designed to provide students with the skills and attitudes to deal with issues relating to human sexuality and family life.

Procedures

1. District students will be provided human sexuality education in Grades 4 through 9 and in at least one (1) senior high course required of all students.

2. Principals and staff will be guided in their selection and use of materials in Human Sexuality Education by current and pertinent Alberta Education documents and by guidelines provided by the Alberta Bishops.

3. All basic curriculum and program materials for Family Life Education, Health Education, the Career and Life Management Program and Religious Education that deal with human sexuality must have the approval of the Superintendent.

4. In lieu of teaching Alberta Education’s lessons on Human Sexuality in the Health and Career and Life Management Curriculum, the lessons taught will promote the Catholic perspective where all Catholic individuals are called to defend and promote the sacredness of human life.

5. Principals are to inform parents as to the nature of the Family Life Education curriculum. Whenever possible, parents will be encouraged to support the program through communication with the school and their children.

6. Parent meetings, or communication to parents, which outline the content and the approach of human sexuality, are to be offered annually.

7. Parents may request to have their child excused from class presentations on human sexuality at any grade level. Parents who request to have their child excused are to be encouraged to provide such instruction privately.

8. The Principal, in consultation with the religious education coordinator, shall keep the Superintendent informed of all parental and staff concerns expressed about human sexuality education.
9. Alternative instructional programs shall be provided for those students who are excused from class at the request of their parents.

Reference:  Section 18, 20, 39, 50, 60, 61, 113 School Act
            Alberta Bill of Rights
            Alberta Human Rights Act
            Canadian Charter of Rights and Freedoms, Constitution Act, 1982
            Guide to Education ECS to Grade 12
Administrative Procedure 207

SEXUALLY TRANSMitted DISEASEs / AIDS

Background

The increasing prevalence of Sexually Transmitted Diseases (STDs) and Acquired Immune Deficiency Syndrome (AIDS), and the often life-threatening nature of these diseases are a cause for deep concern. The District and public health officials have a responsibility to protect the health and safety of students by providing medically accurate and timely information about STDs and AIDS.

It is equally important, however, that a complete education program that addresses the moral and ethic aspects of disease prevention be provided. Further, such a program must be consistent with our Catholic philosophy and be in keeping with the basic moral principles of respect and dignity for all human life, endeavouring to respond as Jesus did – in a way consistent with Gospel values.

Procedures

1. Formal classroom instruction on STDs and AIDS will be presented at appropriate grade levels and integrated into provincial Health and Career and Life Management Curriculum and the Religious Education and Christian Family Life Programs.

2. This information is to be presented in a Catholic, ethical context. It must be made clear to the students that the only way to avoid STDs is to do what one is morally obligated to do: confine genital sexual activity to monogamous marriage.

3. Given that much of the information about the use of condoms or other methods to avoid STDs is publicly available to students, the approved program of the District will attempt to provide the correct technical information at appropriate grade levels, using the Catholic ethical context.

4. School personnel will explain the rationale of this program to parents and to any other interested stakeholders prior to the introduction of the unit.

5. Parents will be encouraged to become familiar with the information being presented to their children at various grade levels.

6. Staff in-service sessions will be conducted initially and on an ongoing basis as required.

7. Use of community resource personnel is encouraged, as long as the presentation is done in a manner respectful of the Catholic moral and ethical position.

8. Resources used in teaching of units involving STDs/AIDS or related areas must be approved by the Superintendent and the Principal or designate. A list of approved resources will be made available to the school.
9. Parents may opt to withdraw their children from instructional classes on STDs/AIDS by written request to the teacher.

Reference:  Section 18, 20, 39, 60, 61, 113 School Act  
Alberta Bill of Rights  
Alberta Human Rights Act  
Canadian Charter of Rights and Freedoms, Constitution Act, 1982  
Guide to Education ECS to Grade 12
Administrative Procedure 208

RELIGIOUS EDUCATION

Background

The Catholic school and the Catholic parish are complementary to the family’s important role in assisting students to grow in their faith. As agents of Catholic parents, Catholic schools share the responsibility to help all students to develop unique individual capabilities in order to learn and to live, thereby experiencing humanity and the world as created by God and revealed by Jesus Christ. The achievement of the District’s mission and goals therefore requires the provision of formal religious instruction and celebration within the school.

Procedures

1. The provision of religious instruction is governed by Section 50 of the School Act.

2. All religious instruction will follow the Religious Education Program designated by the District.

3. The Principal shall:
   3.1 Be accountable for ensuring the teaching of the Religious Education Program.
   3.2 Request the support of the religious education coordinator when required.
   3.3 Encourage the organization of in-service activities in religious education within the school.
   3.4 Communicate the Religious Education Program to the school community.
   3.5 Attempt to involve a parish priest in the school, especially through celebrations in the classroom and school.

4. Staff members shall provide opportunities for students to grow into mature persons in the knowledge and love of Christ. Their actions must reflect a thorough commitment to the objectives and purposes of Catholic education.

5. The Assistant Superintendent shall advise all teachers at the time of recruitment that they must be willing to provide instruction in religious education and be prepared to participate in in-service activities where appropriate.

6. Periodic meetings involving Trustees, the Bishop, the Superintendent, the religious education coordinator, the pastor and Principals will be held to discuss how the school, the church and the community can work together as a supporting medium for the Christian formation of children.

7. Parents and students shall be advised by the Principal or designate of this Administrative Procedure and its implications when they request admission to the school.
8. Teachers shall be prepared to engage in the Religious Education Program in the school either through a formal instruction program and/or other program activities so that they may cooperate in the establishment of a Christian community in the school.

9. A student not obtaining a passing final mark of 50% in Religious Studies will be required to complete an extra module of Religious Studies to the satisfaction of the Principal.

Reference: Section 3, 18, 20, 50, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
Administrative Procedure 210

EARLY CHILDHOOD SERVICES

Background

The District may provide an Early Childhood Services Program (ECS) in each community to facilitate the transition of children from home to the school setting for children who meet the eligibility criteria for the program.

Definitions

*Early Childhood Services (ECS)* programs provide services to address the developmental needs of children before they enter Grade 1. In ECS programs, young children participate as active partners in learning, build a set of shared experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning. ECS programs provide additional support for children with special needs to assist them in reaching their full learning potential.

*Kindergarten* means one (1) component of the total ECS program funded by Alberta Education, and refers to the year immediately prior to Grade 1.

*Special needs* means a child with mild, moderate or severe disabilities, who is assessed as having a mild, moderate or severe mental disability, visual impairment, learning disability, hearing impairment, emotional/behavioral disability or a child who is gifted and talented. All children with special needs require an Individualized Program Plan (IPP).

Procedures

1. Enrolment in an ECS program is voluntary.

2. Program Unit Funding will be sought for all children that have special needs and require a wide range of supports and assistance, in accordance with Alberta Education criteria.

3. Children will be admitted into an ECS program when they have reached the age of five (5) years on or before March 1 in the year in which they are enrolling, or if they are eligible for Program Unit Funding.

4. The Principal shall act as the Program Coordinator for the ECS program in the school.

5. The Principal and staff shall ensure that the conditions required for the Program Unit Funding are met.
6. All ECS programs operated by the District are strongly encouraged to have an active Local Advisory Committee (LAC) consisting of administration, teachers and volunteer parents/guardians that acts in an advisory capacity to the Principal. In specific cases where the creation of a LAC is not feasible, the program shall attempt to provide various opportunities for parental development.

7. Evaluations of child participation in the ECS program will address the social, emotional, physical, intellectual and spiritual growth of each child. Progress reports will be made available periodically to parents/guardians.

8. Children are normally enrolled in an ECS program for one (1) year. The decision to maintain a child in an ECS program for more than one year will be made jointly by the teacher and Principal, in consultation with the parents/guardians.

9. Principals shall ensure that ECS programs serving students with special needs meet the following requirements:
   
   9.1 Screening/assessment information is maintained on file.
   
   9.2 Parents are consulted on all program placement decisions and informed of all program planning, implementation and evaluation activities directly involving their child.
   
   9.3 An Individualized Program Plan (IPP) is on file for each child with mild, moderate or severe disabilities and for gifted and talented children.

Reference:  Section 8, 18, 20, 30, 60, 61, 113 School Act
           Early Childhood Regulation 31/2002
           Guide to Education ECS to Grade 12
           Funding Manual for School Authorities
           Standards for Special Education
           Standards for the Provision of Early Childhood Special Education
           Policy 13 – Appeals and Hearings Regarding Student Matters
### AGES FOR ELIGIBILITY IN ECS PROGRAMS DEPENDING UPON STATUS OF CHILD

<table>
<thead>
<tr>
<th>Funding Status of Child</th>
<th>For funding in an ECS program, the minimum age of the child on March 1 of program year must be the greater of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severely Disabled Child</td>
<td>2 years, 6 months or 3 years less than minimum school age*</td>
</tr>
<tr>
<td>Hearing Impaired Child</td>
<td></td>
</tr>
<tr>
<td>Mildly or Moderately Disabled Child</td>
<td>3 years, 6 months or 2 years less than minimum school age*</td>
</tr>
<tr>
<td>Regular Program Child</td>
<td>4 years, 6 months or 1 year less than minimum school age*</td>
</tr>
<tr>
<td>Developmentally Immature Child</td>
<td>5 years, 6 months or minimum school age*</td>
</tr>
</tbody>
</table>

* The younger of the school entrance age as set.
  1. By the District in which the parents/guardians of the child reside, or
  2. In the School Act, which is six (6) years of age as of March 1.

Reference:  
- Section 8, 30, 60, 61, 113 School Act  
- Early Childhood Regulation 31/2002  
- Guide to Education ECS to Grade 12  
- Funding Manual for School Authorities  
- Standards for Special Education  
- Standards for the Provision of Early Childhood Special Education  
- Policy 13 – Appeals and Hearings Regarding Student Matters
ENGLISH AS A SECOND LANGUAGE (ESL)

Background

The District will provide English as a Second Language programs to eligible students who have recently arrived in Canada, and Alberta resident students who require special assistance in learning English as a second language.

Definition

*English as a Second Language (ESL)* students are defined as those who have recently arrived in Canada and Alberta resident students whose proficiency in English is not commensurate with their age or abilities, as English is not their first language.

Procedures

1. Each Principal shall code ESL students on the Education Information System for transmitting to Alberta Education.

2. The Principal shall ensure the availability of a program plan for ESL students which will:
   2.1 Encourage rapid integration of the student(s) into the school and community environment.
   2.2 Give attention to the linguistic, cultural and academic needs of the student(s).

3. ESL programs may be developed for students who do not speak English when entering District schools even though they do not qualify under the Alberta Education definition of ESL for funding purposes.

4. ESL programs shall be provided in accordance with the Alberta Education Program of Studies and appropriate ESL curricular documents.

Reference: Section 8, 9, 20, 39, 45, 60, 61, 113 School Act
Funding Manual for School Authorities
Guide to Education ECS to Grade 12
Administrative Procedure 212

FRENCH AS A SECOND LANGUAGE (FSL)

Background

Since French is one of Canada’s two official languages, many parents want their children to have opportunities to learn French. Learning French is considered important both to enhance opportunities for living and working throughout Canada and the world as well as to foster a greater understanding between French-speaking and English-speaking Canadians.

Procedures

1. Principals of all District elementary schools shall ensure the availability of French as a Second Language programs at the upper elementary level, Grades 4 to 6.

2. All elementary students will receive some instruction in the French language.

3. Time allotments for the French as a Second Language (FSL) program will be in accordance with provincial requirements.

4. Concurrent registration at the senior high school level will be in accordance with provincial requirements/guidelines.

5. School staff members are encouraged to maintain liaison with local associations/agencies having an interest in the French as a Second Language Program.

6. The content of all FSL courses will be consistent with the scope and sequence provided by Alberta Education.

7. All FSL programs will be consistent with time specifications provided by Alberta Education.

8. Student evaluation in all FSL programs shall be consistent with District administrative procedures.

Reference: Section 6, 8, 9, 10, 11, 20, 21, 45, 60, 61, 113 School Act
Section 23, Canadian Charter of Rights and Freedoms
Funding Manual for School Authorities
Guide to Education ECS to Grade 12
FRENCH IMMERSION

Background

In Alberta, parents usually have the opportunity to have their children receive instruction in the French language, regardless of linguistic background. Typically, this is done through French Language Immersion Programs that are designed to achieve functional bilingualism and promote an appreciation of the Francophone culture in the Canadian and world context while respecting the student's personal and cultural integrity.

The offering of French Language Immersion Programs is governed by Alberta Education Policy 1.5.2 – French as a Second Language and French Language Immersion.

Procedures

1. Staff members involved in the French Immersion program are required to review provincial requirements and ensure compliance.

2. Assistance from the District Office will be provided to Principals, French Immersion staff and parents for the purpose of maintaining a high quality program.

3. Students may enroll in the program starting in ECS or grade 1 and the program will be available to all those who wish to enroll.

4. For purposes of administration, personnel supervision and programming, the French Immersion programs will be an integral part of the designated schools under the supervision of the Principal or designate.

5. Only certified and preferably bilingual teachers holding valid teacher certification from Alberta Education will be placed in French Immersion programs. The District will attempt to hire personnel who demonstrate French language proficiency, knowledge of French culture and the ability to communicate effectively with both English and French speaking parents.

6. Designated French Immersion schools will organize curricular and co-curricular activities and special projects to promote and enhance the attainment of linguistic and cultural objectives.

7. French will be a language of communication in the school and English will be the language of communication with the home.

8. The content of all courses taught in the French language will be consistent with the content as prescribed in the Programme d’Etude.
9. Students enrolled in the ECS French Immersion program will receive 100% of their instruction in the French language, except in the English Language Arts classes.

10. Students will be provided a program of English Language Arts instruction for not less than:

10.1 Grades 3 to 6  Three hundred (300) minutes each week.
10.2 Grades 7 to 9  One hundred fifty (150) hours per year.
10.3 Grades 10 to 12  Not less than one hundred twenty-five (125) hours per year, or the equivalent of five (5) credits per year.

11. Wherever possible, a variety of instructional strategies will be utilized emphasizing the development of communication skills and the attainment of those skills and objectives specific to the particular courses taught in French.

12. Adequate in-service opportunities will be made available for teachers to upgrade their teaching skills, mastery of the French language and knowledge of the French culture.

13. Eligibility

13.1 ECS – No previous knowledge of French is required. It is advisable for parents of children with physical disabilities to seek professional advice before enrolling them.

13.2 Grade 1 – No previous knowledge in French is required for students who wish to enter the program in grade 1 in schools currently offering the program at that level.

13.3 Grades 2 to 12 – While it is expected that most of the students registering will have had a previous bilingual education experience, the French Immersion program will be available to those who can show sufficient oral and written ability in French to permit them to participate in a class with students already in the program. Placement will be made on an individual basis at the school level.

14. Learning Commons Facilities

14.1 Learning Commons facilities and resources will be adequate and appropriate to all courses taught. In particular:

14.1.1 A bilingual atmosphere will be promoted in the school Learning Commons within schools with French Immersion programs.

14.1.2 Authorized French and English curriculum support materials will be made available to teachers.

14.1.3 French and English audio-visual support materials will be made available to teachers.

14.1.4 Appropriate supplementary French and English language student reading books will be made available in the Learning Commons.

14.1.5 Learning Commons personnel of French Immersion program schools will encourage the involvement of teachers and students in the selection and evaluation of French and English language learning resources material.
15. Community Involvement

15.1 Parents, staff and community will be informed of the program, its goals and its progress, and will be encouraged to participate directly or indirectly in the development, implementation and evaluation of French Immersion programs.

Reference: Section 6, 8, 9, 10, 11, 20, 21, 45, 60, 61, 113 School Act
Section 23, Canadian Charter of Rights and Freedoms
Funding Manual for School Authorities
Guide to Education ECS to Grade 12
INCLUSIVE EDUCATION PROGRAMS

Background

All children can learn and reach their full potential given opportunity, effective teaching and appropriate resources. The goal of our inclusive education programming is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential. Each student belongs and is to receive a quality education no matter his/her ability, disability, language, cultural background, gender or age. The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community.

An inclusive system is supported through a continuum of specialized supports and services. The continuum of specialized supports and services refers to the expertise or skill sets required to meet the identified needs of learners and maximize the achievement of competencies through a range of intentional actions or strategies. A continuum plans for all learners and is instrumental in maximizing the success of each learner.

Every student - regardless of background, need or circumstance - must be the centre of all decisions related to his/her learning.

Definitions

In this Administrative Procedure:

*Inclusive Education* refers to the education of all students including those with mild, moderate or severe disabilities and/or those children who are gifted and talented.

*Students with special needs* means:

- Students described in Section 47(1) of the Act as being in need of special education programs because of their behavioural, communicational, intellectual, learning or physical characteristics.
- Students who may require specialized health care services.
- Students who are gifted and talented.

*Education program for a student with special needs* means a program based on the results of ongoing assessment and evaluation and includes an Individualized Program Plan (IPP) with specific goals and objectives and recommendations for education services that meet the student’s needs.

*Individualized Program Plan (IPP)* means a concise plan of action designed to address the student’s unique needs and is based on diagnostic information which provides the basis for intervention strategies. All students with special needs *including* the gifted and talented require an IPP.
Integration means the practice of meeting the physical, intellectual, social and emotional needs of students with special needs in regular classes in neighbourhood or local schools with same-aged peers and with appropriate support.

Neighbourhood or local school means the school a child would normally attend with siblings and neighbours.

Consultation means a process that gives parents/guardians of a student with special needs the opportunity to help make decisions about all aspects of placement and programming. Consultation includes conferencing and meeting with school staff.

Procedures

1. Educational Placement of Students with Diverse Learning Needs
   1.1 On a continuum, universal, targeted and individualized supports are to be put in place to ensure students are meaningfully engaged in learning the interrelated attitudes, skills, facts, procedures and principles that are required for success at school, at home and in the community.
      1.1.1 Within a flexible and responsive learning environment, diversity must be embraced and celebrated, and must be planned for by ensuring that curriculum is relevant.
   1.2 Children with diverse learning needs are to be provided with services in the most enabling environment. Therefore, educating students with diverse learning needs in regular classrooms in neighbourhood or local schools shall be the first placement option considered by the District, in consultation with students, parents/guardians and school staff.
   1.3 A range of placements is to be provided in order to meet the diverse and unique needs of students. The range of options may include placement in:
      1.3.1 A regular classroom with appropriate support and program modification.
      1.3.2 A small group for instruction within the regular classroom or on a withdrawal basis.
      1.3.3 Highly Supportive Learning classrooms.
      1.3.4 Residential program in a hospital facility or other provincial institution.
   1.4 Placement in an alternate setting is to be provided when such a placement is in the best interests of the student.
   1.5 Parents/guardians and students must be informed about the choices available to them, and be actively involved in discussions with teachers and administrators about placements and programs.

2. Parental Approval for Placements
   2.1 A Highly Supportive Learning classroom placement for students is only to be implemented if the parents or guardians provide formal written approval.
   2.2 The District is ultimately responsible for making placement decisions that are in the best interests of individual children and of all the children they serve.
3. Appeals

3.1 Parents may not be in agreement with the placement or program after certain compromise measures have been discussed or taken. The following appeal procedures shall then apply:

3.1.1 Parents wishing a review of the situation will make a written request to the Assistant Superintendent.

3.1.2 The Assistant Superintendent shall review the matter with the school administration and staff involved.

3.1.3 The Assistant Superintendent will convene a case conference of all involved persons and the parents for review of recommendations.

3.1.4 If program or placement change is recommended and agreeable to the parents, the Assistant Superintendent shall arrange implementation.

3.1.5 If program or placement recommendations are not acceptable, the parents are advised that they may make an appeal to the Superintendent.

3.2 Appeals to the Superintendent

3.2.1 Appeals will be heard by the Superintendent within thirty (30) days of the appeal referral date.

3.3 Parents may have the right to appeal a program or placement decision in accordance with Board Policy 13 – Appeals and Hearings Regarding Student Matters.

Reference: Section 8, 18, 20, 23, 45, 47, 48, 60, 61, 62, 96, 113, 123, 124, 125 School Act
Student Record Regulation 225/2006
Guide to Education ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education
Administrative Procedure 215

EDUCATION OF ADULTS WITH SPECIAL NEEDS

Background

Providing appropriate programming to adult students with exceptional education needs may require the offering of appropriate special education programs.

Procedures

1. Education programs may be provided to adult students with special needs who are 18 years of age or older by September 1 of the school year, provided such a program is feasible and is considered to be in the best interest of the student.

2. Exceptions to the termination of special education programs for disabled adult students who are 19 years of age or older as of September 1 will be reviewed by the Superintendent. The following factors will be considered:
   2.1 Sufficient enrolments.
   2.2 Program suitability.
   2.3 Availability of resources.

3. The District will provide a minimum of one (1) year’s notice of its intent to terminate special education programming for a disabled adult by advising the students, the parents or guardians, the Chairperson of the Regional Coordinating Committee for the Education and Training of Disabled Adults and the appropriate official in Alberta Education.

Reference: Section 8, 18, 20, 23, 45, 47, 48, 60, 61, 62, 96, 113,123, 124, 125 School Act
Student Record Regulation 225/2006
Guide to Education ECS to Grade 12
Standards for Special Education
CAREER AND TECHNOLOGY STUDIES (CTS)

Background

The District recognizes the value of the Career and Technology Studies curriculum in assisting students to develop technology-related skills and to begin serious exploration of career options. In 1989 a review of the practical arts programs in the province was undertaken. Based on the results of consultation and research, a framework for a new CTS program was established in 1990. Course development was undertaken, and effective September 1997, a new CTS program replaced the former practical arts program, including courses in business education, home economics, industrial arts and vocational education. The CTS curriculum was developed to enhance the relevance and credibility of existing optional programs, and to expand access to these programs for all junior and senior high school students.

There are 22 different strands in CTS. Each strand is comprised of a group of courses designed to support positive career and occupational opportunities for students. Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Learnings developed in core and complementary courses are reinforced and enhanced throughout the CTS curriculum. The framework and overview of the CTS curriculum is contained in the CTS Manual for Administrators, Counsellors, and Teachers. Each strand has a manual called the CTS Guide to Standards and Implementation (GSI) that describes specifics for each of the courses available within that strand. Each GSI contains Student Learning Guides (SLG) that includes information and direction that will help students attain the expectations defined in a specific CTS course. Each SLG is designed to be used by students under the direction of a teacher.

In general, strands relate to selected industry sectors, including goods-producing industries such as agriculture, manufacturing, and construction, and service-producing industries such as business, health, and finance. Learning within any particular strand may involve similar tools and technologies, clientele, working environments, products and processes.

The CTS program is level based, not grade based, and thus can be started by students at different entry points. Courses in each strand are organized into three (3) levels:

- **Introductory level courses** help students build daily living skills and form the basis for further learning.
- **Intermediate level courses** provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.
- **Advanced level courses** refine expertise and help prepare students for entry into the workplace or a related post-secondary program.
Procedures

1. In accordance with Administrative Procedure 505 – Student Fees, Principals may establish cost recovery fees for materials used in the delivery of various CTS courses at both the junior and senior high school levels.

2. Junior High School CTS Programs
   2.1 Junior high students can access up to 450 hours of instruction in CTS throughout their junior high school years.
   2.2 CTS programs offered at the junior high level are to be designed by combining components of courses within and across strands to enable students to explore a wide range of career options.
   2.3 District students will not receive high school credits for prior learnings in CTS programs. The design of CTS program offerings in junior high school is to be exploratory in nature, and not include all of the outcomes required for a CTS course at the high school level.
   2.4 Course names used in junior high school are to be generic in nature, and not reflect the actual course name or seven (7) character alphanumeric code name used in senior high school. For example, if three different levels of junior high programs in woodworking are offered, the programs could be called Woods 1, Woods 2, and Woods 3. In senior high school, woodworking falls under the Construction Technologies strand.
   2.5 An Assessment Summary Page (or equivalent information sheets) shall be provided to all junior high students who have completed CTS complementary programs. These CTS summary sheets are to form part of the Career Planner that is required of all junior high students as a component of the health curriculum, and provide useful data for high school CTS teachers in determining prior CTS learnings of junior high school students.

3. Senior High School CTS Assessment
   3.1 Assessment of student achievement in senior high school is based on successfully demonstrating all of the general outcomes to the standard defined for each competency.
   3.2 Each CTS strand has a scope and sequence chart that identifies prerequisite courses and a recommended sequence for students to progress through the Introductory, Intermediate, and Advanced level courses. For example, Food Basics FOD1010 is a prerequisite course that students must complete before they can take other courses in the Foods strand.
   3.3 CTS course tracking and record keeping at the high school level shall be complemented with student portfolios. Section G of each GSI contains sample assessment tools that describe the outcomes for each course. These may be useful in developing checklists for the different courses.
4. Senior High School CTS Reporting

4.1 Principals shall report student achievement in CTS courses to the Educational Information Exchange (EIE) on the basis of individual one (1) credit courses, using the seven (7) character alphanumeric codes provided on the scope and sequence chart for each CTS strand.

4.1.1 When a student achieves all the outcomes for a course, one (1) credit is awarded, a “COM” for completed is indicated, and a mark of 50% or greater is reported.

4.1.2 When a student has completed at least one-half of the course material and/or attended at least one-half of the classes, and then drops the course, a “W” for withdrawn is reported, no percentage mark is recorded, and the course is flagged “yes” for funding.

4.1.3 When a student drops out of a course before covering one-half of the course material or attending one-half of the classes, a “W” for withdrawal is reported, no percentage mark is recorded, and it is flagged “no” for funding. Principals may choose not to report courses that fall under this category.

4.1.4 When a student finishes the course but has a mark of less than 50%, an “I” for incomplete is recorded, no percentage mark is submitted, and the course is flagged “yes” for funding. Principals must keep a record of all student work completed for auditing purposes.

4.1.5 If a student utilizes course challenge procedures and has acquired the necessary outcomes for a specific course from prior learnings, a “P” for pass is recorded and the course is flagged under the “challenge” coding, which is eligible for 20% CEU funding.

5. Senior High School CTS Course Challenge

5.1 In accordance with Administrative Procedure 365 – Course Challenge, a Principal may recognize prior learnings from junior high school by using course challenge assessment strategies that may include one (1) or more of the following:

5.1.1 Traditional comprehensive examination.

5.1.2 Teacher observation over two or three (2 or 3) classes.

5.1.3 Teacher evaluation of a student’s portfolio or work sample.

5.1.4 A student’s demonstration of skills through performance of set tasks.

6. Apprenticeship Training Credit

6.1 Articulation agreements have been established between CTS strands and a number of the Alberta Apprenticeship Training Programs, including automotive service technician, carpenter, cook, hairstylist, welder, cabinet maker and electrician.
6.2 Through these agreements, students who complete required CTS courses that are taught by qualified journeyman and who successfully challenge appropriate theory and practical examinations may qualify for a portion of the trade’s in-school training and/or on-the-job credit within the trade.

Reference:
- Section 18, 20, 39, 54, 60, 61, 113 School Act
- Student Record Regulation 225/2006
- Guide to Education ECS to Grade 12
- Off Campus Education Guide for Administrators, Counsellors and Teachers, 2000
- Registered Apprenticeship Program: Information Bulletin February 2003
- Freedom of Information and Protection of Privacy Act
- Section 75 Employment Standards Code
- Labour Relations Code
- Occupational Health and Safety Act
- Worker’s Compensation Act
- Youth Criminal Justice Act
OFF-CAMPUS EDUCATION

Background

Off-campus education is an opportunity for students to use the community as a resource for schooling. The purpose of off-campus education opportunities is to help the students acquire knowledge, skills and attitudes and gain practical experience related to life skills and career opportunities.

Procedures

1. Principals shall ensure that they are familiar with, and comply with the Guide to Education regarding Off-Campus Education.

2. Off-Campus Education programs will be supervised by a designated teacher-coordinator.

3. The annual Application for Approval of Work Sites/Stations shall be completed by the Principal or designate, preferably in the spring for the following year. This form shall be approved and signed by the Principal.

4. The Agreement for Off-Campus Education Program shall be signed by the employer, the student worker, the parent and teacher-coordinator.

5. The completed original and signed annual Application for Approval of Work Sites/Stations and the Agreement for Off-Campus Education Program shall be on file at the school before students are placed in work sites/stations.
   5.1 Protection under the Workers Compensation Act and the Board’s liability insurance policy is not in effect, nor are employers exempt from paying the minimum wage, until the Application for Approval of Work Sites/Stations is approved.

6. The Principal shall submit to the Superintendent the following information before the implementation of the school’s Off-campus Education program:
   6.1 A copy of the annual Application for Approval of Work Sites/Stations.
   6.2 A list of all students participating in the program and their program placements.

7. In the case of a student working after 6:00 p.m. or on the weekend, the teacher-coordinator shall make available to the student and the employer a telephone number where an individual responsible for the program can be reached.

8. The supervising teacher-coordinator shall contact the work site/station a minimum of once a month over the period of the off-campus placement.

9. The Principal and supervising teacher-coordinator shall ensure that supervision is provided for students in off-campus placements.
10. The Principal shall prepare an annual evaluation report and submit it to the Superintendent by June 30. The report shall include:

10.1 Enrollment figures for off-campus education including work experience courses, work-study programs, and the Registered Apprenticeship Program.

10.2 Problems encountered over the year and the methods used to deal with them.

10.3 Innovations to the programs.

10.4 Feedback received from businesses/employers.

11. The off-campus education procedures will be kept current and systematically reviewed under the direction of the Superintendent, based on consultation with Trustees, Principals, the Teacher/Board Advisory Committee, teachers, students, parents, or other stakeholders as appropriate.

11.1 The review process will be undertaken every three (3) years or sooner if the need arises and a timeline will be established for the completion of the revisions.

12. The off-campus education teacher-coordinator shall submit Workers’ Compensation claim forms to the Superintendent. The Superintendent will insert the proper Alberta Education Account Code and then submit the forms to the Workers’ Compensation Board with a copy of the approved “Approval of Work Sites/Stations”. A copy of the material will also be sent to Alberta Education.

Reference:  Section 18, 20, 39, 54, 60, 61, 113 School Act  
Section 75 Employment Standards Code  
Freedom of Information and Protection of Privacy Act  
Student Record Regulation 225/2006  
Labour Relations Code  
Occupational Health and Safety Act  
Worker’s Compensation Act  
Youth Criminal Justice Act  
Guide to Education ECS to Grade 12  
Off Campus Education Guide for Administrators, Counsellors and Teachers, 2000  
Registered Apprenticeship Program: Information Bulletin February 2003
Administrative Procedure 218

SPECIAL PROJECTS

Background

Special project credits are designed to recognize work undertaken by senior high school students on an individual or small group basis. They provide opportunities for students to pursue activities tailored to their specific interests or abilities but not within the scope of the regular curriculum or the programs being offered in the school.

Procedures

1. Students may enroll in Special Projects 10, 20, or 30. Special Projects 20 and Special Projects 30 do not have prerequisites.

2. Each project shall be carried out under the supervision of a teacher.

3. The opportunity to obtain special project credits shall be available to all students, including those attending an authorized summer program. This does not mean that if an individual or a small group of students develop a specific proposal, that all students are to be able to participate in that particular project.

4. Special projects must be structured so that they allow students to:
   4.1 Become involved with the selection, design, planning and organization of the project.
   4.2 Pursue activities in which they have considerable interest or ability but which are beyond the scope of the regular curriculum or programs offered in the school.

5. Students are required to submit a clearly planned proposal to the Principal for approval on the Special Projects Course Application. The proposal shall include the following eight (8) elements:
   5.1 A description or outline of the project.
   5.2 The number of hours of work expected to complete the project.
   5.3 Method by which the project would be carried out.
   5.4 A description of the expected results.
   5.5 Evaluation procedures as outlined by a teacher.
   5.6 An expected completion date.
   5.7 Name of the supervising teacher.
   5.8 Signatures of student, parent, supervisor, and Principal or designate.

6. The content of the special project need not be related to a specific school subject. If it is related to a specific school subject, the content of the project shall be distinct from and in addition to regular course requirements.
7. In instances where a student enrolls in more than one (1) special project, credits shall not be approved unless the projects vary substantially from year to year or demonstrate increased levels of proficiency.

8. Projects shall be completed and reported to the Principal prior to the conclusion of the semester or full term.

9. Students who successfully complete projects are granted three (3) credits for 62.5 hours of work or five (5) credits for 125 hours of work in any one (1) semester, or full term, on the approval of the Principal. Special projects may also be offered for 1, 2 or 4 credits.

10. A student completing Special Projects 30 may use these credits to partially fulfill the ten (10) credits in any 30-level courses graduation requirement for the Alberta High School Diploma.

11. Special project credits shall not be awarded for student activities that would be considered a normal part of the extracurricular or co-curricular activities generally offered by a school. This would include such things as school sports teams, school government, and after school part-time jobs. Participation on community teams including ball, soccer, hockey, swimming, etc. are not to be considered for special project credits.

11.1 However, leadership activities associated with some of the above activities may be considered for special project credits.

11.2 4-H activities may qualify for special project consideration if all procedures herein are followed. However, simply belonging to a 4-H club does not make a student eligible for special project credits.

12. Educational trips outside the province or country organized through the school may be eligible for special project consideration by individual students or a group of students, provided all procedural requirements herein are met.

12.1 When such trips are organized, students who are not applying for special project credits shall have equal access to go on the trip as do individuals or small groups of students who submit a proposal that includes the trip as part of their project.

13. Where a special project takes a student off-campus, the provisions of Administrative Procedure 216 – Career and Technology Studies (CTS) shall apply. The worksite shall be registered with the Approved School Worksite listing.

Reference: Section 20, 39, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
Administrative Procedure 219

LOCALLY DEVELOPED/ACQUIRED COURSES AND AUTHORIZED JUNIOR AND SENIOR HIGH SCHOOL COMPLEMENTARY COURSES

Background

Locally developed and acquired junior and senior high school complementary courses permit school staff to be innovative and responsive to local and individual student needs through the development and authorization of courses at the local level.

Procedures

1. Locally developed/acquired and authorized junior and senior high school complementary courses are governed by Alberta Education Policy 1.2.1. District approval of these courses will be through the Office of the Superintendent.

2. Prior to development, a study will be conducted to ensure that:
   2.1 A proposed course will be chosen by a reasonable number of students.
   2.2 Materials for implementation of the program are accessible.
   2.3 Teachers are available to deliver the course.

3. A request for the approval of the Superintendent of a locally developed or acquired course shall include:
   3.1 Philosophy and rationale.
   3.2 Learner expectations.
   3.3 Specific content outline.
   3.4 Special facilities required.
   3.5 Identification of and proposed treatment of controversial course components.
   3.6 Degree to which the course complements, but avoids overlap with, provincially developed courses.
   3.7 Plan for assessing student achievement.
   3.8 Plan for course evaluation, monitoring and revision.

4. Locally developed courses shall be offered only after approval has been given by the Superintendent.

5. The course outline will be forwarded to the Superintendent for approval by May 31 for the first semester, or December 31 for the second semester.
6. The resources required for the development and implementation of new courses shall be determined by each site administrator.

7. Prior to school site implementation, all courses will be piloted, evaluated and, if necessary, revised.

8. All District-sponsored locally developed courses become the property of the District and the District retains copyright for these materials.

9. The Superintendent will reauthorize all locally developed courses in accordance with Alberta Education Policy 1.2.1.

Reference: Section 3, 28, 39, 50, 60, 61, 113 School Act
Guide to Education, ECS to Grade 12
ALTERNATIVE PROGRAMS

Background

Parents, the child’s first and most influential teachers, have a life long interest in their child and a right and responsibility to make decisions about their child’s education. In order to exercise that right and responsibility, parents need to have choices in the kind of education their child will receive.

Alternative programs, pursuant to the School Act, Section 21, that emphasize a particular language, culture, religion or subject-matter or that use a particular teaching philosophy should be made available where numbers warrant and when financially feasible.

The District is responsible to ensure that all students have an opportunity to meet the standards set by the Minister and to achieve the educational outcomes determined by the District; therefore, the District is responsible for student outcomes, for assessing student achievement, and for monitoring results in all programs.

Procedures

1. A School Council or an organization of parents and/or community members may request that the District provide an alternative program.

2. Written applications shall be made to the District in writing no later than February 1 in the school year prior to program commencement. The application shall provide:

   2.1 Details about the proposed alternative program.
   2.2 Projected enrollment.
   2.3 Information regarding services and resources being requested.
   2.4 Proposed arrangements for student accommodation.
   2.5 Any transportation requirements.

3. Alternative program requests which, in effect, seek to circumvent or limit the governance authority of the Board will be rejected.

4. The District may designate an alternative program to operate within a school building where regular educational programs are offered or in a separate building.

5. Where an alternative program is offered within a school, the District shall maintain the integrity and viability of the regular education program.

6. The District may restrict enrollment in an alternative program to maintain the integrity of the regular education program or if there is insufficient space in that school.
7. Any alternative programs authorized by the District shall be under the direction of the Principal operating the regular education program.

8. The Principal of an alternative program shall ensure that the alternative program is operated in accordance with the requirements of the School Act, Alberta Education policy and regulations, and District procedures.

9. An alternative program advisory body (as approved by the District) may be maintained to work with and advise the Principal in matters related to the alternative program. This body will work through the School Council in matters not specified in this Administrative Procedure and are to endeavour to have a representative on the School Council executive.

10. The District will seek the recommendation of the alternative program advisory body regarding the employment and assignment of staff to an alternative program.

11. All staff employed or assigned to teach or work in an alternative program shall be employees of the District, and shall:
   11.1 Enjoy the same privileges and benefits extended to all other employees through District policies, procedures and applicable collective agreements.
   11.2 Be subject to all District policies, procedures and the requirements of the School Act.

12. Alternative programs shall provide courses of study and education programs prescribed by the Minister or approved by the District and may not use any course, education program or instructional materials prohibited by the Minister or the District.

   12.1 The alternative program advisory body, in consultation with the Principal, shall be responsible for selecting curriculum resources, acceptable to the Minister and to the District, to be used in the program.

13. For budget purposes, the students enrolled in an alternative program shall be considered to be part of the general school population.

14. The District may charge parents a fee for the purpose of defraying all or a portion of:
   14.1 Any non-instructional costs that may be incurred by the District in offering an alternative program.
   14.2 Any instructional material costs that are in addition to the costs incurred by the District in providing its regular education program.

15. Parents of students wishing to enroll in an alternative program must become familiar with the program philosophy and rules established by the District and the alternative program advisory body.

Reference: Section 8, 21, 22, 39, 45, 49, 60, 61, 113 School Act
           Guide to Education ECS to Grade 12
DISTANCE LEARNING

Background

It is important that the students of the District be provided with as varied and comprehensive educational program as possible. However, in many schools, there are a number of constraints that limit the number of courses or programs that might be offered in any single year. Although students are encouraged to complete as much of their programs as possible within the classroom setting, distance learning courses provide acceptable programming alternatives.

Procedures

1. The Principal is responsible for approving the registration of students in all distance learning courses.

2. Students shall be reimbursed for 100% of the tuition fee paid for distance learning courses provided that:
   
   2.1 Severe timetable conflicts prevent a student from taking a required course during a particular school year.
   
   2.2 Limited student enrolments prevent the school from offering a required course during a particular school year.
   
   2.3 A student is unable to attend a District school on a regular basis because of chronic illness or infirmity.
   
   2.4 The Principal recommends student enrolment in a distance learning course due to extenuating circumstances.
   
   2.5 A student in a home schooling program is enrolled in a distance learning course.

3. Partial payment may be provided, in an amount to be determined and approved by the Principal, for tuition fees for distance learning courses in the following circumstances:

   3.1 A student wishes to take an optional course that is not usually offered by the school.
   
   3.2 A student prefers to take a particular course by distance learning rather than in the regular classroom.
   
   3.3 A student wishes to take a course over the summer to either upgrade a final standing, or complete a required credit.

Reference: Section 8, 12, 20, 39, 45, 60, 61, 113 School Act
Guide to Education: ECS to Grade 12
GUIDANCE AND COUNSELLING SERVICES

Background

The District will provide guidance and counselling services to all students primarily through Family Outreach Workers. These services will be designed to enhance student attitudes and values and will include individualized, small-group or class activities that assist students in three (3) key areas:

• Educational.
• Personal/social.
• Career development.

The guidance and counselling services may be developmental, preventative or crisis-oriented.

Procedures

1. Staff members shall become familiar with Alberta Education documents and requirements dealing with guidance and counselling services—in particular, the Comprehensive School Guidance and Counselling Programs and Services.

2. An approach that focuses on prevention and development, rather than individual crisis situations, with the intention of providing services to the maximum number of students, teachers, parents and administrators, will be promoted.

3. The Principal shall:

   3.1 Ensure that a team approach is used.
   3.2 Ensure guidance and counselling services are an integral part of the school program.
   3.3 Be responsible for coordinating communication when other agencies are involved in the counselling process.
      3.3.1 Team members include the Principal, Family Outreach Worker, teachers and community agencies, as required.

4. Family Outreach Workers are members of the teaching staff to which they are assigned, and are directly responsible to the Principal.

5. Referrals may be made to service providers outside of the school, for cases that are deemed beyond the individual Family Outreach Worker’s scope of competence, or where counselling services are not available.

6. All members of the school counselling team shall follow confidentiality rules, except as required by law or when it is clearly not in the best interests of the student.
7. The Principal shall be responsible for determining program delivery and the evaluation of Family Outreach Workers.

8. The Principal shall provide time, resources, and support to ensure that the objectives of the comprehensive guidance and counselling program are achieved.

9. Students, parents, staff and community members shall be kept informed about the comprehensive guidance and counselling services.

Reference: Section 20, 39, 45, 60, 61, 113 School Act
Freedom of Information and Personal Privacy Act
Personal Information Protection Act
Guide to Education ECS to Grade 12
Comprehensive School Guidance and Counselling Programs and Services, 1997
Administrative Procedure 250

LEARNING COMMONS

Background

An effective integrated learning commons, supported by a wide range of carefully selected learning resources, can enhance the learning opportunities for students.

Procedures

1. The Principal shall ensure that the learning commons provides a comprehensive collection of materials for student use that meets the following criteria:
   1.1 Stimulates growth and knowledge, literary appreciation, aesthetic values and ethical standards.
   1.2 Provides information that will allow students to make considered judgments.
   1.3 Provides students with a perspective of our Canadian society and its many facets to show clearly the contributions of varied ethnic groups to our social, political, economic and creative life.
   1.4 Provides students with a global perspective.
   1.5 Seeks a balance between fiction and non-fiction works as recommended by Alberta Education.

2. The Principal shall ensure that the learning commons maintains an up-to-date listing of appropriate library selection catalogues.

3. The Principal shall encourage the application of new technology systems and establish procedures for improving the efficiency and effectiveness of the learning commons.

4. The selection of learning materials will comply with Administrative Procedure 205 – Controversial Issues and Materials and provincial requirements.

5. The Principal shall ensure that parents, students and members of the community have an opportunity to challenge the appropriateness of certain materials in the learning commons or in the school as per Administrative Procedure 251 – Challenge to Learning Resources.

6. The Principal and learning commons personnel, in cooperation with classroom teachers, shall plan together for the integration of the learning commons and classroom instructional program in the school.

7. Wherever possible, professional direction and coordination of the learning commons is to be facilitated by a teacher with the assistance of library technicians, library clerks or teacher aides within the system.

Reference: Section 18, 20, 39, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
Administrative Procedure 251

CHALLENGE TO LEARNING RESOURCES

Background

Parents, community members and students are to have the opportunity to bring their concerns with the use of certain materials in the classroom, available in the learning commons or found in the school. In order that these concerns may be dealt with in a professional and efficient manner, an opportunity must be provided to have these concerns dealt with in an organized and public manner.

Procedures

1. The right of the parent to have a child excluded from classroom instruction and/or the learning resources must be respected. The parent must make the request for exclusion to the Principal in writing.

2. A member of the school community, wishing to request a review of a learning resource, must first bring the matter to the attention of the Principal.

3. The complainant shall be informed by the Principal of the particular place the questioned materials occupy in the educational program and their intended usefulness. The Principal may involve appropriate District personnel in the explanation of the materials selection procedure, criteria and the qualifications of those persons selecting the materials.

4. In the event the complainant is unable to resolve the concern at the school level, the complainant may file a letter of appeal with the Superintendent. All of the objections to the learning materials must be stated in the letter.

5. The Superintendent will notify the complainant by letter of his/her decision and provide to the complainant a copy of Board Policy 13 – Appeals and Hearings Regarding Student Matters.

6. If the complainant is not satisfied with the decision of the Superintendent, the matter may be appealed to the Board.

7. The Board will hear the appeal in accordance with Board Policy 13 – Appeals and Hearings Regarding Student Matters.

Reference: Section 18, 20, 39, 60, 61, 113 Education Act
Guide to Education ECS to Grade 12
FIELD TRIPS AND EXCURSIONS

Background

The provision of opportunities for every student “to achieve academic excellence and to grow spiritually, socially, emotionally and physically in a Christ-oriented environment” involves learning-focused, growth-oriented activities that may occur beyond school walls or outside the school day. Effective school staff actively seek curricular and extra-curricular programs and opportunities that will enhance the growth and development of their student. In doing so, they need to evaluate the learning or development potential of such programs or activities and to plan their execution carefully, incorporating appropriate risk management strategies into their planning considerations. Care must therefore be taken to ensure that field trips and excursions are organized in a manner that maximizes educational benefit and ensures the protection and safety of students.

Procedures

1. The District’s Field Trip Manual provides detailed procedures for staff members to follow with regard to field trips and excursions involving District students.

2. Field trips and excursions shall:
   2.1 Relate specifically to courses or programs authorized under the Alberta Program of Studies (curricular), to accepted practice in Alberta Schools (extra-curricular) or to the District mission.
   2.2 Reflect appropriate fiscal restraint and consideration for District and family resources as well as fund-raising undertakings.
   2.3 Consider local and regional opportunities wherever they are feasible.
   2.4 Ensure, at the planning stage, responsible attention to the safety and wellbeing of students by making provision for adequate supervision and the minimization of risk, and in the specific context of physical activities by incorporating relevant precautions as advised in the Safety Guidelines for Physical Activity in Alberta Schools.
   2.5 Require the written approval of the Principal and, where inter-provincial or international travel is involved, the additional written approval of the Superintendent.
   2.6 Require the written consent of parents.
   2.7 Require the application of the provisions of the School Act and relevant provisions of District standards of behaviour.
   2.8 Reflect, in the complexity of procedures and regulations, appropriate considerations for the nature and the level of risk (low, moderate, high) in the activity.
   2.9 Ensure that an effective means of recording and reporting of any or all activities is maintained in each school.
2.10 Be confirmed by the District’s insurers as eligible for coverage under the District’s insurance program. Activities which are determined to be ineligible will not be authorized or otherwise permitted.

Reference: Section 1, 12, 18, 20, 45, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
Traffic Safety Act
Safety Guidelines for Physical Activity in Alberta Schools
Safety Guidelines for Secondary Inter-School Athletics in Alberta
Physical Education Safety Guidelines
Youth Safe Outdoor Field Trip Safety for Alberta Schools
FIELD TRIP MANUAL

Lakeland Roman Catholic School District #150

Opening Hearts, Minds and Doors
EXTRA-CURRICULAR ACTIVITIES

Background

Student participation in extra-curricular activities provides opportunities to develop wholesome attitudes, leadership skills, good human relations skills and experience that will support students' roles as citizens. The greatest value can be derived from extracurricular student activities when such activities are developed and encouraged through cooperative participation among the student body, staff and interested community members.

Procedures

1. The Principal and staff are responsible for encouraging the development of an extracurricular program that meets the diverse needs of the student population and addresses a wide variety of interests, including athletics, fine arts, academics, etc.

2. Elementary and junior high school programs will strive to develop extra-curricular programs that encourage wide participation and a less competitive philosophy.

3. The formation of students' unions, student clubs and other student groups to promote or pursue specialized athletic, academic, cultural, community service or social activities is encouraged.

4. All student clubs/organizations sanctioned by the Principal must have:
   4.1 Adequate supervision.
   4.2 Established student leaders.
   4.3 A brief statement of its major purposes/goals.
   4.4 Records of its meeting/activities.
   4.5 Acceptable procedures for the management, expenditure and accounting of any funds that are raised.

5. Student participation in extra-curricular activities must be on a voluntary basis.

6. Principals are responsible for establishing specific procedures to govern the operation of their extra-curricular programs.

7. Extra-curricular transportation shall meet with the requirements of Administrative Procedure 260 – Field Trips and Excursions.

8. Activities arranged for students by the School Council must be approved by the Principal.

9. The Principal is responsible for the operation of extra-curricular programs, for setting fees, for accounting for all funds received and expended.
10. All extra-curricular activities (athletic, dramatic, musical, etc.) shall be carried forward throughout the year on a self-supporting basis.

11. Teacher’s/coach’s expenses associated with zone and provincial competitions will be met by school, Students’ Union or student fees.

Reference: Section 1, 12, 18, 20, 45, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
Traffic Safety Act
Safety Guidelines for Physical Activity in Alberta Schools
Safety Guidelines for Secondary Inter-School Athletics in Alberta
Physical Education Safety Guidelines
Youth Safe Outdoor Field Trip Safety for Alberta Schools
HOME EDUCATION

Background

The provision of a home education program is governed by the School Act and provincial regulations. The District is prepared to accept the responsibility for the supervision of a student on a Home Education program if the parent agrees in writing to meet the requirements of the District and Alberta Education Policy 1.1.2 and Alberta Regulation 126/99. District-wide supervision of Home Education programs has been delegated to the Assistant Superintendent.

Procedures

1. All staff members involved with home education programs shall become familiar with the provincial policies and adhere to the requirements.

2. A parent requesting that the District supervise a home education program shall provide a completed Home Education Regulation Notification Form (Appendix).

3. If the parent submitted Home Education Regulation Notification meets the requirements, the Assistant Superintendent shall provide for the necessary program supervision and assessment of student achievement and assign the student to a school in the District.

4. The Principal of the school to which the student is assigned shall be responsible for monitoring and reviewing the home schooling program.

5. The Principal shall:
   5.1 Provide for the assessment of the student’s achievement on a regular basis and communicate those results forthwith to the parent.
   5.2 Notify the parent if there are any deficiencies in the program and/or the student’s achievement.
   5.3 Make recommendations to the parents to assist the student in increasing his/her level of achievement.
   5.4 Inform the parents of their responsibility to submit an annually updated Home Education Program Plan at the beginning of the school year.
   5.5 Advise parents that student enrolled in home education must take the provincially administered achievement and diploma tests unless the student has been exempted by the Superintendent.
   5.6 Inform parents of the arrangements made for the writing of the provincial examinations and make arrangements for the supervision of the writing of Distance Learning Centre examinations and diploma exams at the secondary level.
6. The Principal will complete the Alberta Education Age/Grade/Sex forms for assigned students, include the students in enrollment counts and month-end reporting, and any other related student information forms.

7. Home Education Funding

7.1 Section 8 of the Alberta Education Home Education Regulations 126/99 outlines the manner in which the 50% parent portion of the student grant monies may be utilized.

7.2 The Assistant Superintendent shall determine the necessary rental fees and the Secretary Treasurer shall disburse funds to parents as required by provincial policy and regulations.

7.3 The cost of the ADLC materials is paid from the 50% home education grant provided to parents.

7.4 Parents choosing distance learning programs other than those from the ADLC will be provided the 50% of the home education grant provided by Alberta Education to cover the cost of the program.

7.4.1 This percentage may be adjusted at the discretion of the Assistant Superintendent based on individual program needs.

7.5 Parents may choose not to accept funding.

8. Termination

8.1 The Assistant Superintendent, upon the recommendation of the Principal may, in writing, terminate the program and direct the student to a school if:

8.1.1 The student is failing to achieve at an acceptable rate.

8.1.2 The home education program does not meet or comply with provincial or District requirements.

8.2 The termination of a home education program by the Assistant Superintendent may be appealed in accordance with Board Policy 13 – Appeals Regarding Student Matters.

8.3 When a home educated student wishes to be readmitted to a District school, or when the program has been terminated and the student directed to a school, the Principal and the Assistant Superintendent shall be responsible for determining the appropriate educational placement.

9. The District Office shall maintain a file containing all of the decisions and information regarding a student on a Home Education program.

10. The Assistant Superintendent will ensure the maintenance of a “master register” of home education students and the schools to which they have been assigned.

11. The Principal will encourage students on Home Education programs to participate in local school programs, such as field trips and extracurricular activities, and provide them with access to school facilities, such as Learning Commons and computer, provided that the student can be appropriately supervised, and to provide instructional materials in return for a rental fee.
12. Participation on High School Athletic Teams

12.1 Home schooling students must be registered by September 30 of the current year, with the school they will be playing for, to be eligible for high school Alberta School Athletic Association (ASAA) participation. The following additional criteria must also be met:

12.1.1 The student must reside in the attendance area of the school in which the student will participate.

12.1.2 The Principal of the school must approve the student’s involvement in the extracurricular program.

12.1.3 The student must comply with all eligibility requirements of the school.

12.1.4 The student must comply with all eligibility rules and regulations of the Alberta Schools Athletic Association.

Reference: Section 8, 29, 39, 45, 123, 124, 125 School Act
Alberta Bill of Rights
Child, Youth and Family Enhancement Act
Alberta Human Rights Act
Home Education Regulation 145/2006
Canadian Charter of Rights and Freedoms
Guide to Education ECS to Grade 12
Home Education Handbook
Government of Alberta

HOME EDUCATION REGULATION NOTIFICATION FORM

The personal information collected on this form is collected pursuant to the provisions of Section 33(c) of the Freedom of Information and Protection of Privacy Act, R.S.A 2000, cF-25, the Student Record Regulation, A.R. 225/2006 and Section 2 of the Home Education Regulation, A.R. 145/2006 (in the case where the collection is done by an associate board) and pursuant to the provisions of the Personal Information Protection Act, the Private Schools Regulation, A.R. 190/2000 and Section 2 of the Home Education Regulation, A.R. 145/2006 (in the case where the collection is done by an associate private school) for the purposes of: (a) notifying a School Board or an Accredited Private School that a parent wishes to educate a student in a home education program, (b) verifying that a student is eligible for a home education program, (c) and for providing further particulars on the home education program in which the student will be participating so that the associate board or accredited private school can supervise the program to ensure compliance with the School Act. This information will be treated in accordance with the Freedom of Information and Protection of Privacy Act and the Personal Information Protection Act as applicable and depending on whether the personal information is in the custody of an associate board or an associate private school. Should you have any questions regarding this activity, please contact Zone 6 Services Branch, Alberta Education at 10044-108 Street, Edmonton, Alberta, T5J 5E6 phone: 780-427-5381.

Alberta Education does not require parents who complete a Notification Form to complete a registration form for the associate board or associate private school. Parents choosing blended programs may be required by the school to complete additional forms.

Part A and B must be completed by the parents and submitted to the proposed associate board or associate private school.

Part C must be completed by the associate board or private school. Parents must be notified in writing of the decision of the associate board or private school to supervise or continue to supervise the home education program within 15 school days of the associate board or private school receiving the Notification Form.

Part D must be completed by the parent and submitted to the proposed associate board or associate private school. This part relates to the required descriptions of those components of the proposed Home Education Program that relate to Learning Outcomes referred to in the Home Education Regulation.

PART A Student Information

1. Notification of Intention to Home Educate with a new associate board or associate private school.
2. Notification of Renewal of Intention to Home Educate with the same associate board or associate private school.

1. Legal Surname ___________________________ Legal Given Name(s) ___________________________

2. Birthdate: ____________________
   (mm / dd / yyyy)
   Gender (M/F): ______

3. Registration Date: ___________________
   (mm / dd / yyyy)

5. Student Also Known As: ___________________________ Surname ___________________________
   (To be provided by the school)

6. The name of the student's parent (as defined in the School Act, Section 1(1)(q) and (2)):
   (last name) Mother ___________________________ (first name) Mother ___________________________
   Home Phone ___________________________ Work/Fax ___________________________

   (last name) Father ___________________________ (first name) Father ___________________________
   Home Phone ___________________________ Work/Fax ___________________________

   Family E-mail Address: ___________________________
   Alberta Education I.D. # ___________________________

   (To be provided by the school)
PROGRAM EVALUATION

Background

Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.

Procedures

1. The Principal has the primary responsibility for the evaluation of programs in the school.

2. The Superintendent has the primary responsibility to carry out program evaluations at the District level.

3. Evaluations will be used to make decisions in regard to:
   3.1 The maintenance, modification or discontinuation of existing programs.
   3.2 The need for the development and implementation of other programs.
   3.3 The ways in which existing or proposed objectives can be achieved in a more efficient manner.

Reference:  
Section 18, 20, 39, 60, 61, 77, 78, 113 School Act  
Guide to Education ECS to Grade 12  
Results-Based Budgeting Act  
Policy and Requirements for School Board Planning and Reporting  
School Authority Planning and Reporting Reference Guide
PROFESSIONAL RESEARCH / PUBLISHING

Background

Educational research, including surveys, questionnaires and experimentation, can increase knowledge and help improve educational practices.

Procedures

1. The major criteria to be considered in accepting or rejecting a project shall include:
   1.1 Individual rights of students and staff will not be compromised as a result of the project.
   1.2 The conduct of the project must not impede or detract from the educational program.
   1.3 The proposed study and methodology offer reasonable potential to produce high quality data that could positively impact education and/or student learning.

2. A research proposal must include an ethics review conducted by the Ethics Review Committee of the institution that the researcher is affiliated with.

3. The Superintendent will review, evaluate and approve all research projects conducted in the District.

Reference: Section 20, 60, 61, 113, 116 School Act
STUDENTS 300
Administrative Procedure 300

STUDENT ENTRANCE AGE

Background

The District makes programs available to all students who are of legal age to attend school. It is important that a uniform school entrance age be established for Early Childhood Education (ECS) and Grade 1 programs.

Procedures

1. A child may attend an ECS program offered by the District if the child will be five (5) years of age on or before March 1 of that school year.

2. A child turns six (6) years of age on or before March 1 of the current school year shall be admitted into the Grade 1 program.

3. Legal proof of birth must be shown at time of registration.

4. The Superintendent will review requests for exemptions to the established school entrance ages and approve or reject these requests based on their individual merits.

5. Students who transfer into the District and have been enrolled in ECS or Grade 1 in the school jurisdiction where they previously resided shall be enrolled at that level.

Reference: Section 3, 8, 13, 14, 15, 20, 30, 44, 45, 60, 61, 113 School Act
ATTENDANCE OF NON-ALBERTA STUDENTS

Background

The attendance of non-Alberta students in District schools is a means of fostering national and international goodwill and providing valuable learning experiences for participants, guests and hosts. A tuition fee will be charged in respect of an individual who attends a District school and is not a resident student of an Alberta school jurisdiction or part of a reciprocal student exchange program.

Definitions

*Foreign student* refers to a student whose parents are citizens of and reside in another country. A foreign student is not eligible for provincial funding.

*Visiting student* is defined as a foreign student who is studying in Alberta under an arrangement made by private organization. A visiting student is also not eligible for provincial funding.

*Exchange student* refers to a student on a reciprocal exchange program (i.e. an Alberta student exchanges places with a student from another country). A student on a reciprocal exchange program is eligible for provincial funding. The District further defines an exchange student is a student from outside of Alberta that is involved in an exchange with a District student for a period up to one (1) school year.

*Non-resident student* as defined by the Alberta Education Funding Manual for School Authorities is an individual:

- From a foreign country who is attending school in Canada under a student authorization issued by the Government of Canada and whose parent(s)/guardian(s) reside in a foreign country (and are not Canadian citizens).
- From another province who travels into Alberta on a daily basis to attend school in Alberta.
- Who attends a school in Alberta and whose parent(s)/guardian(s) reside in another province.
- Who attends a school in Alberta on a non-reciprocal exchange program.

Procedures

1. Exchange Students

   1.1 The admission of an exchange student shall be contingent on the following:

      1.1.1 A foreign exchange student is in possession of a student visa.

      1.1.2 The school has available space and a suitable educational program.
1.1.3 The school fees charged an exchange student shall be the same as those charged to a resident student.

1.1.4 The cost of the tuition for the program in which the student is enrolled may be waived.

2. Non-resident Students

2.1 A student that resides in Canada may be admitted to a District school by the Principal if:

2.1.1 The school has available space and a suitable educational program.

2.1.2 The student pays the non-Alberta Canadian student fee that is set annually by the Board.

2.2 A foreign student shall be admitted to a District school if:

2.2.1 The student has been able to obtain Landed Immigrant Status, or a Student Visa through Canadian immigration authorities.

2.2.2 The Principal is satisfied that the student has satisfactory language skills to be able to benefit from the educational program.

2.2.3 The Principal is satisfied that the student is prepared to meet attendance and conduct requirements.

2.2.4 The student pays the fee that is set annually by the District.

2.3 The fees for non-resident students will be determined in the following manner:

2.3.1 The fee set by the Board will be divided by 200 and then multiplied by the number of days that the student was enrolled.

2.3.2 A processing fee of $100 will be charged and retained should a registration be cancelled before classes commence or a student discontinues attendance after classes commence.

2.4 In those cases where a non-resident student applies in writing to attend a District school, the application shall be accompanied by the processing fee.

2.5 The Principal shall advise all non-resident student applicants of their acceptance or non-acceptance in writing.

3. Principals shall report to the Secretary Treasurer all exchange and non-resident students registered in their schools.

4. The Assistant Superintendent shall ensure that appropriate documentation is maintained including a current certificate of good health from a certified Canadian physician prior to admission.

5. Notwithstanding the other procedures, the Principal may choose to accept visiting students, registered with a recognized exchange program, without assessing tuition fees under the following conditions:

5.1 The Principal recognizes that no grants will be received for this student.

5.2 No costs, other than the loss of tuition fees, will be incurred by the school.

5.3 Textbook fees and material fees will be paid by the student.
5.4 If bussing is required, it will be provided only if there is an open seat on the bus.

5.5 The classes available to the student will be limited to ones which have space available and for which prerequisite learner expectations are apparent.

5.6 Any second language instruction must be privately arranged and paid for by the student.

Reference: Section 3, 8, 13, 14, 15, 20, 30, 44, 45, 60, 61, 113 School Act
            International School Partnership Bulletin 3.4.1
            International Student Bulletin 3.4.2
            Student Exchange Bulletin 3.4.3
Administrative Procedure 302

ADMISSION OF NON-CATHOLIC STUDENTS

Background

The schools operated by the District exist to serve the educational needs of the residents of the District. District schools have a legal mandate to offer the programs prescribed by Alberta Education and the mandate to do so within the context of the Catholic Church’s mission to educate the whole person in the name of Jesus Christ. The overall educational program in District schools must be based on the Catholic concept of the human person, and the objectives and purposes of education, as stated by Alberta Education, must be set in this total Christian concept.

The Congregation for Catholic Education, 1988, declared that the distinctiveness of the Catholic school is its religious dimension, and that is to be found in the:

- Educational climate.
- Personal development of each student.
- Relationship established between culture and the Gospel.
- Illumination of all knowledge with the light of faith.

The documents of Vatican II state that, as Catholics, we are called to unity with all believers. We are invited by our Church’s teachings to respond to the concept of ecumenism and appreciate the giftedness of other religious traditions.

It is recognized that many parent(s)/guardian(s) of the pluralistic and believing community, some of whom are not of the Catholic faith, are seeking an education that includes the spiritual and moral, as well as the cognitive, social and physical domains.

Procedures

1. The District welcomes the children of parent(s)/guardian(s) who wish them to:

   1.1 Participate in the academic, social, physical and religious education program offered in the District’s schools.

   1.2 Be educated in the context of the Catholic community, which is a sign of the reign of God as revealed in Jesus Christ.

   1.3 Receive all the benefits and assume all the responsibilities of membership associated with membership in the Catholic school community.

2. The Principal shall, on receiving a request for admission from the parent of a non-Catholic student, interview the parents to ensure that they understand that their children will be expected to participate in all prescribed school programs, including the formal Religious Studies program.
3. The Principal shall make the decision to admit the student dependent on student and parent(s)/guardian(s) commitment to respect the Catholic faith and activities within the school, sufficient resources, facilities and programs, as defined by the appropriate District policies and procedures regarding facilities, class size and staffing.

4. The Principal shall sign the application form and place it into the student’s cumulative record file.

5. If the student is accepted for admission into a District school, a School Registration Form is provided for the parent(s)/guardian(s) who wish to enrol their children in District schools.

Reference: Section 3, 8, 13, 14, 15, 20, 30, 44, 45, 60, 61, 113 School Act
Administrative Procedure 303

INDEPENDENT STUDENTS

Background

A student may be legally defined as "independent" upon reaching the age of sixteen (16), and is entitled to exercise all available rights and powers as well as receive all available benefits under the School Act.

Procedures

1. It is the responsibility of the student to initiate the process in order to be declared an independent student.

2. The independent student status of the student may be revoked upon written notice from the Principal if the student returns to live with his/her parent(s)/guardian(s).

3. An independent student is entitled to exercise all the rights and powers; receive all the benefits; and is subject to all the obligations under the School Act that the student's parent(s)/guardian(s) are entitled to exercise, receive or be subject to. The student's parent(s)/guardian(s) shall not exercise those rights, receive those benefits or be subject to those obligations.

4. A student who wishes to be declared independent shall make written application to the Principal and include the following:
   4.1 Statement of age, which must be sixteen (16) or older.
   4.2 Statement of residence that is not the same as the parent(s)/guardian(s) address.
   4.3 Statement from parent(s)/guardian(s) declaring the student independent.
   4.4 Statement from student outlining a plan for maintenance.

5. Upon receipt of a completed application, the Principal shall review and sign the form to indicate receipt of it, before placing in the student's file.

6. Independent students are subject to all other admission requirements for the District as outlined in Administrative Procedures 300 – Student Entrance Age, 301 – Attendance of Non-Alberta Students and 302 – Admission of Non-Catholic Students.

Reference: Section 3, 8, 13, 14, 15, 20, 30, 44, 45, 60, 61, 113 School Act
Administrative Procedure 305

SCHOOL ATTENDANCE AREAS

Background

In order to assist in the efficient operation of the District and the optimal utilization of school facilities, school attendance boundaries may be established. School attendance areas will also define transportation service areas.

Procedures

1. Where school attendance boundaries have been established, a student will normally be required to attend the school designated for that area.

2. Changes to school attendance boundaries will come into effect prior to September 30 in any given year.

3. If a change in location of residence occurs in the month of September, the child may transfer to the school within whose boundaries the new residence is located.

4. If a change in location of residence occurs after the month of September, the child may complete the school year without transfer, provided the following conditions are met:
   4.1 It is requested by the parent(s)/guardian(s).
   4.2 The approval of the Principal has been obtained.
   4.3 There are no inconveniences to school operation.
   4.4 There are no additional costs for transportation to the District.

5. In individual cases where it appears to be in the interests of the student or the school or both, the Superintendent may approve a student's transfer to another school.

6. A Principal may admit a student designated to another school attendance area.

7. When a student is admitted into a school outside of his/her designated attendance area, the parents will be responsible for transportation at their own expense.

Reference: Section 13, 20, 30, 44, 45, 51, 60, 61, 113 School Act
Administrative Procedure 310

STUDENT SUPERVISION

Background

Principals are responsible for arranging appropriate supervision of students.

Procedures

1. Principals are responsible for arranging noon hour supervision and where appropriate, morning and afternoon recess supervision within the school. They are also responsible for ensuring that order and discipline in the school and on school grounds are maintained.

2. Teachers shall receive, whenever possible and mutually agreed, a daily, uninterrupted, duty free lunch break of not less than thirty (30) minutes.
   2.1 The lunch break time period shall be between 11:00 a.m. and 2:00 p.m.
   2.2 Supervisory schedules and duty free lunch periods may be varied by mutual agreement and approval of the Principal.

3. School support staff and/or adult volunteers may be used as supervisors. A teacher must remain in charge, be on duty and assume responsibility for the supervisory functions.
   3.1 School support staff and/or adult volunteers shall report directly to the responsible supervisory teacher.

4. These responsibilities shall not be in conflict with the Collective Agreement.

Reference:  Section 8, 12, 18, 20, 22, 24, 25, 27, 45, 60, 61, 113 School Act
           Safety Guidelines for Physical Activity in Alberta Schools
           Supporting Safe, Secure and Caring School in Alberta (1999)
           A Safe Place: Creating Peaceful Schools (1994)
Administrative Procedure 311

ACCIDENT PREVENTION

Background

The safety of District students, staff and volunteers is of paramount importance.

Procedures

1. Staff members will be encouraged to acquire first-aid certification.

2. The Principal is responsible for ensuring that the school building and grounds are maintained in a safe condition.

3. All staff members, both teaching and support, have the responsibility of immediately reporting unsafe conditions to the Principal.

4. The Principal shall take steps to immediately correct the unsafe condition, and if the unsafe condition cannot be remedied immediately, the Principal must report the situation to the District Office.

5. The Principal shall be responsible for the supply and maintenance of first-aid equipment.

6. The Principal shall develop schedules for supervision by staff for both inside and outside the school.

7. The Manager of Operations & Facilities shall be responsible, on an annual basis, to discuss safety concerns regarding equipment, school grounds, and school buildings with the Principal or designate.

8. The Principal shall ensure that all student accidents are documented on the Incident/Accident Report form (Appendix) immediately after the accident, and a copy of the report forwarded to the District Office.

9. The Principal shall ensure that all employee and volunteer accidents are documented on the appropriate forms immediately after the accident, and a copy of the report forwarded to the District Office.

10. Appropriate medical assistance for the student must be obtained immediately.

11. When a student is involved in an accident or medical emergency, every reasonable effort shall be made to immediately notify the parents or guardians.

12. Teachers in classes requiring special safety features shall ensure that students comply with the safety requirements of the class before participation in the activities of the class.
13. Parent(s)/guardian(s) are responsible to inform the Principal of any medical problems that a student may have in order for the Principal and teachers to take preventative measures to ensure the safety of the student, as per Administrative Procedure 316 – Administering Medical Treatment to Students.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Occupational Health and Safety Act
INCIDENT/ACCIDENT REPORT

Lakeland Catholic Board of Education No. 150
Conseil des écoles catholiques du Lakeland
4810 - 46 Street, Bonnyville, Alberta T9N 2R2 Tel: (780) 826-3764 Fax: (780) 826-7576 www.lcsd150.ab.ca

Incident/Accident Report

Assumption Jr/Sr High
St. Dominic
Notre Dame High
Holy Cross Elementary
Notre Dame Elementary
Dr Bernard Brosseau
Holy Family Catholic

Date: _____________________________

The following are the particulars concerning an accident which occurred at the school indicated above:

Name of student: _______________________ Grade: _________
Teacher: _____________________________

Name of parents or guardian: ____________________________________________
Address: ______________________________________________________________

Particulars of accident, including how it took place, nature of injuries, aid given and names of chief witnesses.

a) Date/time when the accident occurred:

Parents or Guardians informed? Yes ______ No: ______
By: _____________________________

Did student require further medical attention? Yes ______ No: ______

Report Submitted by: ___________________________ (Staff Member) ___________________________ (Principal)

Follow-up Report:

If medical intervention is required submit a copy to Superintendent. Prepare in duplicate. The original is to be sent to Superintendent on the day of the accident. The other copy retained by the school.

August 12, 2011

(This form is to be emailed to ssowski@lcsd150.ab.ca)
ASSISTING A STUDENT IN CASE OF ACCIDENT OR ILLNESS

Background

A staff member may be required to administer emergency first aid treatment to a student in order to preserve the life or physical well being of the student. This is a natural extension of the school personnel’s duty to exercise reasonable care and skill in attending to the safety, health and comfort of students. First aid assistance shall continue to be provided until the student is placed in the care of the parents or qualified medical practitioners.

Procedures

1. In the event of serious injury or accident to a student, the following procedures shall be adhered to:
   1.1 The staff member will apply first aid treatment if required and practical, and if the staff member is competent to do so.
   1.2 If there is any doubt about the extent of the injury, the student will not be moved, but made as comfortable as possible and kept warm until expert assistance is secured.
   1.3 In all instances of serious injury, the staff member will stay with the injured student and direct a responsible person to notify the parents as soon as possible.
   1.4 If practical and possible, the paramedics will be called to arrange for treatment and transportation of the student to the nearest medical facility.
   1.5 In the event that paramedics are not available (i.e. on camping trips, excursions, etc.), appropriate arrangements will be made to access medical attention or transport the injured student to a medical facility.
   1.6 Parents will be contacted as soon as possible.

2. Under no circumstances will employees of the District give legal consent for medical treatment to students in their charge. In the event medical treatment is refused by a medical practitioner because of lack of valid consent, the employee shall:
   2.1 Defer to the opinion of the medical practitioner.
   2.2 Advise the Principal of the problem and the recommendation of the medical practitioner.
   2.3 Continue to attempt to contact the parents.

3. The Principal shall inform the Superintendent immediately in the event a student is seriously injured.
   3.1 A complete report shall be filed with the Superintendent within 24 hours of the accident.
4. Students that become ill at school or incur an injury must not be sent home unless the parents have been informed.

5. The Principal shall ensure that a proper record of minor accidents and/or injuries is maintained at the school.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Occupational Health and Safety Act
ADMINISTERING MEDICAL TREATMENT TO STUDENTS

Background

District employees do not generally possess the expertise to determine the need for, or the appropriate means of, administering medical treatment to students. Nevertheless, a staff member may be required to administer medication or emergency first aid treatment to a student in order to preserve the life or physical well-being of the student. This is a natural extension of the school personnel’s duty to exercise reasonable care and skill in attending to the safety, health and comfort of their students.

Employees may, from time to time, encounter situations that necessitate taking immediate action supportive of a student’s physical well-being. Staff members who render assistance to a student who is ill, injured or unconscious as a result of accident or emergency will be protected from legal action as outlined in Section 2 of the Emergency Medical Aid Act (Appendix A).

Procedures

1. Administration of Medication or Emergency First Aid to a Student

   1.1 In situations relating to the medical treatment of students, the District recognizes that its employees are subject to the responsibilities inherent in the common law doctrine of "in loco parentis". Specifically, in loco parentis requires that:

      1.1.1 An employee act as would a reasonable and prudent parent(s)/guardian(s) in the same circumstances and conditions.

      1.1.2 The employee does not have all of the authority that a parent(s)/guardian(s) would have; e.g. employees do not have the authority to provide consent for the medical treatment of a student.

      1.1.3 The employee recognizes the limitations of his/her ability to provide direct assistance.

2. Scope of Routine Medical Services

   2.1 The level of service provided by District staff for students requiring routine medical attention will be determined by application of the following criteria:

      2.1.1 The attending physician may indicate in writing that:

          2.1.1.1 The service requested is of such a simplistic nature that a lay person (i.e. Teacher, Student Assistant) could successfully perform the function.

          2.1.1.2 The service has to be performed during regular school hours and/or approved school activities.
2.1.1.3 The service is critical to the well-being and functioning of the student.

2.1.1.4 No other reasonable alternative service is available (i.e. through the health region, Community Health Services).

2.1.2 The Principal deems that appropriate resources are available and that the services will not be disruptive to the educational program.

3. Administration of Prescription and Non-Prescription Drugs to Students

3.1 Principals shall ensure that staff members monitoring the administration of any medication are informed in advance concerning possible reactions which may occur and the appropriate procedures to follow. Parents or guardians are to be consulted as necessary.

3.2 Kindergarten to Grade 9 students will not be permitted to self-administer prescription drugs or have such drugs in their possession.

3.3 All prescription drugs must be kept under lock and key in the Principal's office and only administered by a designated individual who has been properly trained to administer the drug(s).

3.4 District staff members will not administer prescription drugs to K to 9 students without written parental/guardian permission as provided on the Medication Use Form (Appendix C).

3.5 The Principal shall monitor all administration of prescription drugs, during the school day or during an extracurricular or co-curricular activity.

3.6 Kindergarten to Grade 8 students shall not self-administer any type of prescription or non-prescription drug such as aspirin or Tylenol.

3.6.1 Administration of aspirin or Tylenol will only take place at school with the written permission of the parent(s)/guardian(s).

3.6.2 In special circumstance the parent(s)/guardian(s) may verbally authorize school staff to administer non-prescriptive drugs such as aspirin or Tylenol.

3.7 For Grades 9 to 12 students, parental/guardian permission must be obtained before school staff may administer any non-prescriptive drug such as Tylenol or aspirin.

4. Life-Threatening Medical Conditions

4.1 The Principal, through registration procedures and in consultation with parent(s)/guardian(s) shall attempt to identify any students who are subject to medical conditions which may be life-threatening and who, therefore, may require specific medical attention.

4.2 Having secured advice in such cases, the Principal shall attempt to ensure that all who may be involved with the student (i.e. school staff members, volunteers, school bus drivers and substitutes) are informed concerning any required emergency procedures.

4.3 All students known to have a life-threatening allergy are to have available an Epi-Pen to be used for such an emergency. Epi-Pens and other forms of adrenalin are prescribed by a physician.
4.4 Specific instruction by medically qualified personnel should be sought for staff members who may be required to apply respiratory equipment or give injections (i.e. severe allergic reactions, etc.).

4.5 Prevention measures will be taken at all schools to minimize the risk of allergen exposure of an anaphylactic individual without depriving the individual of normal peer interactions and placing unreasonable restrictions on the activities of other school personnel.

4.6 Refer to Appendix B: Epinephrine Administration.

4.7 In circumstances involving an emergency of an anaphylactic individual, the exposed individual will be given Epi-Pen and transferred to the hospital and given medical treatment even if a parent or guardian is not available to give consent. Permission to administer Epi-Pen and transport is to be included on the parent consent form.

5. Record of Administration of Medication

5.1 Where staff members are designated by the Principal to administer or monitor medication, it is essential that medical directions be obtained and followed explicitly and that adequate records are kept.

5.2 Records are to include:

5.2.1 Student’s name.
5.2.2 Name of medication or preparation.
5.2.3 Prescription number.
5.2.4 Physician.
5.2.5 Prescribed dosage during school hours.
5.2.6 Observed dates and times of consumption.
5.2.7 Notes of any related incidents, if applicable.
5.2.8 Reactions, if any.
5.2.9 Breaks in routine, if any.
5.2.10 Related communication with parents, guardian or physician.
5.2.11 Extenuating circumstances.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Occupational Health and Safety Act
ATA Provision of Medical Services to Medically Fragile Students
Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association
EMERGENCY MEDICAL AID ACT
CHAPTER E-9

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

Definitions
1. In this Act,
   a) Physician means a person who is registered as a medical practitioner under the Medical Profession Act;
   b) Registered health discipline member means a person who is registered under the Health Disciplines Act;
   c) Registered nurse means a person who is a registered nurse under the Nursing Profession Act.

RSA 1980 cE-9 s1; RSA 1980 cH-5.1 s34; 1983 cN-14.5 s126; 1984 c53 s27

Protection From Action
2. If, in respect of a person who is ill, injured or unconscious as the result of an accident or other emergency,
   a) A physician, registered health discipline member, or registered nurse voluntarily and without expectation of compensation or reward renders emergency medical services or first aid assistance and the services or assistance are not rendered at a hospital or other place having adequate medical facilities and equipment, or
   b) A person other than a person mentioned in Clause (a) voluntarily renders emergency first aid assistance and that assistance is rendered at the immediate scene of the accident or emergency,
   c) the physician, registered health discipline member, registered nurse or other person is not liable for damages for injuries to or the death of that person alleged to have been caused by an act or omission on his part in rendering the medical services or first aid assistance unless it is established that the injuries or death were caused by gross negligence on his part.

RSA 1980 cE-9 s2; RSA 1980 cH-5.1 s34; 1984 c53 s27
Repealed RSA 1980 c7(Supp.) sl.
EPINEPHRINE (ADRENALIN) ADMINISTRATION

Epi-Pen is Epinephrine in a disposable spring-loaded self-injectable syringe with a concealed needle.

Directions:

1. Place the black tip on the outer thigh, at a right angle to the leg. (Can be administered through clothes.)

2. Pull off the grey safety cap. (This prepares the injector to be triggered.)

3. Press hard into thigh until auto-injector mechanism functions.
   3.1 Restrain the individual, if necessary.
   3.2 Hold in place for fifteen (15) seconds, while counting slowly.
   3.3 Do not release pressure when the Epi-Pen clicks—keep right on outer thigh until fifteen (15) seconds have elapsed.
   3.4 Remove unit.
   3.5 Massage injection area for ten (10) seconds.

4. After injection, immediately phone for ambulance and transport to Emergency Department.

5. A second or subsequent injection may be necessary if medical care is not immediately available.

6. Dispose of used Epi-Pen unit in a safe place.

7. Periodically check the expiration date on the medication and whether it has become discoloured.

Reference:  Section 18, 20, 45, 60, 61, 113 School Act
          Emergency Medical Aid Act
          Occupational Health and Safety Act
          ATA Provision of Medical Services to Medically Fragile Students
          Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association
# MEDICATION USE FORM

**Medication Use Form**

1. Students needing occasional medications are to take those medications at home if possible. Medication prescribed three times a day can be given before the student comes to school, after school and at bedtime.
2. Medications to be given at school must be accompanied by the completed Medication Use Form. All medication must be turned in to the principal. Medication without proper identification will NOT be given.
3. Staff members may assume the responsibility for monitoring the administration of medication as per District Policy.

**Student’s Name:** __________________________    **School:** __________________________

| I hereby give my permission to the staff at ______________________ school to dispense medication prescribed by Dr. ____________________ for my child, beginning __________________; ending __________________. (date)       (date) |
| Name of medication or prescription number: __________________________ |
| Name of drug store: __________________________ |
| Prescribed dosage during school hours: __________________________ |

| Physician’s Signature __________________________ | Parent’s/Guardian’s Signature __________________________ |
| Date: __________________________ | Date: __________________________ |

| Observed consumption | Time: __________________________ | Date: __________________________ |
| Indicate reactions, related incidents, side effects of medication: __________________________ |
| Communication with parents or physician (if any): __________________________ |
| Extenuating circumstances (if any): __________________________ |

| Teacher’s/Aide’s Signature __________________________ | Date: __________________________ |

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Lakeland RCSSD No. 150
Updates: May/2015

Administrative Procedures Manual
PEDICULOSIS (LICE)

Background

The District recognizes the concern represented by the transmission of pediculosis in schools and therefore encourages close communication between school staff, parent(s)/guardian(s) and public health nurses regarding the detection and resolution of instances of pediculosis. Care will be taken to protect the individual from undue invasion of privacy.

Procedures

1. School staff shall work with public health authorities and School Councils to describe and then communicate to the parent(s)/guardian(s) both preventative and remedial procedures for dealing with instances of pediculosis. The Appendix to this procedure is recommended as a reference.

2. Students will not be permitted to return to school until they have undergone a recommended course of treatment.

3. If there are ongoing concerns about particular cases not responding or being compliant with therapy, then the Principal or designate shall inform the Public Health Authority of these concerns.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Public Health Act
HEALTH INFORMATION: PEDICULOSIS (HEAD LICE)

What are head lice?
Head lice are small greyish insects the size of a sesame seed that can live on a person’s head. They do not jump or fly, but they move quickly. Lice lay tiny grey-white eggs (nits) that stick to hair very close to the scalp. An adult louse can live for one to two (1 to 2) days away from the head.

How are head lice spread?
Lice are spread through head to head contact with someone who has lice or by sharing personal items such as hairbrushes or hats. Anyone can get lice. Lice is not a sign of being ‘unclean’ or having poor hygiene. Lice are very common in daycares and schools. Heal lice may be annoying or embarrassing, but do not harm your health.

What are the symptoms of head lice?
Symptoms of lice may include:

• Constant itching of the head.
• Red marks on the scalp.

Nits (1mm long) can be seen firmly attached to hair (don’t confuse with dandruff, which is easily brushed off). Lice are hard to see.

How are head lice prevented?

• Teach your child not to share combs, hats, headgear, etc.
• Check your child’s head every week. Look carefully for nits or lice around the temples, behind the ears and at the back of the neck.
• If you think your child may have lice, but are unsure, contact a healthcare professional.
• Treat lice as quickly as possible and take time to remove nits after treatment.
• Discretely tell all possible contacts (i.e. schoolmates, daycare workers) so they can be checked or treated.
• All family members should check their hair, but treat only those who actually have lice.

After an outbreak of lice, soak combs and brushes for one hour (1) in hot water. Bedding, hats, toys, etc. is to be washed in hot water and dried on a hot dry cycle, dry cleaned, or sealed in plastic bags for two (2) weeks. Do not use fumigant sprays because they can be harmful.

How are head lice treated?
You can buy anti-lice shampoo or lotions at a pharmacy. Read and follow directions carefully, as products can be harmful if used incorrectly or too many times.
• Apply to clean hair only. Wash hair with shampoo only (do not use conditioner or combined shampoo/conditioner) and dry well.

• Apply enough of the lice shampoo/lotion to soak the hair (long hair may need more than one (1) bottle).

• Leave the product in for the amount of time noted on bottle (usually ten (10) minutes) – not longer.

• Do not use conditioner or shampoo for two (2) days after treatment.

Remove nits from hair with a fine-tooth comb or by pulling them out with your fingernails. Put the nits in a bag and throw it out. It may take several days to remove all the nits. A child can return to school/daycare after the lice are treated with anti-lice shampoo/lotion.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Public Health Act
Administrative Procedure 320

STUDENT RECORDS

Background

Student records are maintained in order to provide accurate, up to date background information for making important educational decisions such as grade promotion/retention, program assignment and assisting students who have special educational needs. Student records must be maintained in accordance with Alberta Education requirements and kept in a format that protects the privacy of the student in accordance with the Freedom of Information and Protection of Privacy Act.

Procedures

1. Principals are required to establish and maintain on file a student cumulative record for each student enrolled in their schools.

2. A student's record shall consist of the following information:

   2.1 Student identification data:
      2.1.1 Date of birth.
      2.1.2 Legal name.
      2.1.3 Citizenship.
      2.1.4 Sex.

   2.2 Name of parent(s)/guardian(s).

   2.3 Address and telephone numbers of parent(s)/guardian(s).

   2.4 Resident status.

   2.5 Eligibility and desire for education under section 23 of the Canadian Charter of Rights and Freedoms.

   2.6 Schools, grades, programs attended, levels of achievement/progress and attendance history.

   2.7 Relevant health information.

   2.8 Results of diagnostic tests, achievement tests and diploma examinations conducted by or on behalf of the Province.

   2.9 Standardized tests under any testing program administered by the District to all or a large portion of the students.

   2.10 A notation to indicate special education services, if any.

   2.11 An Individual Education Plan or Individual Program Plan, if one has been developed.
2.12 A summary report of any formal intellectual, cognitive, social or emotional evaluation of the student, the name of the person who conducted the evaluation, the date conducted and action taken as a result of the evaluation.

3. A student record shall not include:

3.1 Psycho-educational assessment instruments and protocols.

3.2 Information of a sensitive nature, which in the opinion of the Superintendent would be injurious to the student if disclosed.

3.3 Notes and observations that are prepared by and for the exclusive use of a teacher or Principal, and that are not used in program placement decisions.

3.4 Any information relating to a report or an investigation under the Child, Youth and Family Enhancement Act.

4. Student records shall be updated annually.

5. Student records shall be stored in a secure location.

6. Disclosure of Student Records

The contents of a student record are not to be disclosed except:

6.1 Where an employee or agent of the District requires the information to better meet the educational needs of a student.

6.2 With the written permission of the parent(s)/guardian(s) if the student is less than sixteen (16) years of age.

6.3 With the written permission of the parent(s)/guardian(s) or student if the student is sixteen (16) years of age or older.

6.4 With the written permission of the Minister.

6.5 Where required by law pursuant to a court order, subpoena, warrant or other appropriate legal document.

6.6 In accordance with the District's procedures for transfer of records as noted in section 8.

7. Review of Student Records

A student record may be reviewed in accordance with the following:

7.1 A parent(s)/guardian(s) of a student if the student is younger than sixteen (16) years old, by the student and parent(s)/guardian(s) if the student is sixteen (16) years of age or older, or by an independent student.

7.2 An individual who has access to the student by order made under the Divorce Act of Canada.

7.3 Where a student record contains psycho-educational information that has been provided by a person who has recognized expertise or training, the individuals referred to in 7.1 and 7.2 above are entitled to review such information. This information will only be reviewed at a time when a person who is competent to explain and interpret the information is available.
7.4 When a student record has been reviewed, the date and name of the reviewer shall be recorded in the record.

7.5 If any information is challenged as being inaccurate or incomplete, the reviewer shall record the challenge or correction in the student record.

7.6 In the case of an unresolved dispute, the Principal may refer the matter to the Superintendent.

8. Transfer of Student Records

8.1 Within the District, the student record shall be forwarded to the receiving Principal upon written request.

8.2 Within Alberta, the Principal of the school from which the student has transferred shall, on receipt of a written request from the receiving Principal, send the record.

8.3 Outside of Alberta, the Principal of the school from which the student has transferred may, on receipt of a written request from the receiving Principal, send a copy of the student record.

9. Retention of Student Records

9.1 A student record shall be kept for at least seven (7) years after the student ceases to attend a school operated by the District or until the record has been forwarded to another school in Alberta.

9.2 When a student transfers to a school outside Alberta, the student record shall be kept seven (7) years after the date the student could be expected to have completed Grade 12 if the student had not transferred from the school.

9.3 After a student record has been kept for the required amount of time, it shall be shredded.

10. An annual review of student record procedures will be carried out by the Superintendent or designate.

Reference: Section 15, 23, 39, 40, 41, 43, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Public Health Act
Social Development Act
Vital Statistics Act
Youth Justice Act
Section 23 Canadian Charter of Rights and Freedoms
Youth Criminal Justice Act
Freedom of Information and Protection of Privacy Regulation 200/95
Student Record Regulation 225/2006
YOUR OFFENDER RECORDS

Background

The Young Offender Information Sharing Protocol, a joint agreement entered into by Alberta Education and Alberta Justice, allows for the administering and sharing of the management of information about a student with young offender status in the school system. The protocol ensures that those who need to know have access to records concerning a student’s young offender status. The goal of the protocol is to help to ensure school safety and support a coordinated and collaborative case management approach to the rehabilitation of students with young offender status. It also specifies procedures for sharing of information between Alberta Justice and Alberta Education to assist with preparation of disposition reports or to ensure compliance with court orders.

The Superintendent has been designated as the individual to receive the information from Alberta Justice and to ensure disclosure is limited on a need to know basis as a breach of confidentiality carries legal and professional consequences.

Procedures

1. The Superintendent may seek relevant information regarding a specific student that has young offender status in order to:
   1.1 Protect the safety of students and staff.
   1.2 Assist Alberta Justice with the preparation of disposition/other reports.
   1.3 Ensure compliance with court orders.

2. The Superintendent may seek relevant information from the youth justice system regarding information regarding a specific student file including:
   2.1 Any offenses or a prior record of offenses that result in concerns about the safety of staff and students in jeopardy.
   2.2 Recommendations for reducing the risk of violence and increasing the level of safety.
   2.3 Patterns of behaviour that may signal the onset of activity that could affect safety.
   2.4 Individuals or groups of persons who may be at risk from the student.
   2.5 The identity of other youths who were convicted along with the youth as a result of gang activity.

3. The Superintendent has the authority to request from youth justice personnel additional information such as:
   3.1 Disclosure of pertinent psychological assessments.
   3.2 Additional information that will assist school personnel in providing an educational program for the student and creating an appropriate environment for that program.
4. The Superintendent will only disclose information on a “need to know basis” to those staff members who may have to provide for the safety of students and staff.

5. The Superintendent may advise school personnel who are involved with students with young offenders status about circumstances which uphold the spirit and mandate of the Young Offender protocol such as:

5.1 Impressing upon the student the requirement to attend school in order to comply with a probation order or conditional supervision or bail.

5.2 Establishing monitoring procedures.

5.3 Developing an educational program to assist the student in areas such as socialization and anger management.

5.4 Providing an environment in which the student could participate in an educational program while ensuring the safety of other students and staff members.

5.5 Training for staff in dealing with violent persons.

6. Young Offender Record Management

6.1 The Superintendent will arrange for management of records about students and any such management procedure shall properly address the following:

6.1.1 Storage

6.1.1.1 Records may be kept at the school and at the District Office but must be kept separate from other student records.

6.1.1.2 Records shall be kept in a secure location.

6.1.2 Access shall be:

6.1.2.1 Restricted to those who require access in order to meet the needs of the student.

6.1.2.2 Limited to those staff members or others within the school system placed on a list affixed to the file.

6.1.3 Destruction shall occur when the information is no longer required for the purpose for which it was disclosed and:

6.1.3.1 Youth justice personnel have notified the Superintendent or designate in writing that no further safety risk exists.

6.1.3.2 Youth justice personnel have advised the Superintendent or designate of the expiry of the court order relating to bail, probation, conditional supervision or temporary absence, which led to creation of the record.

6.1.3.3 Notification shall be made to youth justice personnel, in writing, when the school system’s record has been destroyed.
7. Transfer of Student

7.1 Within the District

7.1.1 It is the responsibility of youth justice personnel to advise the Principal of the receiving school of the safety concerns, or the Court Order relative to that student, not the sending Principal.

7.1.2 The Principal of the sending school shall destroy the record.

7.2 Outside the District

7.2.1 It is the responsibility of youth justice personnel to inform the Superintendent of the receiving jurisdiction of safety concerns or the relevant Court Order.

7.2.2 The Superintendent of the sending jurisdiction shall arrange for destruction of that jurisdiction’s record.

8. Release of Information

8.1 The Superintendent, upon request from youth justice personnel to provide information for a report ordered by a youth court judge, will arrange for the release of information from the student record after first receiving the following information from youth justice personnel:

8.1.1 Name.

8.1.2 Age.

8.1.3 The nature of the report to be provided and the section of the Youth Criminal Justice Act under which such a report is authorized.

8.1.4 Timelines with respect to provide information.

8.1.5 Specific description of the information required such as:

8.1.5.1 Attendance of the student.

8.1.5.2 Program or courses in which the student is enrolled.

8.1.5.3 Performance of the student.

8.1.5.4 Nature of the incidents resulting in disciplinary action and type of discipline imposed.

8.1.5.5 Number of years for which the information is required (for the current school year or the student’s entire career in the school).

8.2 Before any information is released, the Superintendent must obtain the written consent of the parent(s)/guardian(s). If the student is sixteen (16) years of age or older, student or parental/guardian written consent must be obtained.
9. The Superintendent will act on behalf of the District with youth justice supervisory personnel whenever a resolution cannot be reached between a school employee and youth court justice personnel.

Reference: Section 3, 6, 8, 9, 10, 12, 13, 14, 15, 18, 20, 23, 29, 44, 45, 47, 60, 61, 113 School Act
Student Records Regulation 225/2006
Youth Justice Act
Section 125, Youth Criminal Justice Act
Youth Offender Information Sharing Protocol, December 1996
The Need to Know, A Guide for Timely and Ongoing Information Sharing Between School Officials and Justice System Personnel (The Canadian School Boards Association, 2003)
LEGAL CUSTODY OF CHILDREN

Background

Custody disputes between parents or other family members may be complicated by the fact that legal custody of the child has not been assigned. In such cases, de facto custody lies with the parent/guardian with whom the child lives.

While it is preferable to avoid becoming involved in a custody dispute, the protection and best interest of the child must be the major factor in a Principal’s decision whether or not to release a student to a person claiming custody.

Students who are the subjects of custody claims are not to be released from school until the normal morning or afternoon dismissal time.

Procedures

1. All claims for the custody of students must be referred to the Principal.

2. Where there is a demand for custody of a student and legal custody is uncertain, the Principal shall:
   2.1 Ask the claimant to identify himself/herself and produce a legal order or a notarized statement for custody.
   2.2 Inform the claimant that the student will not be released from school until the normal morning or afternoon dismissal time; and that the parent/guardian with whom the student lives will be informed that the claim for custody has been made.
   2.3 Notify the parent/guardian with whom the student lives that the claim for custody has been made.
   2.4 Attempt to bring the two (2) parties to agreement as to whom the student will be released. A school social worker or RCMP officer may be called upon for assistance in the mediating role.
   2.5 If the parent/guardian with whom the student lives cannot be contacted and thus the two (2) parties cannot be brought together, then the parent/guardian may seek the assistance of the school social worker in making temporary arrangements for the child’s care.

3. A record shall be kept in the school of any custody claims which may be received, including dates, times, names and demeanour of persons involved, and as much of their actual statements as it may be possible to record.

4. When deemed necessary, the Superintendent shall be informed by the Principal of all demands for custody which s/he may receive.
5. Any request for access to a student or information (i.e. student report cards, etc.) about a student from a parent/guardian with whom the student does not live shall be referred to the Principal. Such information may be released to an individual with parental rights. An individual who is a parent/guardian of a child and for whom there is no court documentation restricting access to the child is assumed to have parental rights.

6. Principals are to use their discretion in dealing with such requests, bearing in mind that a court order restricting the access of a parent/guardian to his/her child applies while the child is in school or on school property.

7. A social worker may to be consulted for advice and assistance in dealing with such requests.

Reference: Section 1, 2, 18, 20, 23, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Domestic Relations Act
Canadian Charter of Rights and Freedoms
Divorce Act
Family Law Act
Student Records Regulation 225/2006
STUDENT CODE OF CONDUCT

Background

The Lakeland Catholic School Board (the “Board”) recognizes that we are created in the image and likeness of God. As such, all human beings are inherently sacred and must be treated with dignity and respect. All efforts to support the inclusive, safe and caring learning environment within our district must be in accordance with the teachings of the Catholic Church.

A nurturing, inclusive community is one in which each person is welcome accepted and supported as a Child of God; therefore, any discrimination is unacceptable. Whereas all students and staff have rights as provided for in the Alberta Human Rights Act and the Charter of Rights and Freedoms, all students and staff will be provided with an inclusive, welcoming, caring, respectful, safe and Catholic environment that promotes the well-being of all and will not be discriminated against as provided for in the Alberta Human Rights Act or the Charter of Rights and Freedoms.

The purpose of this code of conduct is to:

a) ensure that each member of the school community is provided with a welcoming, caring, respectful, safe and Catholic environment that promotes the well-being of all individuals and fosters community support for achieving this goal; and

b) establish and publish expectations for student behaviour while at school, at school-related activity or while engaging in an activity that may have an impact on others in the school.

Student Responsibilities

A student’s actions may impact the safety and well-being of himself/herself, other students and staff, as well as, the student’s own success in school. Accordingly, students are responsible for ensuring that their conduct contributes to a welcoming, caring, respectful and safe learning environment and shall conduct themselves in the following matter:

a) Respect yourself and the rights of others in the school.

b) Make sure your conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging of others in your school.

c) Refrain from, report and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours or electronically.
d) Inform an adult in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.

e) Act in ways that honors and appropriately represents you and your school.

f) Attend school regularly and punctually.

g) Be ready to learn and actively engage in and diligently pursue your education.

h) Know and comply with the rules of your school.

i) Cooperate with all school staff.

j) Be accountable for your behaviour to your teachers and other school staff.

k) Contribute positively to your school and your community.

**Unacceptable Student Behaviour**

Students are prohibited from engaging in conduct, comments, bullying or action that they know or ought reasonably to know would:

a) cause offence or humiliation to a student or staff member;

b) adversely effects a student’s or staff member’s health and safety; and

c) adversely interfere with the learning of others and/or the school environment.

Bullying includes repeated and hostile or demeaning behaviour by a student 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.

Students will be held accountable for engaging in Unacceptable Behaviour that occurs within the school building, outside the school building, during the school day and electronically (e.g. social media and email). While school staff are not able to control what students do outside of school, where that behaviour spills into the school environment, the student may face consequences for engaging in the Unacceptable Behaviour.

Examples of Unacceptable Behaviour include:

a) Behaviours that would interfere with the learning of others and/or the school environment or that create unsafe conditions.
b) Acts of bullying, harassment or intimidation because of a school member’s race, religious beliefs, colour, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender, gender identity, gender expression and sexual orientation.

c) Slurs, insults, innuendo or negative stereotyping.

d) Written or graphic materials that demean, ridicules or shows hostility towards an individual or group of individuals.

e) Sexual solicitation or advances.

f) Physical violence.

g) Verbal abuse.

h) Use of improper or profane language or gestures.

i) Retribution against any person in the school who has intervened to prevent or report bullying or any other incident or safety concern.

j) Class disruptions (including being late, not having needed books and supplies, repeated talking, incomplete homework, horseplay, failure to respect other’s space and their property).

k) Defiance of school authority.

l) Illegal activity such as:
   a. Possession, use or distribution of illegal or restricted substances,
   b. Possession or use of weapons, and
   c. Theft or damage to property.

Students who are impacted by Unacceptable Behaviour will be provided with support from the school in the form of mentoring, restorative process, counselling or regular check-ins with teachers or Family Outreach Workers.

Students who engage in Unacceptable Behaviour will be disciplined in accordance with the procedures set out below but will also be provided with support from the school to promote healing and teach appropriate behaviors. Support for students includes, but is not limited to: mentoring, restorative process, regular check-ins with teachers or Family Outreach Workers and counselling.

**Discipline**

It is the school’s expectation that students will adhere to the Student Code of Conduct and respect the rights of others as outlined above. A student who fails to comply with this Student Code of Conduct shall be disciplined as outlined below. Discipline may occur at any step in the
below disciplinary procedure depending on the seriousness of the misconduct. It is also important to note that consequences for unacceptable behaviour will take into consideration each student’s age, maturity and individual circumstances.

1. **Low Level Intervention** – this may include meeting with the teacher to resolve the issue, meeting with administration, contact of parents or guardians or completing a conflict resolution process between students involved.

2. **Loss of School Privileges** – this may include, but is not limited to, the loss of lunch and recess breaks, loss of computer and technology access, loss of locker usage or hallway privileges, loss of ability to participate on school teams. The length of the loss of school privileges will be determined by the school and may or may not include contact of the student’s parents or guardians.

3. **In-School Suspension** – Students will remain at school and will work in isolation under the supervision of school staff. This suspension may be for one half day up to 2 days. An In-School Suspension will always include contact of the student’s parent or guardian. Upon the student’s return to class they will meet with the school administration, the school’s Family Outreach Worker, or both, to discuss and plan for future success.

4. **Out-of-School Suspension** – Students will not be permitted to attend school and will be provided with work to complete at home during the suspension. This suspension may be for one half day up to 5 days. An Out-of-School Suspension will always include contact of the student’s parent or guardian. Upon the student’s return to classes, they will meet with the school administration, the school’s Family Outreach Worker, or both, to discuss and plan for future success.

5. **Expulsion** – The principle may recommend expulsion of a student to the Board in accordance with section 25 of the School Act. Notification of the school board and parent or guardians is required.

Nothing in this Student Code of Conduct is to be interpreted so as to limit or be a waiver of the Lakeland Catholic School Board’s rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools. If any of the provisions in this Student Code of Conduct conflict with the Lakeland Catholic School Board’s rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools, the Lakeland Catholic School Board’s rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools will govern.

Reference: Section 12, 14, 16, 20, 24, 25, 45, 60, 61, 113 School Act
Occupational Health and Safety Act
Prevention of Youth Tobacco Use Act
Smoke-free Places Act
Administrative Procedure 324

INCLUSIVE COMMUNITIES:
ACCOMMODATING AND RESPECTING GENDER IDENTITY AND EXPRESSION

Background

Consistent with its mission and vision, the Board of Trustees of Lakeland Roman Catholic Separate School District No. 150 (“Board”) is committed to a safe, caring, respectful, inclusive and welcoming learning and teaching environment for all staff and students in accordance with Board Policy 1 – District Mission, Mandate, Values, Beliefs and Operating Principles.

To ensure that all members of the District’s school communities work together in an atmosphere of respect for the dignity of all persons, this Administrative Procedure is adopted to ensure that each student and staff member is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

The Board will not tolerate harassment, bullying, intimidation or discrimination of students or staff as provided for in the Alberta Human Rights Act or the Canadian Charter of Rights and Freedoms which includes discrimination on the basis of an individual’s actual or perceived differences, including sexual orientation, gender identity and gender expression.

To achieve this goal, the Board requires that its schools and staff and students promote a welcoming, caring, respectful, safe learning environment that respects diversity and fosters a sense of belonging in accordance with the rights of staff and students under the following legislation and as reflected in District procedures:

- Canadian Charter of Rights and Freedoms.
- Alberta Bill of Rights.
- School Act.
- An Act to Support Gay-Straight Alliances
- Administrative Procedure 160 – Positive School Climate
- Administrative Procedure 170 – Harassment
- Administrative Procedure 323 – Student Code of Conduct
- Administrative Procedure 151 – Channels of Communication
- Administrative Procedure 390 – Student Appeal.

Rationale

1. This Administrative Procedure has been developed to:
   
   (a) support and affirm the dignity of all students in every aspect of school life;
(b) prove the understanding of the lives of all students and find ways to increase respect for the dignity of each other in ways appropriate to the Catholic school setting;

(c) provide training consistent with the Catholic faith for all teachers and other staff that promotes a welcoming, caring, respectful and safe learning environment that respect diversity and fosters a sense of belonging including with respect to gender identity and gender expression;

(d) provide resources consistent with Catholic teaching on social relationships and to support students who require assistance as a result of their gender identity or gender expression. As St. Paul reminds us, “For in Christ Jesus, you are all children of God, through faith. There is neither Jew nor Greek, neither slave nor free, there is neither male nor female; for you are all one in Christ.” (Galatians 3:27-28); and

(e) outline the Board’s responsibilities under Section 16.1 of the School Act.

2. Given that all students are created in the divine image and likeness of God, and are therefore endowed with an inalienable worth that cannot be violated, circumstances involving gender identity or gender expression, as they affect a student, are to be addressed with a high degree of sensitivity, respect, and inclusion, and where required, expertise and support (in the context of the school’s resources).

3. The goal of any reasonable accommodation made by a school in this area is to afford dignity and success in learning for a student who has advised the school of their gender identity or gender expression needs.

4. With this context and based on available school resources, staff are committed to creating a student learning environment that is inclusive, flexible and responsive to the student’s needs. To this end, staff may:

(a) take into consideration a continuum of supports and services in the context of a reasonable accommodation; and

(b) collaborate with families and, if permissible, community support services for accommodation purposes.

Principles

1. Students at all grade levels may need support and guidance with respect to their gender identity or gender expression.

2. A teacher or administrator who is approached with a request for assistance, support or an accommodation must respond in a timely manner with sensitivity, respect, and understanding mercy and compassion.
3. Since all students have been created in the divine image and likeness of God, and are therefore endowed with an inalienable worth that cannot be violated, circumstances involving issues with gender identity or gender expression as it affects a student shall:

(a) be addressed with fairness, sensitivity, respect and inclusion;

(b) be addressed in a positive manner by all school personnel;

(c) be addressed in a manner where students have reasonable resources available to them without fear of reprisal, when they are victims of harassment, prejudice, discrimination, intimidation, bullying and/or violence;

(d) protect student confidentiality (subject to circumstances which require disclosure of personal information in accordance with the Freedom of Information and Protection of Privacy Act).

4. The goal of a reasonable accommodation in this area is to afford dignity and success in learning for a student who has gender identity or gender expression needs. To this end, based on available resources, staff may collaborate with families and, with the student and/or family’s permission, community support services to reasonably address student needs and take into consideration a continuum of available reasonable supports and services.

Procedures

1. These accommodation guidelines explain the District’s best practices related to support and accommodation based on gender identity and gender expression.

2. Schools will provide opportunities for staff to increase their knowledge, awareness, skills and attitudes in promoting respect for human rights, respecting diversity and understanding issues related to gender identity and gender expression in relation to the Catholic faith as well as the greater society.

3. The District shall provide support for student organizations in accordance with Section 16.1 of the School Act. Specifically:

(a) If one or more students attending a school operated by a board request a staff member employed by the board for support to establish a voluntary student organization, or to lead an activity intended to promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging, the principal of the school shall:
i. immediately grant permission for the establishment of the student organization or the holding of the activity at the school, and

ii. subject to subsection (d), within a reasonable time from the date the principal receives the request designate a staff member to serve as the staff liaison to facilitate the establishment, and the ongoing operation, of the student organization or to assist in organizing the activity.

(b) For the purposes of this procedure, an organization or activity includes an organization or activity that promotes 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.

(c) The students may select a respectful and inclusive name for the organization or activity, including the name “gay-straight alliance” or “queer-straight alliance”, after consulting with the principal.

i. For greater certainty, the principal shall not prohibit or discourage students from choosing a name that includes “gay-straight alliance” or “queer-straight alliance”.

(d) The principal shall immediately inform the board and the Minister if no staff member is available to serve as a staff liaison referred to in 3(a), and if so informed, the Minister shall appoint a responsible adult to work with the requesting students in organizing the activity or to facilitate the establishment, and the ongoing operation, of the student organization at the school.

4. The principal is responsible for ensuring that notification, if any, respecting a voluntary student organization or an activity referred to in section 3 is limited to the fact of the establishment of the organization or the holding of the activity. As with all extra-curricular offering, parents are invited to converse with the school regarding the intention of the student organization or activity.

5. Student privacy and confidentiality of personal information will be protected and only disclosed when required in accordance with the Alberta Freedom of Information and Protection of Privacy Act.

6. Athletic eligibility for all students participating in school sports is determined by the Alberta Schools’ Athletic Association (ASAA) and local division athletic associations. Eligibility at secondary level reflects criteria of these associations to ensure consistency and alignment. For intramurals, the Principal will determine best practice and rationale for all individuals involved. Based on specific student circumstances, educators address additional needs in consultation with the Principal and district leadership.
7. Schools may choose to offer gender specific courses (i.e. physical education). The Principal will determine the best practice and rationale for all individuals involved.

8. Schools maintain dress codes that provide students with positive guidelines for appropriate dress in an educational setting and the context of a Catholic school environment. These dress codes should be flexible enough, and worded such, that all people feel comfortable in school environments.

9. The District shall allow for Student Records to reflect the preferred name of the student including on report cards, class lists and IPPs without the need for documented proof of change in sex or gender or a medical diagnosis. However, a legal name change, as registered under the Vital Statistics Act is required if the student desires their official Alberta Education documents to reflect their preferred name.

10. Overnight field trips are planned to accommodate individual needs, protecting the privacy and confidentiality of students, and allowing students to participate without the requirement to disclose personal information. The Principal, in consultation with the student and family, determines the best practice and rationale for all individuals involved.

11. Each school is encouraged to designate gender neutral single stall washrooms available for all students as a washroom and change room. This supports students with their gender identity and expression, body image concerns, or request for additional privacy for any reason.

12. The District will establish a code of conduct for students that addresses bullying behavior.

Nothing in this Administrative Procedure is to be interpreted so as to limit or be a waiver of the Lakeland Catholic School Board’s rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools. If any of the provisions in this Administrative Procedure conflict with the Lakeland Catholic School Board’s rights and powers pursuant to the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools, the Lakeland Catholic School Board’s rights and powers pursuant the Constitution Act, 1867 and the Canadian Charter of Rights and Freedoms to maintain the denominational character of Catholic schools will govern.

Reference:
Canadian Charter of Rights and Freedoms
Alberta Human Rights Act
Alberta Bill of Rights
School Act
Administrative Procedure 160 – Positive School Climate
Administrative Procedure 170 – Harassment
Administrative Procedure 323 – Student Code of Conduct
Administrative Procedure 151 – Channels of Communication
Administrative Procedure 390 – Student Appeal
Greater St. Albert R.C.S.S.D. No. 734 – Administrative Procedure 360 LIFE Framework (CCSSA)
Inclusive Communities (CCSSA)
CHILD ABUSE AND NEGLECT

Background

Children have a right to be safe and adequately cared for at home, at school and in the community. School staff have a responsibility to safeguard children from abuse and neglect and will seek to work in cooperation with Alberta Children and Youth Services, the police and/or medical services in order to fulfill that responsibility.

Procedures

1. The Principal shall ensure that school staff are familiar with the contents of the Child, Youth and Family Enhancement Act and their responsibilities under the Act to report all suspected cases of child abuse and neglect. A copy of the Act can be accessed on the government web site at: www.gov.ab.ca.

2. When a staff member has reasonable and probable grounds to suspect that a child has been abused, or neglected, the staff member shall make a written note of the reasons for concern and any relevant statements made by the child.

3. The staff member shall then immediately inform the Principal of his/her observations and concerns. The staff member shall then contact Alberta Children and Youth Services and report the concerns. In the event that the staff member cannot make this call, then the Principal shall do so.

4. The Principal, after ensuring that Alberta Children and Youth Services has been contacted and advised of the staff member’s observations and concerns, shall make a written record that includes:
   4.1 The date, time and the name of the staff member reporting the concern to Alberta Children’s Services.
   4.2 The name of intake social worker receiving the call.

5. The Principal shall inform the Superintendent of the reported incident.

6. The action, or advice, provided by Alberta Children and Youth Services, and all matters pertaining to cases of suspected child abuse and/or neglect will be handled in the strictest confidence during the investigation period. All written records relating to the reporting of suspected child abuse and/or neglect will be maintained, under lock and key, in the Principal's office.

7. The Principal shall follow-up on the case by contacting representatives of Alberta Children’s Services to obtain relevant information on the disposition of the reported incident.
8. At the end of the investigation the staff member and Principal shall meet to discuss the case and determine what further steps may be necessary.

Reference:
Section 18, 20, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 4/99
Student Record Regulation 225/2006
Responding to Child Abuse – A Handbook (October 2005)
Student Record Regulation Information Bulletin 3.2.7
Administrative Procedure 330

STUDENT ATTENDANCE

Background

Regular attendance by students in all of their classes enhances their performance and contributes substantially to their rate of progress. While students have a right to access an educational program, they also have a responsibility to attend these classes regularly and pursue their studies in a diligent manner.

Provincial legislation requires students to attend school regularly and punctually and identifies circumstances under which an absence may be deemed as excusable.

The Superintendent shall serve as the Attendance Officer for the District unless that responsibility has been delegated by the Superintendent to another individual.

Procedures

1. The Superintendent may excuse the attendance of a student pursuant to Section 13(5) (e) of the School Act as follows:
   1.1 Special educational program examination and determination needs.
   1.2 Student behavioural disorder, pending an assessment and review for educational program identification and placement.
   1.3 Students in need of special treatment due to illness and/or behavior.

2. The Principal may temporarily excuse attendance of a student for the following:
   2.1 Family vacations where minimal school program time is involved.
   2.2 Family separations where agreements stipulate the spending of a specific amount of time with one (1) parent or the other provided minimal school program time is involved.
   2.3 Other reasons deemed acceptable to the Principal.

3. Parent(s)/guardian(s) and students are to be encouraged to schedule medical, dental or other such related appointment at times that do not conflict with regular hours of instruction.

4. The Principal shall ensure that students missing instructional time are advised they are responsible for the material covered in their absence.

5. Parent(s)/guardian(s) will be requested by the Principal to phone or send a written explanation to provide the reasons for a student's absence from classes.

6. The Principal shall ensure that attendance problems are investigated and discussed with the concerned students and their parent(s)/guardian(s). Persistent attendance problems may be referred to the Attendance Officer for further action.
7. The Principal shall ensure that an accurate record of student attendance is kept.

8. The Principal shall ensure that written procedures have been established to deal with students who are inexcusably absent from school or classes. These procedures are to reflect:
   8.1 Efforts to work directly with the student to resolve the issue.
   8.2 Ongoing communication and consultation with parent(s)/guardian(s) concerning the attendance problem.
   8.3 Progressively more serious consequences for students who are persistently and inexcusably absent.
   8.4 Referral to the Attendance Officer if a serious attendance problem cannot be resolved.

9. The Attendance Officer shall review all cases submitted to his/her attention and, in consultation with the Principal and parents determine an appropriate course of action.

10. Actions taken by the Attendance Officer shall be documented.

11. Where attendance does not improve significantly following written direction to the student, the Attendance Officer may make an "ex parte" application to a judge or justice of the peace as per Section 14 of the School Act.

12. If the Attendance Officer is of the opinion that an “ex parte” application would not be effective, s/he may refer the matter to the Superintendent, with a recommendation for referral to the Attendance Board as per Section 15 of the School Act.

13. A referral to the Attendance Board by the Superintendent will be made using the Attendance Board—Notice of Referral form (Appendix).

14. Section 128 of the School Act states that on hearing a matter referred to it, the Attendance Board may, subject to any terms or conditions that the Attendance Board considers proper in the circumstances, make an order doing one (1) or more of the following:
   14.1 Directing the student to attend school.
   14.2 Directing the parents of a student to send the student to school.
   14.3 Subject to sections 29, 47 and 48 of the School Act, directing the student to take an education program, course or student program set out in the order.
   14.4 Reporting the matter to a Director under the Child, Youth and Family Enhancement Act.
   14.5 Imposing on the parent a monetary penalty not exceeding $100 per day, up to a maximum of $1,000, to be paid to the Crown for each day that the student does not attend school.
   14.6 Giving such other direction not referred to in clauses 14.1 to 14.5 as the Attendance Board considers appropriate in the circumstances.
15. Students whose attendance is not made compulsory by the School Act, and who attend irregularly without justification or excuse, may be asked to withdraw from school by the Principal.

15.1 In the case of students who are not independent students, such action will be taken only after consultation with parent(s)/guardian(s).

16. The Superintendent may excuse a student from attending school under the provisions of Section 13 of the School Act.

Reference: Section 1, 12, 13, 14, 15, 18, 20, 22, 60, 61, 113, 126 School Act
ATTENDANCE BOARD-NOTICE OF REFERRAL FORM

Notice of Referral to Attendance Board
Package

This package contains suggestions for dealing with non-attendance at the local level and Form 1 for making a referral to the Attendance Board.

General Practices to support Student Attendance
1. Local policies recognize and emphasize the importance of regular and punctual attendance.
2. School practices and guidelines reflect specific expectations and procedures for addressing absenteeism.
3. Students and parents are well informed of attendance problems and consequences as situations emerge.
4. Schools make all reasonable efforts at the jurisdiction level to address attendance issues before making a referral to the Attendance Board.

Specific Considerations Before You Make a Referral
1. Is the student’s absenteeism a recent development or was attendance an issue in previous years?
2. Are you certain that the student’s parents have been well informed?
3. Has the student been placed in an appropriate education program? Have the necessary supports been provided to ensure an opportunity to succeed?
4. Has the school counsellor/jurisdiction counselling services been involved?
5. Has the need for involvement of other internal or external agencies been considered? Have any support agencies been notified and involved?
6. Have you met at the home or school with the student, parents, staff and other agencies to identify the cause or causes for non-attendance, develop an individualized attendance improvement plan or attendance contract with the student, and/or explore alternative educational placements?
7. Have all efforts to address the attendance been documented?

Note: Referrals received after May 1 in a school year may not result in formal action unless there are exceptional circumstances.

September 1, 2007
Administrative Procedure 331

STUDENTS AT RISK

Background

It is important for District personnel to cooperate with government agencies when dealing with certain students at risk because of severe attendance and/or behaviour problems. Furthermore, the District will endeavour to help the parent(s)/guardian(s) become aware of the various government agencies available to assist students at risk.

Procedures

1. The Principal, upon identifying an attendance and/or behaviour problem shall communicate the concern with the student and parent(s)/guardian(s). This will include expectations that the student must achieve.

2. If there is no improvement on the student’s part, a letter shall be sent by the Principal to the parent(s)/guardian(s) indicating the seriousness of the problem. A meeting between the parent(s)/guardian(s) and the Principal will be arranged, if possible.

3. At this meeting, the Principal shall provide information to the parent(s)/guardian(s) as to various government agencies available to students at risk. The Principal shall also outline conditions under which the student may stay in school.

4. If the student fails to meet these conditions s/he shall be suspended from school subject to Administrative Procedure 355 – Suspension and Expulsion of Students.

Reference: Section 20, 45, 47, 60, 61, 113 School Act
Public Health Act
Services for Students and Children policy 1.8.1
Guide to Education: ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education
Specialized Services for Students and Children

Background

Increasing numbers of students and children require specialized services, during school and Early Childhood Services (ECS) program hours. Therefore, the District will work together with members of the community and community agencies to serve the needs of students and children who are "at risk" or who have diverse learning needs.

Procedures

1. In order to minimize duplication of effort and improve access for, and responsiveness to, children and families in need, the District is committed to working together with other community agencies, organizations and associations; other local education authorities within and across school districts, including operators of Early Childhood Services (ECS) programs; and regional authorities, including Alberta Health Services and Child and Family Services Authorities. Examples of "working together" include information-sharing procedures, sharing of staff facilities, and joint service planning and delivery agreements (informal or formal).

2. To serve the needs of students and children in each school community, Principals, counsellors and, where appropriate, other staff members, will take an active role to initiate or participate in working together with other members of the community and community agencies to improve services.

3. In cases where efficiencies can be realized through the provision of centralized services available to all school communities within the District, the Assistant Superintendent, Student Services or designate, will initiate, develop and/or participate in partnerships designed to improve services to students and children.

4. Procedures in working together with members of the community will be consistent with provincial policies and procedures, including the Standards for Special Education.

Reference:
Section 20, 45, 47, 60, 61, 113 School Act
Public Health Act
Guide to Education ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education
INTERROGATION AND SEARCHES OF STUDENTS

Background

From time to time it will be necessary for the Principal or a member of the school staff to question a student regarding a breach of the school rules or an incident that occurred within the school. Under specific circumstances a search of student lockers may be required. Additionally, members of outside agencies, such as police officers, Child and Youth Services workers, may wish to interview a student at school during the school day.

School staff members are expected to cooperate with the police or other appropriate civilian authorities in the execution of their duties. However, staff members also have a responsibility to function in the place of the parent during school hours.

Definitions

*Interview* is an informal conversation with a student where the possibility of school sanctions or legal ramifications do not exist for the student. Based on the nature and duration of the interview and the age of the student, parents may be informed of the interview at the discretion of the Principal.

*Investigation* is a formal interrogation of a student where the possibility of school sanctions or legal ramifications exist for the student as a result of this conversation.

*Arrest* is the act of taking the suspect into custody.

Procedures

1. The Principal is responsible for protecting the individual rights of the student which includes informing the student of the right to have parent(s)/guardian(s) and/or counsel present during questioning.

2. Interviews and searches shall be conducted in a manner that ensures that the rights of the student are protected.

3. Only school personnel, the custodial parent or legal guardian of the student, law enforcement officers (local police officers, RCMP, police resource officers), and in some circumstances Child Welfare authorities may investigate a student on school premises.

4. Any breach of these procedures shall immediately be reported to the Superintendent.
5. Law Enforcement Investigations

5.1 When a law enforcement officer finds it necessary to investigate a student during school hours, the officer will report to the Principal and make known the purpose of the visit.

5.2 After the law enforcement officer has made known the purpose of the visit, the Principal shall contact the parent(s)/guardian(s) to advise them of the presence of the officer, and the request of the officer to investigate the student. The Principal shall inform the officer whether the parent(s)/guardian(s) and the Principal will permit the investigation with the child.

5.3 For students under twelve (12) years of age, once parental/guardian consent has been obtained, the Principal shall bring the student to the office. The investigation shall take place in the presence of the Principal, and of the parent(s)/guardian(s), if the parent(s)/guardian(s) choose(s) to attend.

5.4 For students twelve to seventeen (12 to 17) years of age:

5.4.1 Once parental/guardian consent has been obtained, the Principal shall bring the student to the office. The investigation shall take place in the presence of the parent(s)/guardian(s), or if the parent(s)/guardian(s) chooses not to attend, an adult as selected by the student (5.5.3). The Principal will not automatically have the right to be present.

5.4.2 If the student requests that the Principal or another staff member be present during the investigation, it is desirable that the individual comply. However, the staff member is not obligated to accept. If the request is refused, the student may select another adult to be present.

5.4.3 The Principal may request to be present as a silent observer. If the Principal makes such a request, the law enforcement officer is responsible for informing the student of the request. If the student does not consent, the Principal may:

5.4.3.1 Let the investigation proceed.
5.4.3.2 Request that the investigation be moved from the school premises.

5.4.4 Before removing a student from the school, the law enforcement officer will be requested to communicate by telephone with the parent(s)/guardian(s) and inform them of the course of action taken.

5.5 The law enforcement officer is responsible for advising that:

5.5.1 The student is under no obligation to give a statement.

5.5.2 Any statement given by a student may be used as evidence in proceedings against the student, if the student is twelve (12) years of age or older.

5.5.3 The student has the right to consult with counsel or a parent(s)/guardian(s); or in the absence of a parent(s)/guardian(s), an adult relative; or in the absence of a parent(s)/guardian(s) and adult relative, another appropriate adult of the student's choice.

5.5.4 Any statement made by the student must be made in the presence of the person identified in 5.5.3 above.
5.6 In the event that an immediate arrest of a student on school property is necessary, the law enforcement officer will normally proceed as per the Criminal Code and advise the Principal and parent(s)/guardian(s) of the arrest as soon as possible.

6. Child and Youth Services Investigations

6.1 When Child and Youth Services (Child Welfare) workers or law enforcement officers wish to interview a student in school for the purpose of investigating alleged child abuse or neglect, they shall report to the office of the Principal, provide adequate identification of themselves, and make known the purpose of their visit. In all cases of child sexual abuse, or physical abuse causing bodily harm, child welfare workers are required to notify the police, who will investigate to determine whether charges should be laid. Joint investigations involving both child welfare workers and law enforcement officers may occur.

6.2 To enable the student to speak freely and openly to the investigators, it is usually appropriate for the student and the investigators to be alone. Occasionally a student may request or require the reassuring but non-participating presence of a familiar staff member; therefore, there may be instances when the Principal and the investigators agree that a school representative is to be present during the investigation.

6.3 The Principal shall not notify the parent(s)/guardian(s) about an investigation. The responsibility for notifying the parent(s)/guardian(s) about an investigation is that of the investigators. While it is important for the parent(s)/guardian(s) to learn promptly that an investigation is underway, a greater concern is that the student be protected from possible abuse. Thus, in cases where intra-familial abuse may be suspected, parent(s)/guardian(s) notification by the investigators normally follows an initial contact with the student.

6.4 The Principal shall clarify with the investigators when contact with the parent(s)/guardian(s) will be made, particularly when an investigation begins near the end of a school day, as the student's return home may be delayed. If the investigators have not yet contacted the parent(s)/guardian(s) and the parent(s)/guardian(s) call the Principal indicating that the student has not yet returned home, the Principal will provide the investigators' names and telephone numbers.

6.5 The Principal shall keep a written record including the identity of the investigators and their reasons for being at the school. The record shall be kept in a secure place other than the student's file until such time as it is deemed appropriate to destroy the information.

6.6 Investigators may wish to interview school personnel having regular contact with the student or having other specific information pertinent to the investigation. The Principal shall assist by identifying and facilitating these contacts.

6.7 Since the individuals identified in 6.6 above may be required to give evidence under oath in any court proceedings which may eventually occur, it is recommended they summarize, in writing, the information provided to the investigators and retain it for future reference.

6.8 In the interests of the student and in recognition of the family's right to privacy, staff members shall maintain confidentiality in matters involving investigations into alleged child abuse or neglect.
7. Student Searches

7.1 Lockers

7.1.1 School lockers will be rented or available on the condition that the Principal or designate reserves the right to search and repossess the locker at any time without notice.

7.1.2 The locker rules will be published in the student handbook and include the provision that lockers are subject to searches without notice under the direction of the Principal.

7.1.3 Plans to implement school-wide locker searches, including the use of dogs, will be clearly stated in the rules.

7.1.4 The locker rules will make clear that the student only acquires is the right to use the locker and the lock, both of which remain the property of the District, subject to the procedures above.

7.1.5 It is desirable that students and an adult be present in the event that their lockers are searched.

7.2 In certain circumstances, a student may be directed to empty pockets, knapsack, purse, etc.; however, physical searches of students are not to be undertaken by school personnel. If, in the opinion of the Principal, a physical search is required, a law enforcement officer shall be contacted.

Reference: Section 20, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Controlled Drugs and Substances Act
Youth Criminal Justice Act
Criminal Code (Canada)
STUDENT USE OF ALCOHOL, RESTRICTED AND ILLEGAL DRUGS

Background

The use of alcohol and the misuse of drugs and intoxicants have a negative effect on a student’s capacity to learn. In addition, it can have a negative impact on the overall school climate.

The possession and/or use of alcohol and restricted and illegal drugs in schools, on school property or during school related activities is prohibited.

Procedures

1. The Principal shall establish procedures to deal with the possession and/or use of alcohol, restricted and illegal drugs, by students in school or on school property during school hours or during any school-related activities.

2. The Principal shall ensure that students are made aware of the school’s procedures and that there will be zero tolerance for any violations.

3. School staff members shall ensure that the educational programs include components designed to increase student’s knowledge of the fact relating to the use of restricted and illegal drugs and alcohol.

4. Staff members observing suspected possession or use of restricted and illegal drugs, and alcohol shall document the findings and observations and report the incident to the Principal.

5. After verification of the accuracy of the incident by the Principal, the student will be suspended and the participation of the parent(s)/guardian(s) will be requested in further discussions of the appropriate action to be taken.

6. Subsequent to meeting the student's immediate needs (medical attention, legal guidance, and parental/guardian contact); remedial assistance will be sought for the student by the family and the Family Outreach Worker. The following agencies may be considered:

   6.1 AADAC (Alberta Alcohol and Drug Abuse Commission).
   6.2 FCSS (Family and Community Support Services).
   6.3 Aspen Children’s Services Authority.
   6.4 Community Health.
   6.5 Alcoholics Anonymous.

7. School officials shall cooperate with law enforcement agencies in the surveillance of trafficking of restricted and illegal drugs on school premises.
8. For any student found to be distributing controlled substances, the following actions shall be undertaken:

8.1 The student shall be reported to police and suspended immediately pending a thorough investigation by school authorities.

8.2 If the student is charged by police of trafficking in controlled substances, the student shall be suspended pending an investigation for the purpose of determining the effect of the student's behaviour on the moral well-being of the school.

9. Student suspensions issued under section 8 will be in accordance with Administrative Procedure 355 – Suspension and Expulsion of Students.

Reference: Section 18, 20, 24, 25, 45, 60, 61, 113 School Act
Gaming and Liquor Act
Controlled Drugs and Substances Act
Criminal Code
Narcotics Act
Food and Drug Act
POSSESSION OF WEAPONS OR POTENTIALLY DANGEROUS ITEMS IN SCHOOL

Background

The safety of students, staff, parents and visitors is a primary concern. Students are prohibited from bringing weapons or potentially dangerous items to school unless authorized by the Principal for instructional purposes within approved programs.

Procedures

1. The Principal, in cooperation with staff, shall develop procedures for dealing with the possession of weapons or potentially dangerous items by students in school and make these known to the student body.

2. Where a serious threat to safety exists, the police shall be called.

3. Staff members, in attempting to remove weapons from an individual's possession shall exercise due care for the safety of themselves, students and others.

4. Where a weapon has been removed from an individual and where it has been necessary to inform the police regarding the possession of a weapon under this procedure, the Principal shall inform the parent(s)/guardian(s) and Superintendent in writing.

5. Weapons taken from students or others shall be disposed of forthwith as follows:
   5.1 Weapons taken from students or other individuals shall be immediately turned over to the Principal.
   5.2 The Principal shall contact the police with respect to disposition of any dangerous weapons.

6. Possession of a weapon may, depending on specific circumstances, be grounds for suspension and a recommendation for expulsion, subject to Administrative Procedure 355 – Suspension and Expulsion of Students.

7. The possession and use of laser pointers by students is prohibited.

Reference: Section 12, 20, 24, 25, 45, 60, 61, 113 School Act
Administrative Procedure 355

SUSPENSION AND EXPULSION OF STUDENTS

Background

To ensure a satisfactory climate for learning, school rules and regulations must be observed by students, and teachers must be empowered to enforce those rules and regulations. Students who do not conform to the student code of conduct may negatively affect the school’s learning environment and their behaviour may need to be addressed by invoking the measures of suspension and expulsion. Section 12 of the School Act identifies expectations for student conduct and sections 24 and 25 deal with student suspensions and expulsions.

This Administrative Procedure is intended to support the school staff in maintaining a safe, caring and effective learning environment, and to assist students in developing self-discipline and behaviours that contribute to such an environment. The suspension or expulsion of a student from school is a very serious matter and should only be taken when other measures have proven to be ineffective or when the seriousness of the misbehaviour warrants such action.

Definitions

For the purposes of this Administrative Procedure:

Suspension is the removal of a student from the classroom, school property, school activities, or bus for a period of up to five (5) school days.

Expulsion is the Board-approved removal of a student from the classroom or bus for a period of time longer than five (5) school days.

Exceptions: extra-curricular activities, such as team sports, club membership, and field trips outside of school hours, are considered a student privilege. A student's failure to conform to the rules related to the activity may result in the removal of the privilege. This loss of privilege is not considered a suspension or an expulsion under these procedures. If the breach of rules is also a matter for which suspension or expulsion would otherwise be considered, these measures may also be applied.

Procedures

1. Principals shall identify in writing the expectations for behaviour and the discipline procedures established for use within the school.

2. The following items may be considered as reasons for student suspension, but this listing shall not be considered either complete or so prescriptive as to require that suspension follow automatically when the misbehaviour occurs:

   2.1 Open opposition to the authority of the Principal or school staff.
2.2 Willful disobedience over a prolonged period or in a single instance where the disobedience endangers the students, teachers, building, or general climate of orderly behaviour.

2.3 Habitual neglect to do work that is assigned to the student and which is within his/her competence to complete.

2.4 Use of profane or indecent language in the presence of other students or staff.

2.5 Threats or acts of physical violence against a teacher or student.

2.6 Any act of indecency.

2.7 Failure to observe and to obey any reasonable rule, regulation, or procedure established by the teacher or by the Principal for maintaining a climate of behaviour conducive to learning.

2.8 Exhibiting behaviour that interferes with school-approved activities.

2.9 Willful damage to school property or equipment.

2.10 Violation of rules pertaining to tobacco, alcohol or drugs.

2.11 Exhibiting behaviour that detracts from the ability of other students to experience an safe and caring learning environment.

2.12 Exhibiting behaviour inconsistent with Section 12 of the School Act or the Criminal Code of Canada.

3. The Principal and teachers shall ensure that they are familiar with Sections 24 and 25 of the School Act that provide the legislated framework for student suspensions.

4. A teacher may suspend a student from a class period subject to the following:

4.1 The Principal is notified of the suspension.

4.2 The student is directed to an area where the student is under the supervision of a staff member until the student’s normal class dismissal time.

4.3 All the circumstances surrounding the suspension is reported to the Principal in writing.

4.4 The parent(s)/guardian(s) of the student are informed by telephone of the suspension and the circumstances surrounding it as soon as possible.

4.5 The teacher and student work to resolve the problem that led to the suspension.

5. A Principal may suspend a student from class, from school, or from riding on a school bus subject to the following:

5.1 The Principal shall confer with affected staff members or other individuals to gather information about the student’s misbehaviour.

5.2 The Principal shall prepare a written record of the actions taken in regard to the incident.

5.3 The Principal shall inform the student about the proposed suspension, its consequences and the reason suspension is being considered.

5.4 The student shall be given an opportunity to offer an explanation of his/her behaviour.
5.5 If the Principal is of the opinion that a suspension is warranted, the Principal shall inform the student of the reason for the suspension and the length of the suspension.

5.6 The Principal shall inform the parent(s)/guardian(s) by telephone of the suspension and immediately report in writing to the parent all the circumstances surrounding the suspension, reasons for and the length of the suspension with a copy being provided to the Superintendent.

5.7 The Principal shall, if requested, provide an opportunity to meet with the parent(s)/guardian(s), and the student if the student is sixteen (16) years of age or older, to discuss the reasonableness of the suspension;

6. Principal may reinstate a student that has been suspended.

7. Expulsion

7.1 If the student is not to be reinstated within five (5) school days of the date of the suspension, the Principal shall immediately inform the Superintendent of the suspension and report in writing all the circumstances respecting the suspension and provide a recommendation to expel the student.

7.2 The Board will convene an in-camera session upon the call of the Superintendent, but in no event shall the meeting occur later than ten (10) school days from the first day of the suspension.

7.3 Parent(s)/guardian(s) of students, or students sixteen (16) years of age or over, have the right to be assisted by a resource person(s) of their choosing. The responsibility for engaging and paying for such assistance rests with the parent(s)/guardian(s) or students.

7.4 The Board may have legal counsel in attendance.

7.5 Notes of the proceedings will be recorded for the purpose of the Board’s records.

7.6 The expulsion hearing will be conducted in accordance with the guidelines outlined in Board Policy 13 - Appeals and Hearings Regarding Student Matters.

Reference: Section 12, 14, 18, 20, 24, 25, 45, 60, 61, 113, 123, 124, 125 School Act
Review by the Minister – Information Bulletin 3.5.1
VANDALISM

Background

It is essential that incidents of vandalism be dealt with as quickly and thoroughly as possible in order to protect the property of the District.

Procedures

1. The Principal is responsible for pursuing all available remedies to minimize vandalism to District property.

2. Students and staff are to be advised that all incidents of vandalism are to be reported to the Principal as soon as possible.

3. The Principal shall advise the Secretary Treasurer or designate and local police authorities in cases of reported and observed vandalism.

4. The Principal shall complete a Vandalism Report and submit it to the Secretary Treasurer.

5. Where the estimated cost of the necessary repairs and replacement is in excess of $5,000, the Secretary Treasurer shall advise the insurance provider and a claim made.

6. Where the estimated cost of repair and replacement is less than $5,000, the cost shall be borne by the District.

7. If students have been involved in the incidents of vandalism and have been identified, the following shall be undertaken:

   7.1 The Principal shall contact the parent(s)/guardian(s) of the student by telephone and a follow-up in writing advising that they will be billed for the cost of repair or loss.

   7.2 The Principal shall provide a copy of the letter to the parent(s)/guardian(s) along with the Vandalism Report to the Secretary Treasurer.

   7.3 The Secretary Treasurer shall obtain a cost of the necessary repairs from the Manager of Operations & Facilities and submit an invoice to the parent(s)/guardian(s).

   7.4 The Secretary Treasurer shall attempt to ensure that all funds due from the parent(s)/guardian(s) are collected.

Reference: Section 16, 20, 60, 61, 113, 116 School Act
Administrative Procedure 360

STUDENT EVALUATION

Background

Student evaluation is an integral part of the teaching and learning process. In addition, the public will become aware of and maintain confidence in the quality of educational services provided in the District as a result of an effective student evaluation system. The Guide to Education provides guidance and direction in the manner in which the evaluation of student progress will occur. All teachers are to become familiar with the Alberta Education materials and ensure that the specified conditions are met.

Procedures

1. The Principal shall:
   1.1 Develop school procedures for student achievement which provides for:
      1.1.1 Recording and reporting of student achievement within the school.
      1.1.2 Reviewing and the appeal of individual student evaluations at the classroom and school level.
   1.2 Monitor the student evaluation practices and procedures of individual members of the professional teaching staff.
   1.3 Report to the Superintendent on matters of student evaluation as required.

2. The teacher shall:
   2.1 Conduct regular and continuing assessment of student achievement.
   2.2 Maintain accurate and up-to-date records of student achievement.
   2.3 Continuously keep the student and/or parent(s)/guardian(s) informed as to individual achievement progress.
   2.4 Formally report on student achievement.

3. The Superintendent shall:
   3.1 Monitor the student evaluation procedures of individual schools and members of the teaching staff.
   3.2 Report to the Board on matters related to student evaluation as required.

4. The practices and procedures dealing with student evaluation shall:
   4.1 Be fair, just and equitable.
   4.2 Inform the student and parent in writing at the commencement of instruction at the junior and senior high levels as to the:
      4.2.1 Instructional objectives of the program.
4.2.2 Content of the program.
4.2.3 Procedures for evaluation.
4.2.4 Evaluation criteria and standards.

4.3 Provide the information noted in 4.2 above to the parent(s)/guardian(s) of students in the elementary grades upon request.

4.4 Reflect differences in student abilities, learning styles and needs.

4.5 Ensure that evaluations of affective behavior are kept separate and distinct from evaluations of academic achievement.

5. Student evaluation procedures shall be structured to serve the best interest of the student as follows:

5.1 Evaluations of academic achievements shall reflect the level of mastery of the instructional objectives in an approved program of studies.

5.2 Evaluation procedures shall be consistent with the instructional method(s) utilized.

5.3 Information gathered through the system of student evaluation shall be utilized in making student program placement decisions.

6. Reporting of student evaluation results must safeguard the students' interests and the information must be kept confidential.

7. Teachers shall maintain a record of the results of student evaluations that remain the property of the District and shall be returned to the school administration upon request.

8. The student and/or parent(s)/guardian(s) shall be provided with the opportunity to review and appeal individual evaluations with the teacher responsible for instruction in the program in the following manner:

8.1 The request for review must be made, either verbally or in writing, within seven (7) days of receipt of the evaluation mark.

8.2 The teacher shall respond to each request by conducting a re-appraisal of the evaluation and procedures utilized in light of the appeal.

8.3 The teacher shall respond to each request by conducting a re-appraisal of the evaluation procedures in the same form as that used for the request (verbal or written) within seven (7) days of receipt of the request.

9. In the case of official report card marks, the student and/or parent(s)/guardian(s) may appeal to the Principal if not satisfied with the results of the review conducted by the teacher in the following manner:

9.1 The appeal to the Principal shall be made in writing within seven (7) days of receipt of the results of the teacher interview.

9.2 The appeal request shall state the specific reasons for the appeal.

9.3 The Principal shall review the evaluation in light of the appeal.

9.4 The Principal shall advise the student and/or parent(s)/guardian(s), in writing, of the results of the appeal within seven (7) days of receipt of the request.
10. Marks of final standing in a program may be appealed to the Superintendent in accordance with the following:

10.1 Appeals to the Superintendent will be acted upon only in situations where appeals to the teacher and Principal have been unsuccessful.

10.2 Appeals to the Superintendent shall be confined to breaches of school procedures.

10.3 Request for appeal to the Superintendent shall be made in writing within seven (7) days of receipt of the appeal decision of the Principal and must clearly state the nature of the policy or procedure contravention.

10.4 The Superintendent will review the evaluation in light of existing procedures and advise the student and/or parent(s)/guardian(s) of the decision within fourteen (14) days.

10.5 A copy of the Superintendent’s decision will be filed with the Principal.

Reference:
- Section 12, 18, 20, 22, 23, 39, 47, 60, 61, 113 School Act
- Ministerial Order 016/97 – Teaching Quality Standard
- Freedom of Information and Protection of Privacy Act
- Practice Review of Teachers Regulation 4/99
- Student Record Regulation 225/2006
- Student Evaluation Regulation 177/2003
- Guide to Education ECS to Grade 12
- Ministerial Directive 4.2.1 Teaching Quality Standards Applicable to the Provision of Basic Education in Alberta
STUDENT PLACEMENT

Background

Decisions with respect to student placement and programming are the responsibility of the professional staff, in consultation with the parent(s)/guardian(s), with final authority resting with the Principal. Placement decisions shall be made in the best interests of the student.

Procedures

1. Student Program Placement: Kindergarten to Grade 9
   1.1 Student learning and progress is to be as continuous as possible.
   1.2 If, in exceptional cases, students are placed with other than their age peers, the Principal must ensure that program adaptations are provided to optimize opportunities for learning success.
   1.3 Placement decisions are primarily made on a grade basis at the junior high level, however individual subject placements may be provided where a student’s needs can be better met by so doing.

2. Transition to Senior High School
   2.1 Any student who successfully completes the Grade 9 program is eligible to enter any program for which the student is qualified at the senior high school level.
   2.2 Placement in specific senior high school programs rests with the senior high school Principal, in consultation with the student, parent(s)/guardian(s) and staff.
   2.3 In preparing junior high students for success in the various senior high school program routes, the following recommendation will be made to the parent(s)/guardian(s) and students with respect to program placement in writing:
      2.3.1 A student whose senior high school program is intended to lead to academically based, post-secondary education will normally obtain an average of 65% or better in each core course, and an average of 60% or better in the complementary courses completed.

3. Senior High School Promotion
   3.1 Senior high school promotion is by subject as per Alberta Education policy.

4. Special Needs Programming (All Grades)
   4.1 Accurate and comprehensive records must be kept, including Individual Program Plans, of students whose programs are modified in order to address one (1) or more specific needs.
5. For appeals arising from this Administrative Procedure, refer to Board Policy 13 – Appeals and Hearing Regarding Student Matters.

Reference: Section 12, 18, 20, 22, 23, 39, 47, 48, 60, 61, 113, 123 School Act
Practice Review of Teachers Regulation 4/99
Student Record Regulation 225/2006
Student Evaluation Regulation 169/98
Ministerial Order 016/97 – Teaching Quality Standard
Administrative Procedure 365

COURSE CHALLENGE

Background

High school students are to have the opportunity to enroll in courses appropriate to their background and learning rate. Senior high students who believe they already possess the knowledge, skills and attitudes prescribed in the Programs of Study for a course, shall be allowed to demonstrate these learnings through special assessment opportunities.

Course challenge is a provision that allows senior high students to participate in a formal evaluation process, to be given a final course mark, and if successful, credits in that course. The onus is on the student to demonstrate to the Principal that the student has a reasonable chance to successfully meet the acceptable standards of the course.

Procedures

1. Development and Administration

   1.1 Each high school Principal shall develop a course challenge procedure that is consistent with the Guide to Education: ECS to Grade 12 and with this Administrative Procedure. Once established, the course challenge process will be communicated to the student and parent(s)/guardian(s).

   1.2 Course challenges shall be administered by each Principal or designate in accordance with the established procedure on Course Challenges and only applicable after the student has registered in that school.

   1.3 The Principal shall assign the administration and evaluation of the course challenge to a certificated teacher who has taught the course.

   1.4 The Principal or designate shall ensure that each course challenge includes strategies that will assess the breadth and scope of learning expectations for the course as outlined in the Programs of Study. The assessment process includes the student performing a number of tasks and showing samples of work that demonstrate the degree to which the student has achieved the expected standards for the outcomes of the course. Teachers may elect to use summative evaluations from the Alberta Assessment Consortium to assist with the evaluation process.

   1.5 Course challenge assessment opportunities will be provided in January and June of each school year and coincide with the exam schedules for regular courses that are being offered in the school.

   1.6 No fees shall be charged for administering course challenges.

   1.7 Schools shall receive 20% of the CEU funding for a student who completes a course challenge, even if the student does not receive credits for the challenge.
2. Application for a Course Challenge

2.1 Normally, a course challenge will apply only to a course that is at a higher level in a course sequence, or is at a similar level in an alternative course sequence.

2.2 Students may only challenge courses that have specifically defined content in the Programs of Study. Courses such as Work Experience and Special Projects cannot be challenged.

2.3 The student shall initiate the course challenge process, and shall take the responsibility for providing evidence of readiness to challenge a course. This might include such things as a student portfolio, documentation of work and/or experience, recommendations from previous teachers, etc.

2.4 If a student makes application for a course challenge, it does not automatically mean that the challenge will be granted. Based on consultation that involves the student, the parent(s)/guardian(s) and subject teacher(s) where applicable, the Principal shall make the final decision about the student's readiness for the course challenge.

2.5 If there is no qualified teacher on staff capable of administering the challenge course, the Principal can refuse the student's request.

3. Completion of a Course Challenge

3.1 A student may attempt a particular course challenge only once. If the student is unsuccessful in the course challenge, but wants credit in the course or wishes to raise his/her mark, the student is required to take the course.

3.2 Upon successful completion of a course challenge, waived prerequisite credits and a “P” for “pass” for courses lower in the course sequence shall be awarded. For example, if a student successfully completed a challenge in Math 24, waived prerequisite credits would be awarded for Math 14, provided credits had not already been earned in Pure or Applied Math 10.

3.3 In the case of diploma exam courses, the mark obtained on the course challenge is to be combined with the mark obtained on the diploma exam before a final course mark or credits are awarded.

3.4 For students who are registered in a course during a semester and who elect to attending classes, or are asked to leave the course because of behaviour or attendance problems, the course challenge route will not be available to them during that semester.

3.5 If a student has been registered in a course for 50% or more of the required time and decides to drop the course, the Principal may choose to allow that student to write the final exam for that subject.

3.5.1 The Principal is to consult with the teacher in such situations before making a final decision.

3.5.2 The final mark in the course would then be determined by the overall evaluation scheme of outlined for that course. This type of situation is different and separate from a “course challenge” request by a student.

Reference: Section 12, 20, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
CREDITS/PREREQUISITE COURSES

Background

Some students have the ability, through experience or special talent, to achieve in courses at a higher level than the student is placed.

Procedures

1. The Principal shall recommend that credits be awarded to the student for the waived prerequisite(s) if the student has passed a test indicating sufficient knowledge of the Programs of Study for that particular course.

2. For a student to be granted prerequisite credit(s), the student must provide evidence that he/she possess the essential knowledge, skills and attitudes as identified in the Programs of Study.

3. The student must be successful on an oral or written test prepared by a certificated teacher with experience teaching the prerequisite course. A minimum of 50% must be achieved.

4. Recommendations for awarding credits for previously reported waived prerequisite courses shall be reported in writing to the Information Services Branch.

5. Decisions are to be made on an individual basis with the best interest of the student as the primary consideration.

Reference: Section 12, 20, 60, 61, 113 School Act 
Guide to Education ECS to Grade 12
CREDITS/RETROACTIVE

Background

It is recognized that not all students are successful in achieving a passing mark in all subjects. When a student does not achieve a final grade of at least 50% in a given course, it may be beneficial for the student to proceed in an alternative course sequence. This makes it possible for the student to register into the next higher level but in a less difficult sequence.

Procedures

1. If a student fails in a registered course but wishes to proceed in an alternative course sequent, the Principal must:
   1.1 Report the failure to the Information Services Branch.
   1.2 Report that the student is registered in the next higher level course, in the alternate course sequence, in the following semester or year.

2. If the student is successful, the Principal shall report the pass mark in the higher level alternate course when completed.

3. The student shall be awarded retroactive credits automatically by Alberta Education when the above criteria have been met.

Reference: Section 12, 20, 60, 61, 113 School Act
Guide to Education ECS to Grade 12
STUDENT AWARDS

Background

The District believes that student achievement should be recognized, and therefore approves of individuals and organizations such as the Knights of Columbus, the Catholic Women’s League, the Parish Council, Alberta Education and other recognized businesses, organizations, services or individuals to present students with gifts, scholarships, money, plaques, medals, etc. in recognition of exemplary achievement.

Student awards will be presented on an annual basis to ensure that student achievement is recognized.

Procedures

1. The District encourages presentations that recognize achievement in areas such as academics, good citizenship athletics, effort and attitude.

2. The Principal, in consultation with staff, shall develop criteria and procedures to govern student awards.

3. These criteria and procedures are to be approved by the Superintendent.

Reference: Section 20, 60, 61, 113 School Act
Administrative Procedure 380

STUDENTS’ COUNCIL

Background

The experience of participation in Students’ Councils and Students’ Council activities within schools is supportive and complementary to the education of students and can contribute to the preparation of students to become socially responsible citizens in a changing world. The District, therefore, encourages the formation of Students’ Councils in schools.

Procedures

1. The Principal has final authority over all Students’ Councils activities.

2. Students’ Councils will operate according to an acceptable constitution.
   
   1.1 Students’ Council shall develop a constitution.
   
   1.2 The Students’ Council constitution and any amendments shall be filed with and approved by the Principal.

3. Students’ Councils must operate within the framework of acceptable financial practices.
   
   3.1 An annual Students’ Council financial statement shall be filed with the Principal.
   
   3.2 The Principal shall report Students’ Council fund activities as part of the annual report required under Administrative Procedure 520 – School Fundraising.

4. Appropriate teacher guidance will be provided to Students’ Councils.
   
   4.1 One (1) or more teachers shall be appointed as Students’ Council advisors.

Reference: Section 18, 20, 60, 61, 113 School Act
STUDENT APPEALS

Background

The Superintendent has the authority to administer appeal processes relative to the following:

- Student entrance age.
- Selection of resource materials or speakers.
- Student final marks in non-diploma courses.
- Student class marks.

Therefore, the above matters cannot be appealed to the Board and the decision of the Superintendent shall be deemed to have been a decision of the Board.

Procedures

1. The possible expulsion of a student will be dealt in accordance with Administrative Procedure 355 – Suspension and Expulsion of Students.

2. Should an individual wish to appeal a decision made directly by the Superintendent and for which there is no other avenue for resolution or appeal except to the Board, then Board Policy 13 – Appeals and Hearings Regarding Student Matters shall apply.

Reference: Section 8, 10, 12, 18, 20, 24, 25, 47, 48, 60, 61, 113, 123, 124, 125 School Act
Student Records Regulation 225/2006
Cross Reference: Policy 13 – Appeals and Hearings Regarding Student Matters
PERSONNEL AND EMPLOYEE RELATIONS 400
Administrative Procedure 400

STAFF EMPLOYMENT

Background

Personnel who are committed to the goals of Catholic education and demonstrate professionalism and expertise in their area of responsibility represent one of the most important components of the District. The District further believes that hiring and retaining quality staff members is enhanced by fair and consistent employment practices.

All personnel appointed to the staff of the District shall be of exemplary character, shall adopt a personal lifestyle in accord with the teachings of the Catholic Church and possess competency in the skills required for the position to which they are being appointed. It is understood that all staff have been hired to assist with carrying out the mission and mandate of the District.

Procedures

1. The Superintendent or designate is responsible for the development, implementation, administration and assessment of employment practices. These practices must be consistent with employment legislation, current collective agreements or contracts, Board Policies and District Administrative Procedures.

2. Individuals, excluding substitute teachers and casual employees, shall be appointed to the staff of the District in accordance with the following procedures:

   2.1 Unless filled through a lateral transfer, all permanent vacancies must be advertised in open competition or as per Administrative Procedure 425 – Teaching Staff Reduction.

   2.2 The successful candidate shall be fairly selected from applicants.

   2.3 All offers and acceptances of employment shall be in writing.

   2.4 All initial appointments to staff shall be made:

       2.4.1 In the case of teachers, pursuant to Section 97 of the School Act.

       2.4.2 In the case of unionized employees, pursuant to the provisions of current collective agreements.

       2.4.3 In the case of non-unionized employees, pursuant to such probationary period as may be established from time to time.

       2.4.4 In the case of teachers designated as Principal of a school, pursuant to Section 96 of the School Act.

3. It is not the intent of this Administrative Procedure to supersede such grievance procedures as may exist in an employee's applicable collective agreement.
4. All offers of employment will be conditional on the receipt of current Criminal Record Checks and Child Welfare Intervention Record Check (Appendix).

Reference:   Section 19, 20, 22, 60, 61, 92, 93, 95, 96, 97, 113, 116, 117, School Act
               Child, Youth and Family Enhancement Act
               Employment Standards Code
               Freedom of Information and Protection of Privacy Act
CRIMINAL RECORD AND CHILD WELFARE INTERVENTION RECORD CHECKS

Background

Every effort is to be made to ensure that employees have a Criminal Record Check and a Child Welfare Intervention Record Check.

Procedures

1. All new employees, not employed in the previous academic year by the District are required to provide a Criminal Record Check and Child Welfare Intervention Record Check as a condition of employment.

2. All contracts and job offers issued shall be contingent upon receipt of a suitable Criminal Record Check and Child Welfare Intervention Record Check.

3. The Criminal Record Check and Child Welfare Intervention Record Check shall be paid for by the employee.

4. The Criminal Record Check and Child Welfare Intervention Record Check are confidential and are to be maintained in the employee’s personnel file at the District office.

5. Employees must immediately advise their supervisor of any emergent Criminal Record Check or Child Welfare Intervention Record Check entries.

Reference: Section 20, 60, 61, 113 School Act
Alberta Human Rights Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Controlled Drugs and Substances Act
Criminal Code
Criminal Records Act
Food and Drugs Act
Administrative Procedure 401

STAFF CONFLICT OF INTEREST

Background

Effective management of the District is facilitated by employees avoiding situations which could be construed as placing them in a conflict of interest. This obligation demands that there not exist, or seem to exist, conflict between the private interests of employees and their responsibility to the District and the community.

Procedures

1. These procedures shall apply to all salaried employees of the District and all persons employed on a contractual basis.

2. For the purposes of these procedures, a conflict of interest arises when:
   2.1 An employee, because of knowledge, responsibilities or authority associated with the employee’s position with the District is perceived as, directly or indirectly, providing benefit to:
      2.1.1 Him/herself personally.
      2.1.2 A member of the employee’s family.
      2.1.3 A business or an organization in which that employee, or a member of the employee’s family, has an interest or holds a position.
   2.2 An employee’s relationship, employment or position with or interest in, another person, business or organization affects the exercise of the individual’s duties or responsibilities as an employee of the District.
   2.3 A conflict of interest exists in the above situations irrespective of whether the District, under the particular circumstances has been disadvantaged or receives a benefit.

3. An employee shall not accept a gift, favour or service from any individual, organization or corporation with which the District does business or potentially may do business, other than normal exchanges of gifts between friends, the normal exchange of hospitality between persons doing business together, tokens exchanged as part of protocol, or the normal presentation of gifts to persons participating in public functions.

4. Employees who exercise a regulatory, inspectional or other discretionary control over others shall, wherever possible, disqualify themselves from dealing with relatives with respect to those functions.

5. Employees may not take supplementary employment including self-employment, which may cause an actual or apparent conflict of interest.

6. The Superintendent will:
6.1 Ensure that all employees are familiar with and adhere to these procedures.

6.2 Review conflict of interest situations and interpreting and applying these procedures as appropriate.

6.3 Inform the Board on conflict of interest situations and their resolutions.

7. Where an employee does find him/herself in an actual, perceived or potential conflict of interest, the employee must:

7.1 Disclose in writing to his/her supervisor and the Superintendent the nature and extent of the conflict of interest.

7.2 Refrain from acting in connection with the conflict of interest unless, and to the extent that, the Superintendent may in writing otherwise permit.

8. Where there is disagreement with the Superintendent’s ruling regarding a perceived conflict of interest, the employee may request that the Superintendent’s decision be reviewed by the Board.

9. An employee who is in breach of these procedures may be subject to disciplinary action which could include reprimand, suspension and/or termination of contract and/or administrative designation.

Reference: Section 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Canadian Human Rights Act
Canadian Multiculturalism Act
Charter of Rights and Freedoms
PERSONNEL FILES

Background

A confidential personal file will be maintained at the District Office for each employee.

Procedures

1. The District Office will maintain a personal file for each employee which includes some or all of the following items:
   1.1 Pre-employment materials, including correspondence associated with the applications, curriculum vitae, transcripts, letters of reference, and placement documents.
   1.2 Copies of letters relating to District actions respecting the employee, including initial appointment, sabbatical leaves, leaves of absence, secondments, administrative appointments, etc.
   1.3 Correspondence between the employee and administrative personnel.
   1.4 Materials respecting professional development and achievement.

2. A personal file shall not contain items submitted anonymously.

3. An employee, or duly authorized representative, shall have the right to examine the contents of his/her personal file upon request to the Superintendent or designate.
   3.1 Such examination shall be in the presence of the Superintendent or designate.
   3.2 The employee shall not be allowed to remove his/her personal file, or any part thereof, from the District Office.
   3.3 Upon written request, the employee may obtain copies of any of the documents in the file.

4. The employee shall have the right to have included in his/her personal file, his/her written comments on the accuracy of the meaning of any of the contents of the personal file and to add relevant documents to the file.

5. The following persons may have access to employee records for the purpose of performing their duties:
   5.1 District Office support staff.
   5.2 District Office administrative/supervisory staff.
   5.3 Legal counsel for the District.
   5.4 Authorized Alberta Education personnel.
   5.5 Auditors.
5.6 Individuals authorized to perform system level evaluation.
5.7 All other individuals may only have access to employee records with the prior knowledge and written consent of the employee.

6. The Superintendent will develop procedures to ensure that:
   6.1 The accuracy and integrity of the records are preserved.
   6.2 The employee may examine personal records for the purposes of verifying accuracy or appending additional information.
   6.3 Any reproduction of the records is properly authorized.
   6.4 A listing of past employees, dates of employment, and positions held is maintained.
   6.5 Archiving and destruction of personnel files will be in accordance with Administrative Procedure 185 – Records Management.

Reference:
Section 60, 61, 113 School Act
Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Access to Information Bulletin 3.2.5
WHISTLEBLOWER/DUTY TO REPORT

Background

The District is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within District operations, and to promote public confidence in District administration. District employees are encouraged to act in ways consistent with the teachings of the Catholic/Christian faith. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place. Employees have a duty to report all wrongdoings or suspected wrongdoings to the Designated Officer in accordance with this Administrative Procedure.

On June 1, 2013, the Public Interest Disclosure (Whistleblower Protection) Act (“PIDA”) came into force in Alberta. The purpose of PIDA is to:

(a) facilitate the disclosure and investigation of significant and serious matters in public entities, including school boards, that an employee believes may be unlawful, dangerous to the public or injurious to the public interest.
(b) protect employees who make those disclosures.
(c) manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals.
(d) promote public confidence in the administration of public entities.

Under PIDA, an employee of the school board may make a disclosure of a wrongdoing, which the school board will investigate in accordance with these procedures. Under PIDA, no person may make reprisals against an employee for making a disclosure, seeking advice about making a disclosure, or taking any other steps under PIDA, so long as the employee is acting in good faith.

Purpose

The Board is required under section 5(1) of PIDA to establish and maintain, in accordance with PIDA, written procedures for managing and investigating disclosures by employees of the school board. Those written procedures are set out herein.

Definitions

**PIDA** means the Public Interest Disclosure (Whistleblower Protection) Act.

**Chief Officer** means the Superintendent of Schools.

**Designated Officer** means the individual designated by the Chief Officer to manage and investigate disclosures under PIDA, and for the purpose of this Administrative Procedure specifically means the Associate Superintendent of Human Resources.
**Commissioner** means the Public Interest Commissioner appointed under PIDA.

**Employee** means an individual employed by the school board.

**Disclosure** means a disclosure of wrongdoing made in good faith by an employee under PIDA and this Administrative Procedure.

**Reprisal** means any adverse employment action taken against an employee who seeks advice on making a disclosure, makes a disclosure, or co-operates in an investigation of wrongdoing, or declines to participate in a wrongdoing in accordance with PIDA. Examples of reprisal include dismissal, layoff, suspension, demotion or transfer, discontinuation or elimination of a job, reduction in wages, change in hours of work or reprimand, or any other measure that adversely affects the employee’s employment or working conditions (i.e. bullying), and threats to do any of the above.

**Wrongdoing** means:

(a) a contravention of an Act, a regulation made pursuant to an Act, and Act of the Parliament of Canada or a regulation made pursuant to an Act of the Parliament of Canada.

(b) an act or omission that creates:
   (i) a substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties or functions of an employee.
   (ii) a substantial and specific danger to the environment.

(c) gross mismanagement of public funds or a public asset.

(d) knowingly directing or counselling an individual to commit a wrongdoing mentioned above.

**Procedures**

1. **Role of the Chief Officer**
   1.1 The Superintendent is the Chief Officer for the purpose of the overall administration and reporting required under PIDA.

   1.2 The Chief Officer must, in accordance with PIDA:

   (a) Establish and maintain written procedures for managing and investigating disclosures in accordance with PIDA.

   (b) Appoint a Designated Officer to manage and investigate disclosures under PIDA.

   (c) Ensure employees are aware of the internal disclosure procedure and the whistleblower protections of PIDA and this Administrative Procedure.

   (d) Receive recommendations and reports resulting from investigations.

   (e) Fulfill annual reporting requirements in accordance with PIDA.
2. Role of the Designated Officer

2.1 The Secretary Treasurer is designated as the "Designated Officer" to manage and investigate disclosure in accordance with PIDA.

2.2 The Designated Officer is responsible for:

2.2.1 Providing general advice and guidance about the operation of PIDA and this Administrative Procedure.

2.2.2 Receiving and processing disclosures by employees of suspected wrongdoings.

2.2.3 Assessing disclosures of suspected wrongdoings and determining if there are sufficient grounds to warrant further action.

2.2.4 Determining what actions must be taken to address the suspected wrongdoings, including consulting with the Chief Officer regarding the management and investigation of a disclosure, where necessary.

2.2.5 Providing an investigation report to the Chief Officer.

2.2.6 Referring a disclosure to the Commissioner as soon as reasonably practicable if there is reason to believe that the matter to which the disclosure related constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment.

2.2.7 Referring a disclosure to a public entity or office of the Legislature if the disclosure would more appropriately be dealt with there.

2.2.8 Reviewing results of completed investigations, and providing the findings and any recommendations to the Chief Officer.

2.2.9 Keeping records of all disclosures, including:

2.2.9.1 the number of disclosures received annually.

2.2.9.2 the number of disclosures acted on and not acted on.

2.2.9.3 the number of investigations commenced as a result of disclosures.

2.2.9.4 in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

2.2.10 Implementing measures to protect employees who disclose suspected wrongdoing in good faith from reprisals.

2.2.11 Implementing measures to protect employees, who are witnesses or provide information in relation to a disclosure of suspected wrongdoing from reprisals.

2.2.12 Making recommendations to the Chief Officer for consequences if a disclosure of suspected wrongdoing is made maliciously or in bad faith.
3. Receipt of Disclosures

3.1 Employees seeking advice on potential disclosure under PIDA and this Administrative Procedure shall be referred to the Designated Officer, who shall provide the employee with information on PIDA, this Administrative Procedure, the requirements of PIDA and this Administrative Procedure, and other alternative processes for resolution of the employee's concern.

3.2 An employee who, in good faith reasonably believes a wrongdoing has been committed or is about to be committed, or who has been asked to commit a wrongdoing, may make a disclosure to the Designated Officer or the Public Interest Commissioner.

3.3 Employees making disclosures for the purposes of PIDA and this Administrative Procedure to the Designated Officer, shall utilize the PIDA Disclosure of Wrongdoing Form (Appendix).

3.4 Disclosures shall provide:

3.4.1 the name of the disclosing employee.
3.4.2 a description of the wrongdoing.
3.4.3 the name of the individual(s) alleged:
   3.4.3.1 to have committed the wrongdoing.
   3.4.3.2 to be about to commit the wrongdoing.
3.4.4 the date(s) of the alleged wrongdoing.
3.4.5 the Designated Officer shall acknowledge receipt of the disclosure to the employee making the disclosure within 5 business days from receipt of the disclosure.

4. Preliminary Handling of Disclosures

4.1 Where the Designated Officer is of the opinion that the subject matter of a disclosure would be more appropriately dealt with by a department of the Government of Alberta, an office of the Legislature, or another public entity, the Designated Officer shall report the subject matter of the disclosure to the Designated Officer of that other entity.

4.2 Where an alternative process exists for the handling of the subject matter of the disclosure under:

4.2.1 another policy/procedure of the Board [for example, Harassment (Administrative Procedure 170), Health and Safety of Students and Staff (Administrative Procedure 161), or Teacher Growth, Supervision and Evaluation (Administrative Procedure 421)];
4.2.2 another Act or regulation (for example, human rights or occupational health and safety legislation); or
4.2.3 procedures under a collective agreement or employment contract (i.e. grievance procedures);

and the Designated Officer is of the opinion that the subject matter of the disclosure would be more appropriately dealt with under that alternative process, the
Designated Officer may refer the disclosing employee to those procedures/alternative processes.

4.3 Where the disclosure:

4.3.1 is clearly frivolous or vexatious, has not been made in good faith, had not been made in a timely enough manner to permit an investigation, or does not deal with a wrongdoing;

4.3.2 relates to a decision, action or matter that results from a balanced and informed decision-making process on a public policy or operational issue; or

4.3.3 does not provide adequate particulars about the wrongdoing to permit the conduct of a fair and effective investigation;

the Designated Officer may decline to investigate the disclosure.

4.4 If more than one disclosure is made of a single wrongdoing, the Designated Officer may conduct a single investigation into the wrongdoing.

4.5 Within ten (10) business days from receipt of the disclosure, the Designated Officer shall advise the employee making the disclosure whether the disclosure will or will not be investigated.

5. Reporting to the Office of the Commissioner

5.1 An employee may make a disclosure directly to the Commissioner and circumvent their Chief Officer and Designated Officer if:

5.1.1 The disclosure has been made and not resolved within the specified time periods or in accordance with these procedures.

5.1.2 The employee has made a disclosure in accordance with this Administrative Procedure, the investigation has been completed, a final decision has been issued in respect of the disclosure and the employee is dissatisfied with the decision.

5.1.3 The subject matter of the disclosure involves the employee's Chief Officer or the employee's Designated Officer.

5.1.4 The employee reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment, such that there is insufficient time to make a disclosure to the Designated Officer.

6. Mandatory Disclosures to Others

6.1 Notwithstanding whether a disclosure is referred to the Commissioner, where the Designated Officer is aware:

6.1.1 of a disclosure relating to an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment; or

6.1.2 that the alleged wrongdoing, if true, may threaten the welfare of students, staff, or the safe and caring environment of the school;

the Designated Officer shall also ensure that appropriate persons within the District have sufficient information to act to abate that risk.
6.2 Where, at any point following a disclosure, the Designated Officer has reason to believe that the alleged wrongdoing, if true, could potentially give rise to the Superintendent being of the opinion that the welfare of students is threatened by the presence of the teacher, the Designated Officer shall advise the Superintendent of the alleged wrongdoing for consideration of a possible administrative suspension under section 105(1) of the School Act, as amended.

6.3 Where in the course of an investigation the Designated Officer has reason to believe that an offence has been committed under an Act or regulation of the Province of Alberta, or under an Act or regulation of the Parliament of Canada, the Designated Officer shall report the potential offence to the appropriate law enforcement authorities.

7. Investigations

7.1 The Designated Officer shall conduct all investigations in accordance with the principles of natural justice and procedural fairness.

7.2 The Designated Officer may consult with the Chief Officer or the Commissioner before launching an investigation.

7.3 The Designated Officer may utilize internal personnel and resources, and may retain outside personnel or resources, for the purpose of conducting an investigation.

7.4 All employees shall cooperate fully with the Designated Officer or any outside personnel retained for the purpose of conducting an investigation.

7.5 The Designated Officer, and any person conducting an investigation on their behalf, may interview any person and shall have access to any documents of the District necessary to manage and investigate disclosure under PIDA.

7.6 Where, in the course of an investigation the Designated Officer has reason to believe that another wrongdoing has been committed or may be committed, the Designated Officer shall investigate that other potential wrongdoing as if a disclosure had been made.

8. Reporting

8.1 The Designated Officer shall provide a written investigation report to the Chief Officer detailing whether the disclosure was substantiated and provide recommendations on corrective action.

8.2 The investigation shall be completed and the written investigation report provided to the Chief Officer no later than 110 business days from the date the disclosure was received.

8.3 Where the Designated Officer is considering a recommendation to the Superintendent that the Superintendent exercise authority delegated to him/her by the Board to suspend a teacher or administrative designation under the School Act, the Designated Officer shall consult with the other District staff typically responsible for such recommendations concerning the necessary process. In such event, the written investigation report shall be provided to the Superintendent in the course of any process under the School Act for the Superintendent to consider that recommendation.

8.4 The Chief Officer shall consider the recommendation in the investigation report, and shall be responsible for determining what action, if any, including disciplinary action,
shall be either taken as a result or recommended to the Board. The Chief Officer shall follow up with the employees responsible to ensure those actions are taken.

8.5 The person making the complaint shall be advised when the investigation is completed, the recommendations made in the written investigation report, and the Chief Officer's actions resulting from the written investigation report.

9. Extensions of Timelines

9.1 The Designated Officer may request of the Chief Officer, and the Chief Officer may grant, extensions of timelines within this procedure, provided that the total extensions granted do not extend the overall time period for investigation and provision of the investigation report by more than 30 business days.

9.2 The Chief Officer may request permission from the Commissioner to extend timelines for a longer period.

9.3 In the event of an extension of a timeline, the Designated Officer shall promptly advise the person who submitted a disclosure of wrongdoing when he or she may expect the next procedural step to occur or be completed.

10. Conflict of Interest/Disclosures About the Chief Officer

10.1 In the event the Designated Officer is in a conflict of interest with respect to the nature of the disclosure or any person involved in the disclosure or alleged wrongdoing, the Designated Officer shall request the Chief Officer to designate an alternative Designated Officer for the disclosure. The alternative Designated Officer shall have all the powers of the Designated Officer for the purpose of the disclosure.

10.2 In the event of a disclosure to the Designated Officer concerning the conduct of the Chief Officer, or concerning which the Chief Officer has a conflict of interest, the Designated Officer shall:

10.2.1 Advise the Commissioner of the disclosure and its referral to the Board of Trustees, and seek advice from the Commissioner concerning whether the disclosure should be referred to the Commissioner.

10.2.2 Advise the Board Chair of the nature of the disclosure, whereupon the Board of Trustees may authorize an investigation into the disclosure.

11. Confidentiality

11.1 The Designated Officer shall ensure all disclosures, and information gathered in the course of investigating disclosures, including the identity of the person making the disclosure, those alleged to have committed the wrongdoing and witnesses, are maintained in confidence and disclosed only:

11.1.1 As necessary for this Administrative Procedure and to conduct the investigation in accordance with the principles of procedural fairness and natural justice.

11.1.2 In accordance with PIDA or any other statute.

11.1.3 If the disclosure of that information is necessary due to an imminent risk of a substantial and specific danger to the life, health or safety of individuals, or to the environment.
12. No Reprisal

12.1 No person will engage in reprisal against an individual for:

12.1.1 Seeking advice about making a disclosure.
12.1.2 Making a disclosure.
12.1.3 Co-operating with an investigation under this Administrative Procedure.
12.1.4 Declining to participate in a wrongdoing.

12.2 All complaints of reprisals will be managed and investigated by the Commissioner.

13. False Accusations/Vexatious Reporting

13.1 Any individual who intentionally makes a false, bad faith or vexatious report of a wrongdoing will be subject to disciplinary action, up to and including termination of employment.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Teaching Profession Act
ATA Code of Professional Conduct
Public Interest Disclosure (Whistleblower Protection) Act
DISCLOSURE OF WRONGDOING FORM

An employee may make a disclosure to the employee’s supervisor or designated officer within their organization or to the Manitoba Ombudsman, if the employee reasonably believes that he or she has information that could show a wrongdoing has been committed or is about to be committed.

This Disclosure of Wrongdoing Form is to assist you in providing information about a disclosure of wrongdoing to your supervisor or the designated officer for your organization. Your responses will assist in reviewing the matter under The Public Interest Disclosure (Whistleblower Protection) Act.

If you are making a disclosure to the Manitoba Ombudsman, information about making a disclosure and form is available at the following link: [https://www.ombudsman.mb.ca/disclosures/make-a-disclosure.html](https://www.ombudsman.mb.ca/disclosures/make-a-disclosure.html).

**Your Information:**

| Last Name: ________________________________ | First Name: ________________________________ |
| Mailing Address: ____________________________________________ | ____________________________________________ |
| ____________________________________________ | Postal Code: __________________ |
| Daytime Telephone Number: __________________ | Other Number: __________________ |
| May a message be left at your daytime telephone number?  ☐ Yes ☐ No |

**DISCLOSURE OF WRONGDOING**

(If you need more space for your responses, attach a letter explaining the wrongdoing.)

1. Description of the wrongdoing:

2. Name of the person or persons alleged to have committed or about to commit the wrongdoing (Provide department and position information):

3. Date of wrongdoing:

4. Has the wrongdoing already been disclosed?  If yes, to whom?  Has a response been received?  If yes, please attach a copy.

5. Additional Comments:

<table>
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<th>Signature:</th>
<th>Date:</th>
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Administrative Procedure 404

WORKING ALONE

Background

Employees who are directed to work alone are to be protected in accordance with the Occupational Health and Safety Act.

Definition

Work Alone means to work alone by administrative direction at a work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency.

Procedures

1. In situations where employees are directed to work alone, Principals and site supervisors shall ensure:
   1.1 That a hazard assessment to identify existing and/or potential hazards arising from the conditions and circumstances of the employee’s place of work is conducted.
   1.2 An effective means of communication between the employee and persons capable of responding to the employee’s needs is established.
   1.3 Safety measures to reduce the risk to employees from the identified hazards are implemented.

Reference:
   Section 60, 61, 113 School Act
   Occupational Health and Safety Act
   General Safety Regulation (AR 448/83)
   Working Alone Safely: A Guide for Employers and Employees
MEDICAL EXAMINATIONS

Background

In order to fulfill the responsibilities of their position, employees need to be in good health. While the Alberta Human Rights Act places certain restrictions on what employers may include as part of the application form, employers do have the right to request medical health information from prospective or existing employees.

Procedures

1. As a condition of employment, an applicant shall be required to submit evidence of a medical examination to substantiate medical fitness to perform the required duties.

2. An employee may be required at any time to obtain a medical statement from a qualified physician named or approved by the Superintendent at District expense, if it is believed that the employee may not be in adequate physical or mental health to perform the necessary duties required of the position.

Reference:

- Section 20, 60, 61, 113, 118 School Act
- Alberta Human Rights Act
- Child, Youth and Family Enhancement Act
- Employment Standards Code
- Freedom of Information and Protection of Privacy Act
- Personal Information Protection Act
- Controlled Drugs and Substances Act
- Criminal Code
- Criminal Records Act
- Food and Drugs Act
LEAVES OF ABSENCE FOR POLITICAL PURPOSES

Background

Employees have a right to campaign for and to hold political office. Accordingly, in addition to the provisions for leave in the collective agreements, requests for leaves for political reasons may be granted. In order to ensure that the best interests of students are protected, any employee that is planning to seek an elected office shall immediately inform his/her immediate supervisor and the Superintendent.

Procedures

1. For an elected municipal office:
   1.1 The employee will not be given time off from his/her employment duties for electioneering purposes.
   1.2 A maximum of seven (7) days leave of absence will be granted for a successful candidate to carry out the responsibilities of office, with a salary deduction equivalent to the daily rate for substitute teachers.

2. For an elected provincial or federal office:
   2.1 The employee will be granted four (4) continuous weeks off with a salary deduction equivalent to the daily rate for substitute teachers.
   2.2 A staff member elected to the provincial legislature or federal parliament must apply for a leave of absence without pay for the entire term of his/her office.
   2.3 A successful candidate must immediately relinquish any administrative and/or counselling position.
   2.4 Extensions of the time limits will be at the discretion of the Superintendent.

Reference:
Section 60, 61, 111, 113 School Act
Employment Standards Code
Labour Relations Code
Section 248L, Canada Tax Act
Canada Income Tax Regulation 6801
Collective Agreements
LONG SERVICE AWARDS

Background

It is appropriate that staff members, at various periods in their career, are recognized for their contribution to the success of the operation of the District.

Procedures

1. Qualifying Service
   1.1 For the purpose of this Administrative Procedure the following service will be counted:
       1.1.1 Any permanent/continuous position will be considered as service to the District. A staff member employed full time or less will be credited with one (1) year for each year of service beyond the individual’s hire date.
       1.1.2 Temporary contracts that are continuous from year to year and span at least 90% of each school year will be considered as service to the District. A staff member employed full time or less for at least 90% of the school year will be credited with one (1) year of service for each year beyond the individual’s hire date.
   1.2 Substitute service shall not be considered as qualifying service.
   1.3 Personal leave without pay for a continuous period of 30 calendar days or more shall not be considered as qualifying service.

2. Awards
   2.1 Staff members who have completed ten (10) years of service as of September 30 with the District and every five (5) years thereafter will be presented with an award on completion of each of those terms of service.
   2.2 The award to be presented will be determined by the Board Chair and two (2) other persons designated by the Superintendent.

3. Presentation
   3.1 Presentations will be made annually at the opening year function, or on other suitable occasions.

4. Individuals not directly employed by the District may be considered for recognition by the Superintendent on a case-by-case basis.

Reference: Section 20, 60, 61, 113 School Act
EMPLOYEE RESIGNATIONS

Background

Employees wishing to resign from the employ of the District shall do so in accordance with the provisions of provincial statutes, collective agreements and District Administrative Procedures.

Procedures

1. The employee wishing to resign from employment with the District shall submit a letter of resignation to the Superintendent specifying the last day of performance of assigned duties.

2. Upon receiving a letter of resignation, the Superintendent will:
   2.1 Ensure that the period of notice given by the employee is in accord with the conditions of employment.
   2.2 If in accord, accept, in writing, the resignation.
   2.3 Report, as information, the resignation to the Board.
   2.4 Forward a copy of the letter accepting the resignation to the payroll department.

3. If the period of notice does not comply with the conditions of employment, the Superintendent may:
   3.1 Require of the employee the appropriate period of notice.
   3.2 Accept the resignation as offered.
   3.3 Forward a copy of the letter accepting the resignation to the payroll department.

Reference: Section 60, 61, 107, 108, 109, 113 School Act
            Employment Standards Code
RECRUITMENT AND SELECTION OF TEACHING STAFF

Background

The teacher recruitment process must ensure that teachers hired for the District are highly skilled, committed to Catholic education and dedicated to the service of students.

It is expected that individuals selected for employment in the District will serve as Christian models for their students through their appropriate moral conduct and lifestyle within the community.

Procedures

1. The Superintendent has full authority to recruit staff for all teaching positions. This authority may be delegated to, or shared with, District Office and school-based administrators.

2. Available teaching positions will be advertised on the District website. Advertising outside the District may occur at any time for any position.

3. Whenever possible, individuals selected for appointment to the teaching staff will be Catholic and capable of participating with other staff members in the development and presentation of the religious studies programs in District schools.

4. When a non-Catholic individual is selected for appointment to the teaching staff, s/he shall possess not only the necessary academic and professional preparation for his/her assigned teaching duties, but will also have an understanding and appreciation of, and commitment to, the Catholic philosophy of education.

   4.1 Non-Catholic candidates must be prepared to participate in all religious celebrations and faith formation programs.

5. All offers and acceptances of employment shall be in writing.

6. All initial appointments of teachers shall be made pursuant to Section 92 of the School Act.

7. As a condition for employment, candidates for teaching positions are required to submit a medical certificate certifying they are in good health as required by Administrative Procedure 405 - Medical Examinations and submit a Criminal Record Check and Child Welfare Intervention Record Check as required by Administrative Procedure 400 and Appendix - Staff Employment - Criminal Record and Child Welfare Intervention Record Checks, prior to being appointed to the District staff.

Reference:
Section 18, 20, 22, 60, 61, 92, 93, 95, 96, 97, 113, 116, 117 School Act
Child Youth and Family Enhancement Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Alberta Human Rights Act
Teaching Profession Act
Ministerial Order 016/97 - Teaching Quality Standard
Ministerial Order 001/2013 - Student Learning
Administrative Procedure 421

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

Regular performance appraisals of teachers contribute to the improvement of quality instruction consistent with the District mission. Since teachers have a significant impact on quality educational programs, regular growth, supervision and evaluation of teachers is essential.

Procedures

1. Teachers employed by the District shall be supervised/evaluated on a regular basis to ensure that their actions, judgments and decisions are consistent with the Teaching Quality Standards and the District's standards, philosophy and goals.

2. Procedures for teacher growth, supervision and evaluation shall be in accordance with the District's Teacher Growth, Supervision and Evaluation Procedures Manual (Appendix).

3. Records Management

   3.1 All documents associated with these procedures are confidential.

   3.2 These documents will be retained at the school level.

   3.3 Access to these documents is restricted to the teacher, the Principal or designate and the Superintendent.

   3.4 Evaluation reports will be treated as confidential documents and these will be retained in the District Office personnel file.

   3.5 Access to evaluation reports are restricted to the teacher, the Principal or designate and the Superintendent.

      3.5.1 The Board may have access only through a formal motion to review the teacher’s file.

      3.5.2 In the event that a formal Board request to view a teacher's file is made, the individual shall be notified of the request in writing prior to the review of the file.

4. These procedures do not restrict the Superintendent from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of a school authority.

Reference:

Section 18, 20, 22, 39, 60, 61, 105, 106, 107, 109.1, 113 School Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)
Practice Review of Teachers Regulation 4/99
Ministerial Order 016/97
Ministerial Order 016/97 - Teaching Quality Standard
Ministerial Order 001/2013 - Student Learning
Guide to Education ECS to Grade 12
Practice Review of Teachers Information Bulletin 3.3.2
TEACHER GROWTH, SUPERVISION AND EVALUATION MANUAL

TEACHER GROWTH SUPERVISION and EVALUATION PROCEDURES MANUAL

(August 2015)
PROFESSIONAL STAFF DEVELOPMENT

Background

Learning is a lifelong process. Accordingly, the District is committed to improving staff professional skills by supporting attendance at seminars, institutes and other professional development activities.

Procedures

1. The Assistant Superintendent is delegated authority by the Superintendent to administer the procedures outlined herein.

2. Professional development activities supported by the District will include:
   2.1 Conference and seminars designed to promote individual teacher growth.
   2.2 Conferences and seminars designed to improve instructional programs.
   2.3 District sponsored sessions to address specific District initiatives and priorities.
   2.4 Approved university or other professional courses.

3. Priorities for professional development activities in any school year shall be determined by:
   3.1 The goals and priorities of the school and District.
   3.2 The financial resources available to the District.
   3.3 The need to improve teacher skills in a given area of the instructional program.
   3.4 The needs related to new programs, courses and/or resources for the following school year.
   3.5 The priorities of Alberta Education.

4. Financial assistance for professional development may include:
   4.1 Transportation and per diem rate as established by Board resolution.
   4.2 Registration fee, exclusive of meals (banquet costs, etc.) and membership fees.
   4.3 Leave of absence for professional development activities granted:
      4.3.1 With pay; or
      4.3.2 At cost of substitute; or
      4.3.3 Without pay.
   4.4 Tuition support for approved courses.

5. Students and the educational program must not experience a serious negative impact as a result of attendance by teachers at professional development activities.
6. Support for Conferences/Seminars

6.1 The District and each Principal will establish an annual professional development fund to be used to support staff attendance at conferences, in-service sessions and specialist workshops.

6.2 The professional development fund will not financially support the cost of membership in Specialist Councils and other professional organizations.

6.3 Access to professional development funding under these procedures is not available to personnel on sabbatical leave and/or extended leave of absence.

7. Tuition Support for Approved University Credit Courses

7.1 Subject to the prior approval of the Assistant Superintendent, the attendance of a staff member at a continued Professional Education course sponsored by an educational body, and upon the individual's successful completion of the course or courses, the District will pay the tuition fees for the courses concerned.

7.2 Each staff member who submits to the Assistant Superintendent proof of registration in an additional credit course or courses pertinent to an education degree, leading to the next year of university education or advanced degree, shall receive an amount equal to the tuition fees for such course or courses subject to the following conditions:

7.2.1 The individual has made application to the Assistant Superintendent by June 1 and received approval prior to course commencement.

7.2.2 The application will include the following:

7.2.2.1 Dates the course(s) will be taken.
7.2.2.2 Name of the course(s) and a brief outline of the content.
7.2.2.3 Institution at which the course(s) will be taken.
7.2.2.4 Relationship of the course(s) to District priorities.
7.2.2.5 Estimated cost of tuition.

7.2.3 The course or courses are taken at an Alberta university, or equivalent degree granting educational institution.

7.2.4 The course is completed successfully as evidenced by a revised evaluation of teacher education. The staff member will also file a statement of grades as supplied by the university.

7.2.5 The individual has been in the employ of the District for at least two (2) full years and shall remain so for one (1) school year following the successful completion of said course or courses.

7.2.5.1 Should the staff member leave the employ of the District prior to the completion of one (1) year, repayment of the amount given for tuition reimbursement shall be paid in full.

7.2.6 The amount allowed to a staff member enrolled in university course(s) during the summer will be up to a maximum of $700 in Canadian funds per year.
7.2.7 The amount allowed to an individual enrolled during the school year will be up to a maximum $1,750 in Canadian funds per year of tuition costs.

7.2.8 If the total amount of tuition for any year exceeds $7,000, staff members will receive a pro-rated portion of the $700, or the $1,750, equal to the number of individuals divided into $7,000.

7.2.9 Tuition reimbursement will be authorized by the Assistant Superintendent on the basis of receiving notice of successful completion of the course as evidenced in a university transcript along with an official receipt indicating tuition payment at a recognized university.

7.2.10 Completion of a signed agreement between the staff member and the Assistant Superintendent, on behalf of the District, identifying the conditions of this tuition support.

7.2.11 On/or before October 31, the Assistant Superintendent shall submit a report to the Superintendent outlining tuition support and related information.

Reference: Section 18, 20, 22, 39, 60, 61, 96, 105, 106, 107, 109.1, 113, 116, 117 School Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)
Practice Review of Teachers Regulation 11/2010
Ministerial Order 001/2013 – Student Learning
Ministerial Order 016/97 – Teaching Quality Standard
Guide to Education ECS to Grade 12
Practice Review Bylaws
Administrative Procedure 423

JOB-SHARING ARRANGEMENTS

Background

Consideration will be given to teachers who wish to share a full-time teaching position. Such an arrangement may allow staff members the opportunity to achieve a balance between their job-related responsibilities and their personal or family responsibilities.

Procedures

1. Teachers, wishing to be considered for job-sharing, must submit their proposal in writing to the Principal of their school. The proposal must include a jointly completed Job-Sharing Guidelines.

2. The Principal shall review the request, analyze the advantages and disadvantages, and either reject the request or recommend it for approval to the Superintendent.

3. The following procedures shall be used to determine the merits of any job-sharing proposal:
   3.1 The key factor to be considered in making any decision regarding job-sharing is to be the effect of the arrangement on the quality of instruction provided to the students.
   3.2 Where feasible, individual teachers shall teach, and be responsible for individual courses.
   3.3 Teachers shall have their teaching time spread over as many days of the week as is feasible.

4. The Superintendent may approve the job-sharing arrangement provided that all of the requirements have been met.

5. The Principal and teachers involved in a job-sharing arrangement, shall review the arrangement prior to April 30 of the school year. Failure to do so will result in termination of the arrangement.

6. A teacher who is on a continuous full-time contract and volunteers for a job-sharing arrangement, shall at the commencement of the subsequent school year return to full-time responsibilities unless, prior to April 30, the teacher requests, receives and signs a continuous part-time contract.

7. Teachers on job-sharing arrangements may be entitled to preparation time, on a pro-rated basis, equivalent to the amount of time provided to full time teachers with similar teaching assignments.

8. An administrator may initiate a job-sharing arrangement and work with the respective teachers to prepare a proposal.

Reference:
Section 18, 20, 60, 61, 113 School Act
Employment Standards Code
Collective Agreements
Administrative Procedure 425

TEACHING STAFF REDUCTION

Background

A reduction in the number of teachers in the District may be warranted if the ability of the District to provide educational services would be negatively affected in the near future.

In the event reduction in numbers of teachers becomes necessary, the primary consideration shall be the maintenance of as great a level of service in delivery of the various programs offered by the District to its students, as circumstances may reasonably permit.

Definitions

*Voluntary Attrition* for purposes of these procedures shall mean any of the following actions on the part of a teacher:

- Resignation.
- Retirement.
- Taking a leave of absence.
- Voluntary change in employment status (i.e. full time to part time).
- Voluntary transfer.

Procedures

1. The following factors may be considered in order to assess the District’s ability to provide an educational program:
   1.1 Student enrolment both current and projected.
   1.2 Population demographics in the District.
   1.3 Government and/or local financial support for education
   1.4 New and/or revised curricula.
   1.5 Student educational needs.
   1.6 Changes in the function of existing physical facilities.

2. The Superintendent has full authority to deal with teacher reductions in accordance with these procedures and shall bring recommendations to the Board.

3. These procedures shall apply to all teachers holding an employment contract with the District except teachers holding temporary or probationary contracts.

4. The staffing needs of the District will be determined on the basis of the proposed program needs of each school.
5. In recognition of the fiscal responsibilities conferred upon Principals under the school-based management model employed by the District and mandated by Alberta Education, the Principal, in consultation with the Superintendent, will be responsible for determining the number of staff that the school can have within a balanced school budget.

6. When a reduction in teaching staff becomes necessary, the Principal shall determine which staff members have the appropriate academic qualifications, experience and ability to permit the maintenance of the highest level of program delivery within the school.

7. The Principal shall identify the surplus staff situation to the school teaching staff and solicit input as to possible solutions as the Principal may consider advisable.

8. The Principal shall identify those members of the school teaching staff that may be subject to release and will discuss with each staff person affected the determination that s/he is surplus to the needs of the school and the intention of the Principal to so advise the Superintendent.

9. In determining which staff are surplus to the needs of the school, the Principal may consider such factors as the Principal may deem relevant but will at least consider the matters described in section 6. The Principal shall maintain a consistent set of criteria in each case where it becomes necessary to consider possible reduction of staff but the criteria need not remain static for longer than the current round of determining which staff may be surplus.

10. When identifying surplus staff to the Superintendent, the Principal shall identify the criteria used in reaching the decision to declare a staff member surplus and shall confirm that the same criteria have been applied to all staff at that school affected by this Administrative Procedure.

11. The Superintendent will, if satisfied that the criteria used by the Principal are appropriate and have been consistently applied, notify the affected staff member(s) that it has been determined that they are surplus to the needs of the school; and inform them of the rationale for the decision.

12. Once all surplus staff from all schools has been identified to the Superintendent, a list will be compiled by the Superintendent of those teachers at risk of being terminated as surplus if no other position is found for them in the system.

13. The list of surplus teachers will be circulated to all Principals who will notify the Superintendent of anyone on the list for whom a vacancy exists at his/her school as a result of voluntary attrition, or otherwise.

14. The teacher identified by a Principal as a suitable candidate to fill a vacancy at a school shall be offered the position if the Superintendent is of the opinion that the teacher is suited by experience, ability and training for the position.

15. If the teacher does not wish to accept any position offered in accordance with section 14 the teacher shall remain on the surplus list.
16. Any surplus teacher not placed by May 10 will be advised in writing of the intention of the Superintendent to recommend to the Board that the teacher’s contract of employment be terminated and such notice will set out the reason(s) for such recommendation.

17. The Superintendent may determine that a teacher on the surplus list is a suitable candidate for a vacancy even though not identified as such by the Principal.

17.1 In that case the Superintendent may offer the teacher the position and shall advise the Principal of having done so. If the teacher does not accept the position the teacher will remain on the surplus list.

18. Notwithstanding the foregoing, the Superintendent may determine that a particular teacher is required to provide specific teaching expertise in which case that teacher may be declared by the Superintendent to be exempt from the operation of these procedures from time to time.

19. Nothing in these procedures requires that a teacher whose contract may be terminated be assigned to any vacant position.

20. This Administrative Procedure may be implemented on a school-by-school or a District-wide basis, as the Superintendent considers appropriate.

21. Recommendations to terminate a teacher’s continuing contract of employment under these procedures may be appealed to the Board in accordance with Board Policy 14 – Hearings on Teacher Matters.

SECONDMENT LEAVES

Background

Secondment leaves provide an opportunity for teachers and administrators to gain personal and professional growth and enrichment.

Procedures

1. The Superintendent is authorized to grant secondment leaves subject to this Administrative Procedure.

2. Secondment leaves may be provided for teachers and administrators to participate in educational research, enrichment and leadership training, and related employment in other institutions.

3. Secondment leaves shall not exceed one (1) year and shall normally be taken between September 1 and August 31.

4. Applicants, requesting secondment leave, must apply to the Superintendent a minimum of 60 teaching days prior to the effective date of the secondment.

5. A teacher’s application for secondment leave shall include a statement of support and/or recommendation from the Principal. The application shall provide detailed information regarding the plans for the leave.

6. To be eligible for secondment leave, the teacher/administrator must have been employed by the District for a minimum of five (5) years.

7. The Superintendent will review the application and make a decision based on:
   7.1 Individual need.
   7.2 Benefit of the leave to the District.
   7.3 Effect of granting the leave on the instructional program.
   7.4 Length of service with the District.

8. Secondment leaves that have been approved will normally be at no financial cost to the District.
9. A teacher/administrator that has been granted secondment leave will be required to enter into a written agreement outlining the conditions of the leave.

9.1 The agreement will be authorized and signed by the Superintendent.

Reference:
- Section 60, 61, 111, 113 School Act
- Employment Standards Code
- Labour Relations Code
- Section 248L, Canada Tax Act
- Canada Income Tax Regulation 6801
- Collective Agreements
Administrative Procedure 430

RECRUITMENT OF ADMINISTRATIVE AND SUPERVISORY STAFF

Background

The quality of education received by District students is directly related to the quality of administrative staff appointed. The District is committed to the application of a fair and thorough administrator recruitment process.

Procedures

1. The Superintendent has full authority for the development, implementation, administration, and assessment of employment practices.

2. The District is committed to hiring Catholic administrators.

3. All administrative and supervisory positions will be simultaneously advertised internally and externally to ensure an open recruitment process and to extend the field of potential candidates.

4. Interview and selection committees will be established by the Superintendent to create and interview a short-list of candidates and make recommendations to the Superintendent. The persons appointed to an interview committee will, in most cases, be as follows:
   4.1 Vice-Principal or Assistant Principal: Superintendent, a District Principal, a teacher.
   4.2 Principal and Supervisory Personnel: Superintendent, a District Principal, a teacher.
   4.3 Assistant Superintendent: Superintendent, an instructional program coordinator, a District Principal.

5. The basic criteria to be considered in selecting administrative and supervisory staff will normally include:
   5.1 A pastoral letter of reference showing that the candidate is a practicing Catholic and involved in parish life.
   5.2 Five (5) years of successful teaching experience as a certificated teacher.
   5.3 Excellent performance on the most recent teacher evaluation report.
   5.4 Enrolment in the Graduate Certificate in Catholic School Administration at Newman College, to be completed within five (5) years of appointment as Principal.
   5.5 Notwithstanding 5.5, candidates who have completed or are enrolled in a Master of Education Program are required to complete two (2) courses from the Newman College Program at the discretion of the Superintendent.
5.6 Demonstrated evidence of leadership and administrative ability.
5.7 Demonstrated human relations skills, including the ability to develop positive relations with students, staff, School Councils, parents and others.
5.8 Verbal and written references.

6. All school-level administrative appointments shall be appointments to the District and not to a specific school.

7. All initial administrative appointments are for a one (1) year probationary term terminable on 30 days notice.

8. After a successful probationary term:
8.1 A Principal may be appointed for up to a three (3) year term.
8.2 Term contracts may be renewed, at the Superintendent’s discretion, based on satisfactory performance evaluation.
8.3 A Principal’s term appointment shall not exceed three (3) years.
8.4 School-level administrative appointments will not extend beyond a maximum of seven (7) years at any one (1) school unless circumstances warrant an extension.

9. Transfers of existing administrators may occur at any time even if no vacant position is being advertised.

10. The Superintendent will make final appointment decisions and send out letters of appointment.

Reference: Section 19, 20, 60, 61, 95, 96, 113, 117 School Act
SUPERVISION AND EVALUATION
OF DISTRICT ADMINISTRATORS

Background

Supervision of the performance of District administrators, including the dimensions of growth and evaluation, aims at ensuring that the quality of education offered to District students is “optimal” and that administrators continuously seek to improve the quality of programs and instruction offered in the District.

Procedures

1. The Superintendent has full authority to establish and maintain appropriate procedures for supervising and evaluating the performance of all District administrators.

2. All documents arising out of the performance appraisal process shall be held in confidence by the administrator, his/her supervisor, and the Superintendent and shall be retained in the District office.

3. Access to administrative performance appraisal documents and reports shall be limited to the administrator, his/her supervisor, and the Superintendent with the sole exception that the Board may, through a formally approved resolution, access the file for review purposes provided that the administrator is advised in advance of the request for Board review.

4. Where the Superintendent has reason to believe that the actions of an administrator constitute a danger to the safety of a student or students, a neglect of duty, a breach of trust, or refusal to obey a lawful order of the Board, the Superintendent, following consultation with the Board Chair and subject to the provision of Alberta Statutes, may take disciplinary action apart from the provisions of these procedures.

5. The purposes, beliefs, performance components, and procedures associated with administrator performance are expressed in the District’s Administrative Personnel Performance Appraisal Procedures Manual (Appendix).

Reference: Section 19, 20, 60, 61, 95, 96, 113, 117 School Act
ADMINISTRATIVE PERSONNEL PERFORMANCE
APPRAISAL MANUAL

ADMINISTRATIVE PERSONNEL
PERFORMANCE
APPRAISAL

PROCEDURES MANUAL
(August, 2014)
Administrative Procedure 440

SUPPORT STAFF

Background

Support staff members are a vital component of the educational programs and services provided to students. As a component of the educational team, support staff members are expected to demonstrate their Catholic faith, follow a personal lifestyle that is exemplary to students, parents, staff and community, both at school and in the community, and to recognize the uniqueness of every student in the school.

Procedures

1. In recruiting support staff, the following criteria shall be considered:
   1.1 Commitment to Catholic education and to the District’s philosophy, mission and beliefs.
   1.2 Needs of District students, and program needs, as perceived by District administrative personnel.
   1.3 Provisions of current terms and conditions of employment.
   1.4 Candidate interests, knowledge, education, ability and skills.
   1.5 Candidate suitability and compatibility based upon past performance and experience.
   1.6 Willingness to continue professional development growth.

2. The Superintendent delegates to Principals the authority to recruit, deploy, and evaluate support staff members for District schools.

3. The Support Staff Terms and Conditions of Employment Agreement outlines detailed procedures with regard to the employment of support staff members.

4. The evaluation and supervision of support staff members shall be undertaken in accordance with the District’s Paraprofessional Growth, Supervision and Evaluation Procedures Manual (Appendix).

5. In deploying and, when necessary, transferring paraprofessional staff members, the following criteria shall be considered:
   5.1 Student and program needs as perceived by District administrative personnel.
   5.2 Provisions of current Support Staff Terms and Conditions of Employment.
   5.3 Experience, interests and training of support staff members.
   5.4 Staff request.
   5.5 Recommendation of the Principal.
6. Transfers of currently employed support staff members will be considered before appointments are made from outside candidates.

7. The Superintendent is responsible for coordinating the transfer of all District support staff members.

8. Support staff members may appeal evaluations of their performance, and transfers, to the Superintendent.

Reference:
Section 18, 20, 60, 61, 113, 116, 117 School Act
Employment Standards Code
Labour Relations Code
PARAPROFESSIONAL GROWTH, SUPERVISION AND EVALUATION PROCEDURES MANUAL

Lakeland Roman Catholic Separate School District No. 150

Updates: May/2015
Administrative Procedure 450

ORGANIZATIONAL STRUCTURE

Background

The District believes in establishing a clear organizational structure.

Procedures

1. The Superintendent will annually develop an organizational structure, to facilitate the effective and efficient operation of the District.

2. The structure shall outline working relations, where each employee will have one (1) supervisor.

3. Direction shall directly follow the organizational structure.

Reference: Section 20, 60, 61, 96, 113, 116, 117 School Act
Reference: Section 60, 61, 96, 113, 116, 117 School Act
ROLE OF DEPUTY SUPERINTENDENT
(HUMAN RESOURCES)

Background

Guided by the District’s mission statement, mandate, values and beliefs, and guiding principles, the Deputy Superintendent (Human Resources) will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Deputy Superintendent (Human Resources) is directly responsible and accountable to the Superintendent.

The Deputy Superintendent (Human Resources) will have specific responsibilities for:

1. Human Resources Leadership
   1.1 Provides for training of administrators and the development of leadership capacity within the District as approved by the Superintendent.
   1.2 Provides an effective Beginning Teacher Induction Program.
   1.3 Provides recommendations to the Superintendent regarding strategic workforce planning (staffing).
   1.4 Assists District personnel with human resources processes (i.e. conflict resolution and mediation).
   1.5 In collaboration with the Secretary Treasurer, provides support to the Board’s negotiating committees.

2. Personnel Management
   2.1 Ensures effective practices are in place to support the recruitment, development and retention of staff.
   2.2 Tracks and manages the employee information data base including applications, data files and personnel information.
   2.3 Ensures adherence to employee collective agreements.
   2.4 Ensures effective employee supervision and performance management systems are in place.
   2.5 Manages employee relations including grievances, discipline issues and other concerns.
   2.6 Administers all employment contracts in the best interests of the District, including leaves, transfers and transitions to retirement.
2.7 Manages the effective and efficient deployment of substitute teachers.
2.8 Ensures Catholic values in lifestyle are honoured by District employees.

3. Fiscal Responsibility
3.1 Makes recommendations to the Superintendent regarding staff allocation to include in the District budget.
3.2 Develops a departmental budget within the parameters and constraints of the District budget.
3.3 Ensures the proper fiscal management of budget allocations.
3.4 Operates in a fiscally prudent and responsible manner.
3.5 Manages and tracks progress of grants and projects specific to roles and responsibilities.

4. Advocate of Catholic Education
4.1 Models involvement in a Catholic faith community and participates in spiritual development activities within the District.
4.2 Promotes collaboration and communication between the schools, the parish and the diocese.
4.3 Seeks to strengthen the District’s Catholic identity in the community and the province.
4.4 Develops and coordinates the administrators’ retreat with a focus on Catholic faith development and leadership.

5. Administrative Procedures
5.1 Provides leadership in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.

6. Organizational Management
6.1 Demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent directives.

7. Communications and Community Relations
7.1 Takes appropriate actions to ensure open, transparent internal communications (and external when required) are developed and maintained in areas of responsibility.
7.2 Ensures staff have a high level of satisfaction with the services provided and the responsiveness of the department.

8. Superintendent Relations
8.1 Establishes and maintains positive, professional working relations with the Superintendent.
8.2 Honours and facilitates the implementation of the Board’s roles and responsibilities as defined in Board policy and encourages staff to do the same.

8.3 Provides the information which the Superintendent requires to perform his/her role in an exemplary fashion.

8.4 Monitors and reports on the achievement of identified District Education Plan goals.

8.5 Performs other duties as required by the Superintendent.

9. Leadership Practices

9.1 Practices leadership in a manner that is viewed positively and has the support of those with whom s/he works in carrying out the Superintendent’s expectations.

9.2 Exhibits a high level of personal, professional and organizational integrity.

References: Section 60, 61, 96, 113, 117 School Act
ROLE OF SECRETARY TREASURER

Background

Guided by the District’s mission statement, mandate, values and beliefs, and operating principles, the Secretary Treasurer will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Secretary Treasurer is directly responsible and accountable to the Superintendent.

The Secretary Treasurer will have specific responsibilities as for:

1. Corporate Secretary
   - 1.1 Ensures accuracy of recording of Board proceedings at meetings (minutes).
   - 1.2 Ensures proper completion of contracts, agreements and partnerships with outside corporations/agencies.
   - 1.3 Ensures appropriate insurance policies are in place for the District.
   - 1.4 Ensures the maintenance, access and protection of records in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and Regulations.
   - 1.5 Provides for the interpretation of legislation affecting the operation of the District, as directed by the Superintendent.
   - 1.6 Recommends risk management policies/procedures for consideration by the Superintendent.

2. Treasurer
   - 2.1 Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received.
   - 2.2 Ensures the operation of the District is fiscally responsible.
   - 2.3 Designs budget cycles which meet provincial requirements and provide for stakeholder input.
   - 2.4 Prepares the draft budget, aligned with the proposed Three-Year Education Plan, for the Superintendent’s consideration.
   - 2.5 Produces financial accountability and other reports in compliance with all legal and Ministerial mandates and timelines, and Superintendent directives.
   - 2.6 Assists school sites with preparation of budgets and the management of their financial affairs.
   - 2.7 Manages and tracks progress of grants and projects.
2.8 In collaboration with the Assistant Superintendent (Human Resources), provides support to the Board’s negotiating committees.

3. Student Transportation
3.1 Ensures the safety and welfare of students while being transported to and from school programs in transportation provided by the District.

4. Personnel Management
4.1 Ensures job descriptions are developed and updated, and evaluation processes are implemented, for direct reports, in accordance with the procedures established by the Assistant Superintendent (Human Resources).
4.2 Provides input to the Assistant Superintendent (Human Resources) with regard to the recruitment and appointment of Central Services and Transportation support personnel.
4.3 Provides support to the Assistant Superintendent (Human Resources) in the provision of learning opportunities for secretaries, bus drivers, and central services support staff and for business functions for Principals.

5. Advocate of Catholic Education
5.1 Supports the Catholic faith community and participates in spiritual development activities within the District.
5.2 Seeks to strengthen the District’s Catholic identity in the community and province.

6. Administrative Procedures
6.1 Provides leadership in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.

7. Organizational Management
7.1 Demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent directives.

8. Communications and Community Relations
8.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
8.2 Ensures parents and staff have a high level of satisfaction with the services provided and the responsiveness of the department.

9. Superintendent Relations
9.1 Establishes and maintains positive professional working relations with the Superintendent.
9.2 Honours and facilitates the implementation of the Board’s roles and responsibilities as defined in Board policy and encourages staff to do the same.
9.3 Provides the information which the Superintendent requires to perform his/her role in an exemplary fashion.
9.4 Monitors and reports on the achievement of identified District education goals.
9.5 Performs other duties as required by the Superintendent.

10. Leadership Practices

10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom s/he works in carrying out the Superintendent’s expectations.

10.2 Exhibits a high level of personal, professional and organizational integrity.

References: Section 60, 61, 113, 116 School Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Labour Relations Code
Local Authorities Election Act
Occupational Health and Safety Act
Funding Manual for School Authorities
ROLE OF DIRECTOR OF
STUDENT LEARNING SERVICES

Background

Guided by the District’s mission statement, mandate, values and beliefs, and guiding principles, the Director of Student Learning Services will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Director of Student Learning Services is directly responsible and accountable to the Assistant Superintendent.

The Director of Student Learning Services will have specific responsibilities for:

1. Student Learning
   1.1 Ensures students in the District have the opportunity to meet the standards of education set by the Minister.
   1.2 Ensures the effective implementation of curriculum in the District.
   1.3 Provides support for initiatives to facilitate curricular outcomes.
   1.4 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students.
   1.5 Liaises with Alberta Education to ensure appropriate special needs program development and implementation.
   1.6 Ensures accountability for program delivery at individual schools.
   1.7 Provides focused instructional leadership and support for selected high-priority District programs (Literacy, Inclusive Education, FNMI, Early Learning, and French Language).

2. Student Wellness
   2.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
   2.2 Ensures that a coordinated service delivery model is in place to support student access to programs and services.
   2.3 Develops and maintains positive and effective relations with provincial government departments and regional agencies which provide services/supports to students.
3. Personnel Management
   3.1 Supports the orientation, staff development, supervision and evaluation of Student Learning Services personnel in collaboration with the Assistant Superintendent (Human Resources).
   3.2 Ensures job descriptions and evaluation materials for Student Learning Services personnel are developed and updated and are in accordance with the process established by the Assistant Superintendent (Human Resources).
   3.3 Provides supervisory expertise to Principals in related areas on request.

4. Fiscal Responsibility
   4.1 Develops a departmental budget within the parameters and constraints of the District budget.
   4.2 Ensures the proper fiscal management of budget allocations.
   4.3 Operates in a fiscally prudent and responsible manner.
   4.4 Determines staffing levels in the Student Learning Services department within the approved budget.
   4.5 Investigates grant opportunities and partnerships.
   4.6 Manages and tracks progress of grants and projects specific to roles and responsibilities.

5. Advocate of Catholic Education
   5.1 Models involvement in a Catholic faith community and ensures students and staff are provided opportunities for spiritual development within the District.
   5.2 Promotes collaboration and communication between the schools, the parish and the diocese.
   5.3 Seeks to strengthen the District’s Catholic identity in the community and the province.

6. Administrative Procedures
   6.1 Provides leadership in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.

7. Organizational Management
   7.1 Demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives.

8. Communications and Community Relations
   8.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
   8.2 Ensures parents have a high level of satisfaction with the services provided and the responsiveness of the department.
9. Superintendent Relations

9.1 Establishes and maintains positive, professional working relations with the Superintendent.

9.2 Honours and facilitates the implementation of the Board’s roles and responsibilities as defined in Board policy and encourages staff to do the same.

9.3 Provides the Superintendent with information on current and emerging issues.

9.4 Monitors and reports on the achievement of identified District Education Plan goals.

9.5 Performs other duties as required by the Superintendent.

10. Leadership Practices

10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom s/he works in carrying out the Superintendent’s expectations.

10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 60, 61, 96, 113, 117 School Act
ROLE OF DIRECTOR OF TECHNOLOGY

Background

Guided by the District’s mission statement, mandate, values and beliefs, and guiding principles, the Director of Technology will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Director of Technology is directly responsible and accountable to the Assistant Superintendent.

The Director of Technology will have specific responsibilities for:

1. Student Learning
   1.1 Provides instructional leadership and support for selected high-priority District initiatives/programs.
   1.2 Facilitates and supports the efforts of the Principals in achieving provincial, District and school learning goals.
   1.3 Plans, funds and implements special projects, including locally developed courses.
   1.4 Provides advice on student and learning services.

2. Personnel Management
   2.1 Collaborates with the Assistant Superintendent (Human Resources) regarding the hiring, deployment and development of staff within areas of responsibility.
   2.2 Provides leadership in the supervision and evaluation of Technology staff.
   2.3 Ensures job descriptions and evaluation materials for Technology personnel are developed and updated and are in accordance with the process established by the Assistant Superintendent (Human Resources).

3. Fiscal Responsibility
   3.1 Develops a departmental budget within the parameters and constraints of the District budget.
   3.2 Ensures the proper fiscal management of budget allocations.
   3.3 Makes recommendations to the Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.
   3.4 Operates in a fiscally prudent and responsible manner.
3.5 Investigates grant opportunities and partnerships.
3.6 Manages and tracks progress of grants and projects specific to roles and responsibilities.

4. Technology Leadership
4.1 Provides leadership on all matters related to District technology directions.
4.2 Supports the professional development of District staff relative to the use of technology.
4.3 Ensures technical support is provided to all District sites.
4.4 Designs ongoing technology infrastructure to facilitate ICT outcomes for all students.

5. Advocate of Catholic Education
5.1 Models involvement in a Catholic faith community and participates in spiritual development activities within the District.
5.2 Promotes collaboration and communication between the schools, the parish and the diocese through the use of technology.
5.3 Strengthens the District’s Catholic identity in the community and province through the use of technology.

6. Administrative Procedures
6.1 Provides leadership in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.

7. Organizational Management
7.1 Demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives.

8. Communications and Community Relations
8.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
8.2 Ensures parents and staff have a high level of satisfaction with the services provided within the areas of responsibility and with the responsiveness of the Technology department.

9. Superintendent Relations
9.1 Establishes and maintains positive, professional working relations with the Superintendent.
9.2 Honours and facilitates the implementation of the Board’s roles and responsibilities as defined in Board policy and encourages staff to do the same.
9.3 Provides the information the Superintendent requires to perform his/her role in an exemplary fashion.
9.4 Monitors and reports on the achievement of identified District Education Plan goals.
9.5 Performs other duties as required by the Superintendent.

10. Leadership Practices

10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom s/he works in carrying out the Superintendent’s expectations.

10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 60, 61, 96, 113, 117 School Act
SUBSTITUTE TEACHERS

Background

Qualified personnel will be employed to perform the duties of substitute teaching in District schools.

Procedures

1. All teachers wishing to apply for substitute teaching positions shall make written application on the specified forms, to the Office of the Superintendent.

2. Applicants for substitute teaching positions shall submit evidence that they have the proper teaching credentials for the province of Alberta.

3. The following documentation is required:
   3.1 Current resume.
   3.2 Photocopy of current Alberta Teaching Certificate.
   3.3 Alberta TQS evaluation of the teacher’s years of training.
   3.4 Photocopy of transcripts.
   3.5 All student-teacher reports and ratings, if applicant is inexperienced.
   3.6 Evaluation reports, if applicant is experienced.
   3.7 At least two (2) references with telephone numbers.
   3.8 Letters of reference.
   3.9 Criminal Record Check and Child Welfare Intervention Record Check.

4. Teachers will be placed on the substitute teaching list only after formal approval is received from the Office of the Superintendent.

5. Principals shall only employ substitute teachers who have been approved by the Superintendent’s Office and are on the substitute teacher list.

6. Principals shall ensure that substitute teachers have been given a copy of the schools policies and procedures manual.

Reference: Section 18, 20, 60, 61, 100, 113 School Act
Administrative Procedure 470

POSSESSION DESCRIPTIONS

Background

The Assistant Superintendent (Human Resources) will make provision for position descriptions for employees in the District.

Procedures

1. The duties of employees other than the senior administration will be drafted in cooperation with the appropriate members of the senior administration.

2. The Assistant Superintendent (Human Resources) will review the duties of employees from time to time.

3. All employees are ultimately responsible to the Superintendent.

4. Position descriptions shall be aligned with and find relevance in the Role of the Board and the Role of the Superintendent.

Reference: Section 60, 61, 96, 113, 116, 117 School Act
Administrative Procedure 490

VOLUNTEERS

Background

Parents and community members have an important role to play in the education of District students; consequently, the appropriate use of parents and community members as volunteers can enhance the quality of educational experiences offered to students.

Definition

A *volunteer* is defined as a person who assists schools and/or students either in curricular or extra-curricular activities and includes volunteer drivers and students volunteering outside their school, but does not include guest speakers, presenters, visitors to the school, parents who assist their own child in the school, or School Council members in their position as School Council members.

Procedures

1. The District’s Volunteer Manual (Appendix) outlines the guidelines and procedures for ensuring and maintaining a safe and secure working environment in all District schools.

2. Volunteers may be engaged in a variety of roles including:

   2.1 Resource Volunteers

   2.1.1 Have a relevant area of experience and expertise and are involved on a regularly scheduled basis to enhance the educational program.

   2.1.2 Visits are planned and supervised by a certificated teacher.

   2.1.3 Are responsible to the certificated staff member to which they are assigned and ultimately to the Principal.

   2.2 Support Service Volunteers

   2.2.1 Directly or indirectly assist teachers or other staff in achieving educational objectives by providing non-educational services on a regularly scheduled basis.

   2.2.2 Are responsible to the staff member to which they are assigned and ultimately to the Principal.

   2.3 Extra-curricular Activity Volunteers

   2.3.1 Directly or indirectly provide coaching services to junior or senior high students for interscholastic competitions.

   2.3.2 Are responsible to the certificated staff member to which they are assigned and ultimately to the Principal.
2.4 Field Trip and Activity Volunteers

2.4.1 Provide occasional field trip supervision or occasional assistance on a casual basis.

2.4.2 Are responsible to the field trip sponsor or activity in-charge staff member and ultimately to the Principal.

3. The following volunteer forms have been developed and are available in the Volunteer Manual:

3.1 District Volunteer Service Application Form.

3.2 District Volunteer Offer and Acceptance Form.

3.3 District Volunteer Personnel Record.

3.4 District Volunteer Field Trip/Activity Consent Form.

3.5 District Volunteer Driver Application/Authorization Form.

4. All applicants for volunteer positions must complete and submit to the Principal a District Volunteer Service Application Form including screening documents as required.

5. Principals must implement the District Volunteer Screening Program (within the Volunteer Manual) to create and maintain a safe environment and to ensure an appropriate match between volunteer and task.

6. Volunteers are insured under the District’s Liability Insurance policy (which includes liability, accidental death and dismemberment, accident indemnity and accidental medical expense provisions), only while they are acting within the scope of their duties as assigned by the Principal or the Superintendent.

Reference: Section 18, 20, 27, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
BUSINESS ADMINISTRATION 500
DEVELOPMENT OF THE ANNUAL OPERATING BUDGET

Background

The budget reflects the annual goals and objectives set for the District by the Board and will be developed with input from Trustees, administrators, staff and School Councils.

Procedures

1. The Superintendent with the assistance of the Secretary Treasurer has the authority to prepare budget development procedures and process.

2. The budget will be aligned with the goals, priorities and desired outcomes in the District’s Three-Year Education Plan.

3. The budget will, to the extent reasonable, provide for a decentralization of funds and spending authority and accountability to schools and departments in accordance with the procedures outlined in Administrative Procedure 105 – Appendix - District’s School-Based Decision Making Manual.

4. In consultation with staff, each Principal shall develop and submit a preliminary school budget to the Superintendent consistent with the dates identified in the Individual School Education Plan (ISEP) document, prior to the budget year.

5. A preliminary budget shall be submitted to the Finance Committee of the Board consistent with the dates identified in the ISEP document, prior to the budget year.

6. The Finance Committee will submit a preliminary budget to the Board consistent with the dates identified in the ISEP document, prior to the budget year.

7. Following adoption by the Board, the budget will be submitted to Alberta Education in a form prescribed by the Minister of Education.

Reference: Section 60, 61, 78, 113, 116, 145, 146, 147, 148, 149, 150, 151, 152 School Act
Section 16 Government Accountability Act
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Results Reporting
School Authority Planning and Reporting Reference Guide
Administrative Procedure 501

IMPLEMENTATION OF THE ANNUAL OPERATING BUDGET

Background

The approved budget provides administration with clear direction in regard to the allocation and expenditure of funds and the priorities of the District, as set by the Board.

Procedures

1. District administrators are responsible to the Superintendent for the implementation of the approved budget.

2. The allocation for all decentralized school accounts are guidelines only, and the Principal, in accordance with the needs of the school, may authorize expenditures.
   2.1 The annual aggregate expenditure for all decentralized accounts within the school shall not exceed the approved budget without prior approval of the Superintendent or designate.

3. The school budget for the subsequent year shall be either increased or decreased by the amount of the school surplus or deficit at the end of the school year.

4. The school budget will be adjusted based on the student enrollments/CEU’s on September 30.

5. The Superintendent will ensure that regular financial reports are provided to the Board regarding the status of revenues and expenditures.

Reference:
Section 60, 61, 78, 113, 116, 145, 146, 147, 148, 149, 150, 151, 152 School Act
Section 16 Government Accountability Act
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Results Reporting
School Authority Planning and Reporting Reference Guide
RESERVE FUNDS

Background
Capital costs associated with capital equipment acquisition and replacement, new building construction and building modernization can place a substantial financial burden on a school district. Accordingly, a capital plan is required whereby the District can allocate funds each year into capital reserves to distribute these costs more evenly over several budget years. The Board has endorsed the creation of capital reserves through the regular budget process for the purchase, replacement or upgrading of capital assets.

Procedures
1. The following type of reserve funds may be established for the District:
   1.1 Land and land improvements.
   1.2 Buildings and building improvements.
   1.3 Equipment.
   1.4 Vehicles.

2. In establishing reserves, the following factors will be considered:
   2.1 Current value of assets—land, buildings, equipment and vehicles.
   2.2 Life expectancy of these assets and estimated replacement value.
   2.3 The current Capital Building plans.
   2.4 Debenture Debt—both interest and principle and, specifically, the unsupported amounts.
   2.5 Current Board budget plans and the financial plan of the provincial government.
   2.6 Current level of educational services being provided.

3. The Superintendent, in consultation with the Secretary Treasurer, will make recommendations to the Board with regard to reserve funds.

4. The Board may, by resolution, approve transfers to and from the reserves. The resolution will state clearly the purpose for the transfer.

Reference:  Section 60, 61, 113, 116, 145, 146, 147, 148, 149, 150, 151, 152 School Act
           Section 16 Government Accountability Act
           Guide to Education ECS to Grade 12
           Policy and Requirements for School Board Planning and Results Reporting
           School Authority Planning and Reporting Reference Guide
STUDENT FEES

Background

Under Section 39, the School Act allows for the Board to charge fees to parents provided:

1. They are used for the purpose for which they were collected;
2. They are the types of fees that are allowable under the School Fees and Costs Regulation.

Procedures

1. School-Based Fees

1.1 Principals, with the Superintendent’s approval, may levy school-based fees for programs with consumable costs and special activities and functions.

1.2 School-based fees shall only be used for the purpose they were collected and should relate directly to the cost of supplies and materials provided to students.

1.3 Parents and students are to be notified in advance of any event for which a fee will be charged. The notice will also include a description of the event, cost, total funds required and options for students not participating. Unless explicitly stated to parents prior to the fee being charged that unused fees will be used for another purpose, unused fees shall be refunded to the parents who paid them.

1.4 Students completing projects which will become their property are required to pay for the cost of materials.

1.5 Annual fee schedules for school-based programs and consumable costs will be submitted to the Secretary Treasurer by June 15 of each year.

1.6 The Principal must consult with School Council on the reason the fee is being charged and communicate the fee and what will be purchased with the fee to all affected parents.

1.7 New student fees during the school year that have not been previously approved or existing fees that are being proposed for an increase of 5% or more, require Ministerial approval.

1.8 Once approved, these fees shall be listed on the school’s public website. Information required when listing the other fees includes:

1.8.1 Fee amount;
1.8.2 Criteria for charging the fee (i.e. course or grade level);
1.8.3 What will be purchased using the fee;
1.8.4 What will be done with the unused funds; and,
1.8.5 School Fees shall be listed on the schools’ website prior to student registrations in August.

2. Provision will be made for the waiver of fees for students whose families are unable to pay them.

   2.1 No student will be denied instructional resources or prohibited from participating in any school event or program because of the failure to pay the required fee.

   2.2 The Principal may waive fees upon receiving a verbal or written request from parents/guardians in which they communicate concerns about the financial hardship they are experiencing. The Principal may ask for more details about the circumstances regarding the hardship, but shall not be confrontational or challenging. In the process of considering the waiver request, the Principal shall always respect both the privacy and dignity of the individual making the request.

   2.3 In the event that the parents/guardians are not satisfied with the resolution proposed by the Principal, the parents/guardians may appeal to the Superintendent.

3. Student fees shall be payable at the school office at the beginning of the school year.

4. If an instructional resource is lost or damaged beyond use, the replacement costs shall be charged to students/parents.

5. The Principal shall share this Administrative Procedure with staff and with the Parent Council annually.

Reference: Section 16, 20, 51, 60, 61, 113 School Act
School Fees and Costs Regulation
Administrative Procedure 510

FINANCIAL ACCOUNTABILITY AND AUDITS

Background

The District believes that its financial affairs must be managed in a manner consistent with the trust placed in the Board by the electorate. Adequate accounting records and procedures for verifying those records through audits are seen as an integral part of the District’s operations.

Procedures

1. The District’s financial systems and records will be subject to an external audit.

2. District and school accounts and accounting practices will be subject to internal or external audit at the discretion of the Secretary Treasurer.

3. Accounting procedures will follow recognized accounting principles where these are not inconsistent with the requirements of Alberta Education.

4. The Secretary Treasurer will ensure that adequate control mechanisms are in place to guarantee the integrity of the District’s financial transactions and records.

5. Financial records of school funds will be maintained in accordance with the format prescribed by the Secretary Treasurer.

6. Audited financial statements and annual budget reports will be made available on the District website.

7. All banking shall be carried out at a recognized financial institution.

Reference: Section 20, 22, 60, 61, 113, 116, 146, 147, 148, 149, 150, 151, 152 School Act Funding Manual for School Authorities
Administrative Procedure 511

MANAGEMENT OF SCHOOL-GENERATED FUNDS

Background

The activities of schools often involve the collection and management of funds, both retained at the site and/or remitted to District Office. Ensuring these funds are appropriately accounted for is an important responsibility of the District.

The Secretary Treasurer will implement a program of internal audits to ensure that generally accepted standards of accounting practice have been applied to the management of all funds collected by schools.

Procedures

1. The Principal is responsible for the administration and safeguarding of all school-generated funds. All transactions must be recorded in the Books of Account of the school.

2. Assistance in establishing budgets, proper accounting records and the maintenance thereof will be provided by the Secretary Treasurer or designate, as required.

3. An annual financial report for the school year (September 1 to August 31) shall be submitted to the Secretary Treasurer by the following September 15. Principals will keep records of all funds/fees collected at the school level as well as records of the expenditure of these funds. The following sets of books shall be maintained at the school level:
   3.1 Cash receipt records.
   3.2 Deposit records.
   3.3 General ledger.
   3.4 Cheque register.
   3.5 Files of invoices paid, with adequate documentation to trace back to the cheques.

4. All accounts must have a written narration outlining the source and application of funds flowing through the account. All funds collected by the school for a designated purpose must be used only for the purpose so designated.

5. All undesignated funds collected by the school are to be classified as general revenue and may be spent in a manner determined by the Principal. Funds so designated are subject to the considerations of section 4 above.
6. A carry forward listing of all unexpended funds for individual categories is to be maintained from year to year to ensure that funds are properly allotted to the appropriate areas.

7. Funds raised by other groups, such as School Councils, shall be maintained separately from school-generated accounts.

8. Bank deposits will be made on a timely basis, preferably daily when there is a large amount of cash being collected, to ensure that there is proper control over cash. Principals shall be responsible for securing funds that might be collected at the school after normal banking hours.

9. Temporary cash surpluses arising during the year may be invested for short periods in saving accounts and/or guaranteed term deposits. Interest earned is to be classified as general revenue.

10. Principals or designates are not permitted to enter into loans or time payment plans involving school funds.

11. Cheque vouchers will be used and approved by the Principal to provide further controls on the disbursements of school generated funds.

12. Cheques shall be signed by any two (2) of the following: Principal, Assistant/Vice-Principal, Administrative Secretary.

13. Accounting information will be entered into the system on a regular basis so that current data is generated upon which to base decisions.
   13.1 Revenues are entered as a credit and disbursements are entered as a debit.
   13.2 Monthly reports will be provided to the Principal and/or individuals responsible for the separate funds so that the financial position is known and that the most beneficial decisions can be made.

14. Access to computer records will be limited to the Administrative Secretary and the Principal by the use of passwords. This will prevent unauthorized changes to the accounting system.
   14.1 Backup of information will be done on a regular basis and maintained in a secure location.

15. Principals shall comply with a standard reporting format in which to present the financial information as established by the District.

16. When school-generated funds are used to purchase an asset over $5,000 the Principal shall report the asset to the Secretary Treasurer at the time of the purchase.

17. When a school receives a donation of an asset over $5,000 the Principal shall report the asset to the Secretary Treasurer.
18. An internal auditor will visit schools periodically to review the school’s accounting records and procedures. Principals are encouraged to contact the Secretary Treasurer at any time to request an audit of the school accounts. The Secretary Treasurer may use the services of an external auditor if circumstances warrant such action.

19. The Secretary Treasurer, forthwith to the Superintendent, shall report any accounting anomalies or financial irregularities identified as part of an internal/external audit.

20. The Secretary Treasurer shall be responsible to monitor and to oversee the implementation of these procedures and to ensure compliance across the District.

21. Any questions and/or concerns with respect to the implementation of these procedures are to be referred directly to the Secretary Treasurer.

Reference: Section 20, 22, 60, 61, 113, 116, 146, 147, 148, 149, 150, 151, 152 School Act
Charitable Fund-Raising Act
Section 16 Government Accountability Act
Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Results Reporting
School Authority Planning and Reporting Reference Guide
Institute of Chartered Accountants of Alberta, Supplementary Report of Task Force on School Board Reporting in Alberta, June 1997
Societies Act of Alberta
Administrative Procedure 512

CASH MANAGEMENT

Background

During the normal course of activities, District staff will occasionally collect money from students or parents for the purchase of various materials or items. Accordingly, the potential to have substantial cash in schools does exist. An effective cash management system in schools minimizes the potential for loss, theft or misappropriation.

Procedures

1. The Principal is responsible for establishing and implementing cash management procedures for the school, including appropriate record keeping.

2. The Principal is responsible for ensuring that required school bank accounts are established and that cash collected in the school during the course of the day is deposited before the close of the banking day.

   2.1 Staff members who collect money in the course of their duties shall deposit such money with the Principal for safekeeping.

3. Normally, sums of money in excess of $50 will not be left in the school overnight.

4. Cash is not to be left in unlocked desks or unsecured areas of the school either during the school day or after hours.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Administrative Procedure 513

PETTY CASH

Background

In order to facilitate some flexibility in accommodating minor miscellaneous expenses, a petty cash account will be established at the District office and in each of the schools.

Procedures

1. The Superintendent has authorized the Secretary Treasurer to establish appropriate petty cash funds at District schools and offices as required.

2. Petty cash funds will not exceed a maximum of $300 at any one location.

3. The Principal of a school will be responsible for the control, custody and accountability of the school’s petty cash fund. Where applicable, department heads will have the same responsibilities for their petty cash funds.

4. Expenditures paid from petty cash funds shall not exceed $50 for any one item.

5. A properly dated and identifiable receipt or approved petty cash voucher must be available for every expenditure.

6. Petty cash funds must be kept secure at all times in an appropriate locked cash box (and/or in a bank account if applicable).

7. The total of all receipts/vouchers and remaining cash/bank balance must always equal the total authorized petty cash fund, per location.

8. Petty cash reconciliations, in the form prescribed by the Secretary Treasurer, shall be completed when submitting a petty cash voucher. The Secretary Treasurer, before issuance of replacement funds, shall approve all petty cash reconciliations.

9. A petty cash voucher is to be submitted to District Office when 75% of the petty cash amount has been exhausted.

Reference: Section 18, 20, 60, 61, 96, 113, 116, 117 School Act
Administrative Procedure 514

REIMBURSEMENT FOR EXPENSES

Background

There are times when staff members may be required to participate in activities on behalf of the District for which costs may be incurred. District office staff may also attend conferences, conventions or workshops of choice.

Definition

*District Business* refers to any activity requested by the Board or Superintendent and/or designate.

Procedures

1. The Board will establish a District expense reimbursement schedule for Trustees and employees in conjunction with budget approval; the schedule shall become effective the first of September of the subsequent year.

2. Expense reimbursements for activities on behalf of the District will be covered by the program budget.

3. An amount of money will be established each year at budget time for planned District office staff attendance at conferences, conventions, and workshops of choice. This budget will be used for travel, meals, accommodation and registration costs.

4. Expense reimbursements for all Trustees, the Superintendent and the Secretary Treasurer are published in the audited financial statements for each fiscal year.

5. All employees are advised that expense reimbursements may become a matter of public record.

Reference:  
Section 18, 20, 60, 61, 96, 113, 116, 117 School Act  
Section 248L, Canada Tax Act  
Canadian Income Tax Regulation 6801
EXPENSE REIMBURSEMENT DETAILS

Expense Claim Forms or Professional Development Expense Claim Forms are intended to be used by District employees to obtain reimbursement for travel and other expenses incurred while conducting District business or during pre-approved trips for professional development.

The following are guidelines to be followed by District employees who are responsible for the authorization of expenditures. The list is intended to identify expenses that are appropriate and allowable and those that are not. While it is not an exhaustive list, the examples convey the concept of reasonableness.

Employees are expected to make every effort to ensure the most economical use of all resources by considering cost, time spent traveling and convenience.

<table>
<thead>
<tr>
<th>Expense Type</th>
<th>Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals</td>
<td>Reimbursement will be the lesser of actual receipts provided or at the maximum meal rates established each year by the Board, which includes GST and a reasonable tip. Alcohol will not be reimbursed. Meal expense claims will be paid for meals which occur while on District business outside of the District boundaries. Meal expense claims will be paid for pre-arranged group lunches on District Development days. The established rate per meal will be applied to group PD activities; however, if there is an amount in excess of this rate, the balance may be paid from discretionary SGF. Breakfast may be claimed if it is necessary to leave home before 7:30 a.m. Dinner may be claimed if it is not possible to return home by 6:30 p.m. <strong>Breakfast $15, Lunch $20, Dinner $30 including GST and a reasonable tip, or as specified at the yearly Board Organizational Meeting.</strong></td>
</tr>
<tr>
<td>Accommodations</td>
<td>Reimbursement for actual, reasonable accommodations. Employees are encouraged to share rooms when traveling on District business. Where possible, employees shall ask for Government of Alberta room rates when booking hotel rooms. Reimbursement will be for one night prior to the conference and/or the night following the last day of the conference, only if it is not feasible to travel the same day. Additional nights will be the responsibility of the employee unless extenuating circumstances exist and are approved in advance.</td>
</tr>
<tr>
<td>Category</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Professional Development Registration Fees</td>
<td>Reimbursement for registration costs for courses or classes, as pre-approved by the immediate supervisor. Please note, a class with instruction will be considered PD, but a membership will not (i.e. golf lessons would be reimbursed but a golf membership would not). These classes are at the discretion of the Principal or Supervisor and each school or department may approve different activities.</td>
</tr>
<tr>
<td>Overnight Professional Development</td>
<td>Any professional development that requires overnight accommodation must be pre-approved by the Superintendent/Designate.</td>
</tr>
<tr>
<td>Teachers’ Convention/Institute Days</td>
<td>Institute Days or Teachers’ Convention are not District PD days. Teachers are expected to attend as a regular work day so meals or mileage will not be reimbursed.</td>
</tr>
<tr>
<td>Business use of personal vehicles</td>
<td>When employees use their personal vehicle on District business, employees will receive reimbursement as decided by school administration, but reimbursement cannot exceed Board approved rates per kilometer. Travel must be by the most direct, practical route to the business destination. Each employee will claim the distance from their main work site to the business destination, as established by the District mileage chart or as calculated by Google Maps. This guideline applies to PD, sports and other school related activities. When an employee stops for business purposes at a site other than their work site, on their way to or from work, at the beginning or end of their work day, they will be reimbursed for kilometers one way from their work site to that site. If he/she returns to their normal work site, he/she will be reimbursed for the round trip. Employees will not be reimbursed for kilometers travelled to purchase resources for their school or department. However, if the purchase of resources or the travel for banking services is a regular part of the employee’s job description, reimbursement may be considered by the immediate supervisor. Employees will be reimbursed at a maximum of the Board pro-rated monthly approved rate of travel on District business.</td>
</tr>
<tr>
<td>Air travel</td>
<td>The most economical airline accommodations (i.e. economy, coach, tourist, excursion, discount flights) consistent with the business schedule requirements are to be used. Travel is to be planned to take advantage of any possible discount fares. First class and business class airfare will not be reimbursed unless approved by the Superintendent in advance. Air travel will be reimbursed only for that portion which is directly related to District business. If you extend the duration of a business trip by use of personal or vacation time, thereby qualifying the entire trip for a reduced fair, the District will reimburse the lesser of the total actual fare (including the airfare for a side trip) or the airfare authorized for the business trip only.</td>
</tr>
<tr>
<td>Parking Fines &amp; Tickets</td>
<td>The District is not responsible for employees that receive parking fines or traffic tickets while on District business. These will not be reimbursed.</td>
</tr>
</tbody>
</table>
### Personal expenses
The District will not reimburse personal expenses. If expenses of a personal nature including: hotel shop purchases, laundry, valet, non-business telephone calls, movie charges, health club use, alcoholic beverages, or sundry items are charged against the room, the amount so charged is to be deducted from the expense claim submitted to the District.

### Spouses (and families) traveling with employees
When traveling with a spouse or family, employees are expected to pay the additional cost, if any, for a double room.

### Gratuities / Tips
The District will reimburse reasonable and actual gratuities disbursed for business purposes by employees while traveling on approved District business.

### Parking
The District will reimburse reasonable and actual parking costs disbursed for business purposes by employees while on approved District business. Actual receipts must be provided where possible.

### Other expenses
Original receipts with GST number indicated are required. Debit card or Visa slips are not acceptable receipts. Receipts with personal expenses included will not be accepted.

### Air Miles
Collecting of personal Airmiles on School or District expenses is not allowed.

### Partial Reclaims
If only a portion of a PD expense is being reimbursed, the portion to be reimbursed must be clearly identified on the backup.

### Expense
An employee must have incurred an expense in order to make a claim.

## SUBMITTING EXPENSE CLAIM FORMS

Expense claim forms are to be submitted by employees on a timely basis (no later than six (6) months) following an approved trip. Every attempt is to be made to submit receipts for reimbursement prior to the year-end cut-off in mid September. Expense claim forms are to be signed by the employee and the Principal, Superintendent or designate. Employees that travel frequently on District business are to submit their expense claim forms at the end of each month.

When reporting expenses, the following information is required:
- Dates and locations of departure and return for each trip
- Reason for the claim or the description of the activity
- Explanation of out-of-the-ordinary amounts claimed (i.e. name(s) of individual(s) attending a luncheon if they have not paid for their own portion and claimed it individually).

Expense claim forms will only be reimbursed by District office. Schools are not authorized to reimburse employees directly, and then seek reimbursement from District office.
Receipts – An itemized receipt must substantiate lodging costs, airline travel, meal cost, supplies purchased, etc.

- The receipt must show the amount, date, place, and nature of the expense.
- The receipt must be attached to, and submitted with, the expense claim form.
- Personal credit card slips and debit slips are not itemized receipts as they do not provide details of the expenses being claimed and usually do not identify the GST number of the vendor. The Government of Canada requires a GST number on receipts to allow the District to claim our GST rebate.
- Receipts with personal expenses included will not be accepted.

Out-of-Province / International Travel – must be preauthorized by the Superintendent.
Administrative Procedure 515

PURCHASING

Background

The District has a responsibility to establish purchasing procedures that will result in quality purchases within the financial constraints of the District.

The function of purchasing is to meet the learning needs of our students by providing necessary supplies, equipment and services including facility and administration services.

Procedures

1. The Secretary Treasurer is responsible for establishing and maintaining purchasing procedures subject to the following:
   
   1.1 Purchase orders shall be completed and submitted to the District Office for code checking and approval by the Secretary Treasurer.
   
   1.2 Once approved, the purchase order serves as the authority to supply.
   
   1.3 Specifications for tender purposes will be set by the supervisor making the request.
   
   1.4 Trade names and model numbers may be used with competitors being protected by the consideration of equal alternates.
   
   1.5 In the event of an emergency that does not permit established procedure to be followed, the Secretary Treasurer shall decide the matter.

2. Tenders and Quotes – General Conditions

   2.1 The lowest bid consistent with the specifications will normally be accepted.

   2.1.1 A tender other than the lowest may be accepted, if the reasons in support of such action are deemed by the Secretary Treasurer to be in the best interests of the District.

   2.2 A record of the tenders or quotations on each article or service for which prices are called shall be retained for one (1) year.

   2.3 The name of the successful bidder, and his price, on each tender call shall be made available on request.

   2.4 For construction and maintenance work, upon receipt of a requisition and supporting tender information, a purchase order authorizing the work shall be issued.
3. Obtaining Prices for Educational and Administrative Purposes
   3.1 Estimated value under $5,000:
      3.1.1 Two (2) or more verbal quotations shall be obtained where possible and practical.
   3.2 Estimated value $5,000 to $10,000:
      3.2.1 No fewer than two (2) written quotations will be obtained where possible.
   3.3 Estimated value over $10,000:
      3.3.1 Tenders shall be invited from suppliers appropriate to the commodity required.

4. Obtaining Prices for Construction and Maintenance Work
   4.1 Estimated value under $5,000:
      4.1.1 Two (2) or more verbal quotations shall be obtained where possible and practical.
   4.2 Estimated value $5,000 to $10,000:
      4.2.1 At least three (3) written quotations shall be obtained.
   4.3 Estimated value over $10,000:
      4.3.1 Tenders shall be invited.
   4.4 For immediate emergency repairs necessitated through fire, water, sewage, wind, or electrical damage, the Manager of Facilities and Operations and/or Secretary Treasurer shall take whatever action is necessary to restore operations.
      4.4.1 The Superintendent shall be advised of any emergency action taken resulting in an expenditure in excess of $5,000.

5. Purchasing Insurance
   5.1 The Secretary Treasurer shall be responsible for maintaining adequate insurance coverage.

6. Legal and Other Professional Services
   6.1 Such professional services as are required shall be obtained as directed by the Superintendent.

7. Purchases of items for the personal use of employees or trustees will not be made in the name of the District.
8. All items purchased through the Secretary Treasurer, or directly by individuals in the name of the school or the District, will become the property of the District.

9. All other factors being equal, the District will purchase from local, provincial, Canadian and foreign suppliers in that order of preference.

Reference:
Section 60, 61, 80, 113, 116 School Act
Freedom of Information and Protection of Privacy Act
School Buildings and Tendering Regulation 383/88
Agreement on Internal Trade; Annex 502.4
INVENTORIES OF EQUIPMENT/FURNITURE

Background
A current inventory of District equipment and furniture is to be maintained.

Procedures
1. Principals and site managers shall maintain a current inventory by video graphic recording. These recordings shall be filed with the Secretary Treasurer.

2. Principals and site managers shall prepare and submit to the Secretary Treasurer an inventory of all school and site property valued at $5,000 or more per item.

3. In addition to the video graphic recordings, all sites shall maintain current, separate inventories for computers and other technology equipment, which shall include, at a minimum:
   3.1 Item name/description/model and serial number.
   3.2 Purchase date.
   3.3 Purchase price.

4. Inventories shall be updated annually.

Reference: Section 20, 60, 61, 113, 200, 201 School Act
DISPOSAL OF DISTRICT PROPERTY

Background
Changes in technology, program and school closures, or the need to upgrade materials can result in surplus or obsolete furniture, equipment or materials. Disposition of these materials is necessary in order to maintain an orderly environment within District facilities.

Procedures
1. Principals and facility managers shall periodically review the inventory of equipment, furniture and materials in their facility to determine whether items are obsolete or surplus to the school needs.
2. A list of equipment, furniture and materials no longer required by the school/facility shall be submitted by the Principal to the Secretary Treasurer for review.
3. The Secretary Treasurer shall determine whether any of the surplus items could be used in other schools/facilities and facilitate their transfer to the new locations as appropriate.
4. Items no longer required by the system will be discarded, destroyed or sold in accordance with Alberta Regulation 181/2010, Disposition of Property.
5. Prior Board approval is required for the disposal of items valued at $10,000 or more.
6. If a decision is made to sell items, the Secretary Treasurer shall advertise in the local papers or other approved media and receive closed tenders.
7. Where public tender bids are not received, or the items do not have sufficient values to warrant tenders, the Secretary Treasurer shall auction or price the items for sale.
8. Proceeds from the sale of obsolete or surplus gods shall be credited to the holder of said goods (i.e. the individual school).
9. Discarded textbooks and library materials will be collected annually and transported to a convenient recycling system.

Reference: Section 20, 60, 61, 113, 116, 200, 201 School Act
Disposition of Property Regulation 181/2010
SURPLUS LAND AND BUILDINGS

Background

When land and buildings become surplus to needs, the District will arrange for the effective disposal of these items.

Procedures

1. In determining whether the District has use for a school building that has been closed, consideration will be given to:
   1.1 Demographic factors.
   1.2 Other public educational uses for the school building.
   1.3 Any other criteria the Board considers necessary.

2. The District will dispose of land and buildings in the best interest of the students of the District and the community, pursuant to existing government legislation and regulation.

3. The following criteria will be used to determine whether interest in a school reserve, municipal and school reserve or municipal reserve is surplus to the District's need:
   3.1 Enrolment trends within the area intended to be served by the school reserve, municipal and school reserve or municipal reserve.
   3.2 Student accommodation and transportation issues.
   3.3 Whether a school on the school reserve, municipal and school reserve or municipal reserve is included in the District's Capital Plan.
   3.4 Consultation with other Districts with respect to their needs for the school reserve, municipal and school reserve or municipal reserve.
   3.5 Any other criteria deemed necessary.

4. Disposing of surplus land and buildings requires the approval of the Board.
   4.1 If the Board intends to sell real property that has a value of more than $50,000, the Board must conduct the sale in accordance with Section 9 of the Disposition of Property Regulation.
   4.2 If the Board sells real property, the Board must repay all outstanding debt relating to that real property, and any proceeds remaining must be distributed as prescribed in Section 10 of the Disposition of Property Regulation.
   4.3 If the Board is of the opinion that a school reserve, municipal and school reserve or municipal reserve in which the Board has an interest is surplus to the District's needs, the Board will provide the Minister with a declaration to that effect.
5. Where interest in a school reserve, municipal and school reserve or municipal reserve is determined to be surplus, the Board will transfer its interest in the land to the municipality where the reserve land is located, for consideration mutually agreed upon between the Board and the municipality, as prescribed in Section 672 of the Municipal Government Act.

6. Notwithstanding section 200(2) of the School Act, the District may, without approval of the Minister:
   6.1 Lease any real property that is neither a school building nor a portion of a school building.
   6.2 Lease a school building or portion of it for less than twelve (12) months.
   6.3 Lease a school building or portion of it for twelve (12) months or more if the lease contains a termination provision allowing the District to terminate the lease on twelve (12) months’ notice.

7. If, with the approval of the Minister, the Board agrees to transfer to another board ownership of real property on which a school building is located:
   7.1 The amount payable to the Board must bear the same ratio to the current independent appraisal of the market value of the land, together with the depreciated value of the school building as set out in the Board’s most recent audited financial statements, as the contribution by the Board bears to the total amount of the project for which the Board’s contribution was made. This amount payable is to be paid by the Government, but if the board that is receiving the real property has any school building capital reserves, those reserves must be used to pay the amount payable and the shortfall, if any, is to be paid by the Government.
   7.2 It is not necessary for the Board to repay any outstanding debt on the school building.

Reference: Section 60, 61, 113, 116, 200, 201 School Act
Municipal Government Act
Disposition of Property Regulation 181/2010
Administrative Procedure 520

SCHOOL FUNDRAISING

Background

Generating additional revenue can enhance the provision of educational opportunities for students. Funds raised in schools must be used to benefit students by enhancing the quality and relevance of education for learners. Fundraising activities that will develop responsible citizens is encouraged.

Procedures

1. All fundraising in the name of the District or a school is subject to these administrative procedures unless the Superintendent grants a specific exemption as to all or part of these procedures in writing.

2. Fundraising activities by external agencies in the name of the District must have the prior approval of the Superintendent. Fundraising activities by external agencies in the name of a school (including any program or activity offered at or through the school) must have the prior approval of the Principal.

3. All fundraising activities must be voluntary on the part of those involved. No student, parent or employee (beyond regular hours of employment) is to be coerced by any means to participate, or to suffer any negative repercussion or stigma for not participating.

4. Parental approval is required for student participation in fundraising activities.

5. Students shall not be put at risk in participating in fundraising activities.

6. Funds raised are to complement and not replace public funding for education. Fundraised dollars must not be used for providing the basic learning resources necessary to complete a program of study or course.

7. Fundraising goals must be developed in advance of the fundraising activity and be approved by the Principal. Decisions on fundraising activities and the expenditure of fundraised dollars must be made in consultation with school staff members, students, School Council and parents.

8. The Principal shall be held accountable for ensuring that proper controls are established for the activity and the revenue generated. Financial reports must be made available to the Superintendent as requested from time to time.
9. All monies that come into the possession of the school/School Council are the property of the District, and subject to its ultimate control, and therefore full accountability to the District is required by the school/School Council for any monies received and disbursed.

10. An accounting of all income from fundraising activities received by the school, including funds donated by external agencies as well as a full accounting of the expenditure of such funds, shall be forwarded to the Superintendent annually in accordance with any other administrative procedures regarding accounting for school funds, or as may otherwise be required by the Superintendent or designate.

11. The Superintendent reserves the right to disallow or discontinue any fundraising activity that s/he believes to be contrary to the spirit and intent of these procedures, or otherwise undesirable.

Reference:  Section 20, 22, 27, 60, 61, 113, 116 School Act
Charitable Fund-Raising Act
Gaming and Liquor Act
Income Tax Act
Public Contributions Act
PARTNERSHIPS

Background

The formation of partnerships with business and industry provides an opportunity for educators to work with the community. Such partnerships offer the possibility of expanding the provision of relevant, challenging, life-based learning opportunities for students as well as supplying business with an opportunity to share their resources while benefiting from the resources of the educational system. The resultant sharing of attitudes, beliefs and values is beneficial to the system.

Procedures

1. A system-based partnership with business and industry will be organized and coordinated at the District level. All responsibilities for such a partnership shall remain at the District level.
   
   1.1 The Superintendent shall have final responsibility for the organization and coordination of a system-based partnership.
   
   1.2 The Superintendent may delegate the organization and coordination of a system-based partnership to a member of the District Office staff.
   
   1.3 The determination of the nature and intent of the system-based partnership shall be made between the partner and the District and shall be incorporated in an operational plan.
   
   1.4 The outcomes of a system-based partnership must enhance the delivery of quality educational experiences for students.
   
   1.5 All safeguards related to the well-being of students shall be identified in the operational plan for the partnership.
   
   1.6 Communications between the partner and the school system shall remain at the system level.
   
   1.7 District Office personnel shall carry out the implementation of the operational plan for a system-based partnership.
   
   1.8 Evaluation of the system-based partnership shall be carried out by the District and shall be communicated to the participants.
   
   1.9 The decision to continue or not to continue with a system-based partnership shall be made by the Superintendent and the business or industry partner.

2. A school-based partnership with business and industry will be organized and coordinated at the school level. All responsibility for such a partnership shall remain at the school level.

   2.1 The Principal shall have final responsibility for the organization and coordination of a school-based partnership.
2.2 The Principal may delegate the organization and coordination of a school-based partnership.

2.3 The determination of the nature and intent of the partnership shall be made between the partner and the school and shall be incorporated in an operational plan.

2.4 Assistance to the school in any aspect of a school-based partnership shall be obtained from the designated member of the District Office staff.

2.5 The outcomes of a school-based partnership must enhance the delivery of quality educational experiences for students.

2.6 All safeguards related to the well-being of students shall be identified in the operational plan for the partnership.

2.7 Communications between the partner and the school shall remain at the school level.

2.8 School staff shall carry out the implementation of the operational plan for a school-based partnership.

2.9 Evaluation of the school-based partnership shall be carried out by the school and shall be communicated to the participants and the Superintendent.

2.10 The decision to continue or not to continue with a school-based partnership shall be made by the Principal and the business or industry partner.

Reference: Section 20, 27, 60, 61, 113 School Act
Ethical Guidelines for Business-Education Partnerships

Business-education partnerships are mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners. They may involve other education stakeholders as partners, including students, employees, parents, communities, labour, and government organizations. Most business-education partnerships are co-operative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.

Canadian employers and educators support business-education partnerships that:

- Enhance the quality and relevance of education for learners
- Mutually benefit all partners
- Treat fairly and equitably all those served by the partnership
- Provide opportunities for all partners to meet their shared social responsibilities toward education
- Acknowledge and celebrate each partner’s contributions through appropriate forms of recognition
- Are consistent with the ethics and core values of all partners
- Are based on the clearly defined expectations of all partners
- Are based on shared or aligned objectives that support the goals of the partner organizations
- Allocate resources to complement and not replace public funding for education
- Measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- Are developed and structured in consultation with all partners
- Recognize and respect each partner’s expertise
- Identify clearly defined roles and responsibilities for all partners
- Involve individual participants on a voluntary basis

The Conference Board of Canada
255 Smyth Road, Ottawa, ON K1H 9M7 Canada
Telephone: (613) 526-3290
Fax: (613) 526-4567
Internet: http://www.conferenceboard.ca/hec
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This document was developed by the Business-Education Partnerships Forum, a program of the National Business and Education Centre, The Conference Board of Canada.
CHARITABLE DONATIONS

Background

The District is a registered charity under the provisions of the Income Tax Act and can receive gifts for either the enhancement of educational programs within the District or for the benefit of students or staff. A gift under the Act is the voluntary transfer of property without consideration.

Procedures

1. The Secretary Treasurer, in consultation with the Superintendent, shall be responsible for the administration of the procedures governing the receipt of charitable donations.

2. An official donation receipt signed by the Secretary Treasurer will be given for a gift which meets all of the following conditions:
   2.1 There is a transfer of property, usually cash, to the District.
   2.2 The property is given voluntarily.
   2.3 The donor receives no benefits in return.

3. All gifts which are eligible for income tax deduction must be for the advancement of education, including:
   3.1 The establishment of student or staff scholarships, or other awards.
   3.2 The purchasing of capital equipment and furnishings.
   3.3 Enhancement of co-curricular and/or extra-curricular programs.

4. The following shall not be considered as gifts eligible for income tax deduction:
   4.1 Tuition fees, or other similar fees and payments.
   4.2 Payments used to purchase books and other instructional materials.
   4.3 Instructional fees and fees for book rentals, equipment, musical instruments and transportation.
   4.4 Those cases where a specific donor cannot be identified.
   4.5 Where services are provided and the supplier requests a donation receipt for the value of the services rather than payment.
   4.6 Amounts paid for activities such as tickets for card parties, bingo, lotteries, social functions, and graduations.

5. All funds received as donations shall be processed through the District’s regular accounting system, specifically identified and appropriately recorded.
6. Receipts for income tax purposes shall not be issued for cash gifts of less than $20.

7. Receipts for income tax purposes for non-cash gifts of less than $200 shall not be issued. An independent qualified appraiser will determine the value of a non-cash gift.

8. Receipts for income tax purposes shall continue to be issued as long as the District continues to qualify for Canada Customs and Revenue Agency tax status and any change in procedures will be made only after review with Canada Customs and Revenue Agency.

9. All donations received are to be submitted to the Secretary Treasurer, who will determine if the gift meets the guidelines and qualifies as a valid donation.

10. All approved donations shall be disbursed as directed by the donor. If the donor has not specified specific instructions, the Board shall decide upon the use of such funds.

Reference: Section 20, 60, 61, 113, 116 School Act
          Income Tax Act
          Societies Act
Administrative Procedure 530

INSURANCE MANAGEMENT

Background

In order to ensure that the requirements of legislation are met and the District’s interests are protected, the Superintendent will provide for continuous insurance coverage in accordance with these procedures.

Procedures

1. The Secretary Treasurer is authorized to obtain adequate insurance for the District.

2. The District will provide insurance coverage for the following:
   2.1 Buildings.
   2.2 Contents.
   2.3 Liability – for individual Trustees, staff members, student teachers and interns, and volunteers; when the foregoing are performing duties authorized by the District.
   2.4 Crime.
   2.5 Automobile fleet.
   2.6 Travel accident.
   2.7 Student accident.
   2.8 Boiler and machinery.
   2.9 Errors and omissions.
   2.10 Sexual molestation and abuse.
   2.11 Course of construction and wrap up.
   2.12 Air quality (fungus) liability.

3. Building insurance shall be secured to provide coverage at full replacement cost.

4. Contents insurance shall be obtained on an actual cash value basis.
   4.1 Claims made under the building and contents section of the insurance policy resulting from accidents, vandalism or theft shall be made by the Secretary Treasurer upon receipt of the required information from the Principal or department head.

5. Travel accident insurance shall be obtained to cover staff members and Trustees while traveling on District business.
6. On an annual basis, the Secretary Treasurer shall review insurance coverage and make such arrangements for insurance coverage as it deems necessary.

7. The Secretary Treasurer shall make available to staff members and others as required information describing the District’s insurance coverage.

Reference: Section 20, 60, 61, 113, 116 School Act
STUDENT ACCIDENT INSURANCE

Background

Student welfare is a high priority in the District. Accidents can and will happen; therefore, it is necessary to establish safeguards for both students, parents/guardians and the District.

Procedures

1. The Secretary Treasurer shall authorize a Student Accident Insurance Plan for distribution to students.

2. School personnel will not be accountable for fee collection.

Reference: Section 18, 20, 60, 61, 113, 116 School Act
OPENING NEW SCHOOLS

Background

Effective and efficient start-up of a new school requires extensive planning and effort in terms of instructional materials, furniture and equipment acquisition, as well as staffing, public relations, program organization and transportation. The District is committed to having new schools or additions fully functional and ready for student occupancy by the beginning of the school term.

Procedures

1. Where feasible, the designation of the Principal will be made at least six (6) months in advance of the opening of the new school.

   1.1 Where the Principal is an existing employee of the District, the District will provide a minimum of one (1) month release time during the term for preparation purposes.

   1.2 In planning for the opening of larger schools, release time of up to six (6) months may be provided by the District.

2. The Superintendent is responsible for analyzing the planning requirements for the opening of a new facility and providing an appropriate release time to ensure building/program readiness.

Reference: Section 20, 60, 61, 113 School Act
Administrative Procedure 541

BUILDINGS AND GROUND MAINTENANCE

Background

The District has a responsibility to protect the community's capital investment in school facilities by ensuring school buildings and grounds are adequately maintained.

Procedures

1. School buildings and grounds will be maintained at a level consistent with provincial code requirements and District standards.

2. The Principal, in conjunction with the Manager of Facilities and Operations, is responsible for identifying building deficiencies and desired enhancements, and communicating these to the Secretary Treasurer.

3. The Secretary Treasurer, in consultation with the Principals and the Manager of Facilities and Operations, is responsible for developing and implementing the District's buildings and grounds maintenance program.

4. Each year, as part of the operational planning and budgeting process, the District will prioritize facility and grounds maintenance projects, and reflect these priorities in the recommended allocation of resources for budgeting purposes.

5. The school building and grounds maintenance program will include:

   5.1 Minor maintenance and repairs that are conducted on an ongoing basis by maintenance and/or custodial staff.

   5.2 Scheduled maintenance including such items as servicing air handling systems and furnaces, playground lawn cutting, etc.

   5.3 Major scheduled maintenance activities such as painting, playground development, renovations not funded under Infrastructure, Maintenance and Renewal (IMR), etc.

   5.4 Building modernization projects funded under IMR such as roof replacements and responses to building code requirements.

Reference: Section 20, 60, 61, 113, 116 School Act
Administrative Procedure 542

SECURITY OF BUILDINGS

Background

The District has the authority to provide and maintain adequate real and personal property for its administrative and educational purposes. Because of the large investment in school and District buildings, equipment, furniture and supplies and the need to protect the confidentiality of personal and administrative files, it is incumbent on the District to ensure the security of all its premises.

The District will ensure that practices and mechanisms are in place that will ensure the security of its schools and other facilities.

Procedures

1. Beyond building code requirements, the District will provide, where feasible, alarms that will ensure the security of its buildings (i.e. security alarms, mechanical alarms, panic alarms, etc.).

2. The Superintendent will ensure that a program on security consciousness is implemented in the District.

3. The Superintendent may develop additional procedures to deal with specific aspects of security (i.e. key control, vandalism, computers, etc.).

4. The Principal shall be responsible for the security of the school.

5. The Superintendent will designate an individual to be responsible for security for each facility other than schools.

6. The person designated to be responsible for the security of a building will develop a set of security procedures and will ensure that all persons within the facility are knowledgeable of the procedures. Issues such as locking of windows, interior and exterior doors, work stations, storage rooms, cabinets containing confidential or sensitive material, etc., are to be addressed by the procedures.

7. The security procedures at each facility are to be filed with the office of the Superintendent.

8. A log book containing the names of people holding keys to the facility and a description of the key (i.e. room key, master key, grandmaster key) must be maintained by the designated person at the facility.

9. If a key holder provides access to a facility to another person or group, then the key holder is responsible and accountable for the security of the facility.
10. If the security of a facility is breached by an employee (i.e. lost key) the Superintendent may assess costs to the employee to cover time and/or materials to repair the breach in security.

11. If the security of a facility is breached by a non-employee, the Superintendent may seek recovery of the costs through the courts.

Reference:  Section 20, 27, 60, 61, 113, 116 School Act
           Petty Trespass Act
HAZARDOUS CHEMICAL MANAGEMENT

Background
The District recognizes the importance of developing a management and disposal plan of chemical, hazardous and dangerous goods in all areas of the school system operation. Therefore, Workplace Hazardous Materials Information System (WHMIS) shall be present in all areas within the District.

Procedures
1. All activities related to the management and disposal of chemical, hazardous and dangerous goods in all areas of the school system operation, will be conducted in accordance with federal, provincial and municipal legislation, regulations and policies.

2. A designated Safety Officer shall assist and monitor the management and disposal of chemical, hazardous and dangerous goods in the school system and the schools to ensure that there is compliance with legal requirements.

3. This Administrative Procedure applies to all areas of the school system operation such as the maintenance, custodial, clerical, support, transportation, instructional and all other areas where chemicals, hazardous and dangerous goods are utilized, managed and disposed.

4. The Secretary Treasurer and Principals, in consultation with the Safety Officer, shall approve all substances ordered for their specific area of responsibility and shall ensure that an inventory of these substances is maintained and placed in an appropriate location.

5. Approval of such purchases shall take into consideration appropriate amounts, least toxic alternatives, shelf life, use of hazardous products and ensuring that proper labels and Material Safety Data Sheet (MSDS) must accompany these substances when received from suppliers.

6. The inventory shall include name of chemical, MSDS, purchase date, hazard class or Transportation of Dangerous Good Classes (TDG), storage location, program for disposal and timelines for updating as well as any other pertinent information.

7. All employees handling or using these substances will have WHMIS training and adhere to the legislation, regulations and procedures.

8. All employees handling or using these substances are responsible for proper storage in appropriate designated areas and for the disposal for the substances in accordance with legislation, regulations and procedures.
9. Each worksite in the school operation shall develop a plan for the identification, maintenance of an inventory, appropriate storage and guidelines and procedures for reducing, reusing, recycling and disposing of substances.

10. The transportation of these substances shall be according to TDG regulations. Each worksite shall develop guidelines and procedures identifying receivers, delivery sites and any other pertinent information.

Reference: Section 20, 60, 61, 113, 116, 117 School Act
          Dangerous Goods Transportation and Handling Act
          Hazardous Chemicals Act
          Occupational Health and Safety Act
ENVIRONMENTAL CONSIDERATIONS

Background

The District is committed to fostering policies, practices and education programs which will protect and preserve the environment.

Procedures

1. The District will endeavour to purchase "environmentally friendly" products which will provide the highest possible level of performance. The efficient use of energy and water will be guiding principles in all renovations, new construction and operations.

2. The District encourages and supports initiatives to reduce, recycle and recover waste materials in all schools and departments.

3. The District supports staff development initiatives designed to advance environmental awareness, environmental education and care for the environment within annual budget allocations for training and development.

4. Environmental education will continue to be incorporated into the content and methodology of the instructional program.

5. The District will continue to promote local habitat conservation and improvement on all District-owned properties, where possible.

Reference: Section 20, 60, 61, 96, 113, 116, 117 School Act
            Occupational Health and Safety Act
            Public Health Act
COMMUNITY USE OF SCHOOL FACILITIES

Background

The school is an integral part of the community and may be used by parents and community organizations when it is not required for school use. It is important that the use of school facilities by the community be in accordance with the conditions and requirements determined by the District and the terms of the Joint Use Agreements.

A rental fee may be charged to outside organization with which there is no reciprocal agreement for free time use of facilities.

Procedures

1. The District and municipality will enter into, and periodically update, a joint use agreement that outlines the terms of reference for school use of municipal facilities and community use of school facilities.

2. Use of school facilities by community groups must be scheduled in a manner that does not negatively affect the schools curricular or extra-curricular programming.

3. A Joint Use Administrative Committee with administrative representatives from both school authorities will serve as the primary body for monitoring the joint use arrangement and recommending any modifications to the Board or Council.

4. The Joint Use Administrative Committee will meet at least once a year to review the agreement and related procedures and address emerging issues and concerns.

5. Additional ad hoc meetings may be held as required.

6. The Secretary Treasurer is responsible for reporting to the Board the results of Joint Use Administrative Committee Meetings and recommending action as required.

Reference:  Section 20, 60, 61, 113, 195 School Act
            Joint Use Agreement
PERSONAL USE OF DISTRICT EQUIPMENT

Background

Equipment owned by the District has been purchased with public funds. As a result the District has a responsibility to ensure the equipment is used for the purpose for which it was intended.

Procedures

1. The Principal is responsible for establishing and communicating procedures at the school level regarding the use of school equipment off school premises, providing they are in accordance with District procedures.

2. Use of District equipment or materials by employees shall not be permitted unless such use directly supports the employee’s job-related functions.

3. Staff members wishing to use school equipment for the preparation of lessons, materials, etc. are permitted to take such equipment home provided:

   3.1 Equipment is properly signed out.
   
   3.2 The Principal approves the out-of-school use.
   
   3.3 The equipment is returned promptly to the school to ensure its availability for use during the instructional day.

Reference: Section 20, 60, 61, 113, 116 School Act
TRANSPORTATION OF STUDENTS IN PRIVATE VEHICLES

Background

Students are to be transported to and from school or to and from school-sponsored activities by school bus, school van, taxi or their parents. Occasionally, however, special circumstances do warrant District employees transporting students in privately-owned vehicles.

Procedures

1. The Principal may authorize the use of private vehicles to transport students subject to the following conditions:
   
   1.1 School bus, school van, taxi or parent transport of the student is not feasible.
   
   1.2 Adequate measures are established to ensure student safety.
   
   1.3 Adequate insurance coverage on the vehicle is maintained.
   
   1.4 Responsible adults are assigned as drivers.
   
   1.5 Responsible adults assigned as drivers possess a Class 4 license and have completed a Driver Abstract Form.

2. When private vehicles are being used to transport students, the following conditions must be adhered to:
   
   2.1 The Principal or designate must authorize the use of a private vehicle, in writing.
   
   2.2 Details of the vehicle insurance coverage must be filed with the Principal.
   
   2.3 Primary insurance coverage for vehicles used to transport students on authorized trips must provide bodily injury and property damage coverage of at least $1,000,000.
   
   2.4 Drivers who transport students are to be advised that their insurance coverage is always primary or first loss insurance and that if they intend to occasionally transport students they shall so advise their insurance company.
   
   2.5 The District non-owned vehicle liability insurance provides up to $12,000,000 coverage over and above the owner’s policy.

   2.5.1 This secondary coverage covers the driver only while transporting students and/or approved supervisors on authorized school trips and applies only to claims advanced on behalf of the student(s) and/or approved supervisor(s).
3. Travel expenses, if claimed by District employees, are to be reimbursed from the school's extra-curricular/co-curricular funds at a rate mutually agreed upon with the employee and the school-based administration to a maximum of the District's current rate per kilometre.

4. Only in exceptional circumstances will students be sent on errands that require the use of a private vehicle.

4.1 Before granting permission, proof of proper insurance endorsement (i.e. coverage for a young driver) must be provided.

4.2 Where this permission is granted, additional student passengers will not be allowed.

Reference: Section 20, 45, 51, 52, 60, 61, 113, 117 School Act
Traffic Safety Act
Student Transportation Regulation 250/98 (amended AR 197/2000)
Use of Highway and Rules of the Road Regulation 304/2002
USE OF DISTRICT-OWNED VEHICLES

Background

The District may purchase and maintain school buses or vans to transport students or staff on field trips, athletic competitions or other school-related activities. This service is designed to facilitate student participation in extra-curricular and co-curricular activities in a cost efficient manner.

Vehicles owned by the District have been purchased with public funds. As a result, the District has a responsibility to ensure the vehicles are used for the purpose for which they were intended. Vehicles are to be used for the purpose of delivering District programs and services, and conducting school or District business.

Procedures

1. The Superintendent is responsible for establishing and communicating procedures regarding the use of District vehicles.

2. School-related activities for purposes of this administrative procedure will include field trips, athletic competitions and other school-sponsored activities.

3. Only employees of the District shall be authorized to use District vehicles.

4. Use of a District vehicle shall not be permitted unless such use directly supports the staff members’ job-related functions.

5. Employees who operate a District vehicle must possess an up to date valid driver’s license.

6. District vehicles are to be maintained according to standards of efficiency and lifetime cost effectiveness.

7. Drivers shall obey all traffic rules when operating a District vehicle. Under no circumstances will the District pay any parking tickets or fines related to traffic violations that occurred while an individual was operating a District vehicle.

8. Drivers will be required to immediately report any accident involving a District vehicle to the Secretary Treasurer. An accident report with a statement from the driver must be completed and filed with the RCMP if there is an accident that results in an injury, death, or damages in excess of $1,000.

9. Generally, District vehicles shall not be used for personal use and shall be used for the purpose of carrying out District business. Each employee must keep a record detailing the use of District vehicles, in a log form, that contains at a minimum the following information:
9.1 Name.
9.2 Date.
9.3 Departure time.
9.4 Destination.
9.5 Number of kilometres traveled.
9.6 Personal or District use.

10. Employees are responsible for submitting completed travel logs on a monthly basis to District Office.

11. A taxable benefit for personal use of a School District vehicle may be calculated annually based on Canada Customs and Revenue Agency (CCRA) current rules.

Reference:  
Section 60, 61, 113, 116 School Act  
Occupational Health and Safety Act  
Traffic Safety Act  
Commercial Vehicle Safety Regulation 121/2009  
Student Transportation Regulation 250/98 (Amended A.R. 125/2005)  
Use of Highway and Rules of the Road Regulation 304/2002  
Vehicle Equipment Regulation 122/2009  
Canada Customs and Revenue Agency Act  
Income Tax Act (Canada)