

ADMINISTRATIVE PROCEDURES MANUAL

New Humble Community School

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 five 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 two 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.

It is to be noted that the electronic versions of both the Board Policy Handbook and the Administrative Procedures Manual as well as any handbooks/manuals referenced are always the most current documents available.

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Administrative Procedure 100

THREE YEAR EDUCATION PLAN

Background

The Charter Board is committed to ensuring that we have created a strong, sustainable, and results-oriented education plan. This will ensure that all students have equitable opportunities to acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring, and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta's young people.

The Charter Board 's plan outlines priorities for student learning in the School, guides budget development, and forms the basis for reporting on progress and achievement. The Charter Board is required by Alberta Education to prepare an education plan that aligns with the Alberta Education's Three Year Business Plan and 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. Planning Guidelines
    1.1. The vision, mission, values, and beliefs in the School will provide overall direction for system planning. The actions and endeavours of the Charter Board and the School must be guided by sound planning processes.
    1.2. The planning process will recognize local priorities identified during the planning process.
2. Three Year Education Plan
    2.1. The Three Year Education Plan will be developed following Alberta Education's "Developing your Education Plan" document, and will align with Alberta Education's Three Year Business Plan and must include the following elements: an accountability statement, all provincial goals, related outcomes, performance measures, targets and strategies, a budget summary, a summary of facility and capital plans, a description of how parents were involved, and the communication plan. The Three Year Education Plan may include contextual information and locally developed goals, outcomes and strategies.
    2.2. The Three Year Education Plan will comprise the elements required by the province and other local entities.
    2.3. The Three Year Education Plan will be updated annually with provision for input into the revision process from the School Council, parents, staff, students, and community stakeholders.
    2.4. The Three Year Education Plan will be submitted by the Superintendent to the Board with the recommendation for approval.

2.5. The Three Year Education Plan will be posted on the school website by May 31.

2.6. Progress reports including areas of success and areas for improvement on the education plan may be presented by the Superintendent to the Board as data becomes available.

Legal References: Section 18, 25, 26, 33, 51, 52, 53, 55, 66, 67, 222 Education Act
Guide to Education ECS to Grade 12

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Administrative Procedure 101

ANNUAL EDUCATION RESULTS REPORT

Background

Accountability is the obligation to be answerable for the performance and results of one's assigned responsibilities. The Charter Board recognizes its responsibility to keep stakeholders informed about accomplishments and work toward goals.

The Charter Board will keep its school community and the public informed of the overall results achieved in the School through publishing and distributing an Annual Education Results Report.

Procedures

1. The Superintendent will develop an Annual Education Results Report in accordance with Alberta Education requirements. The Superintendent will submit a draft document to the Charter Board by October 31 and a final document by November 30 for approval. The Charter Board will submit the Report to the Minister by November 30 of each year.

2. The Annual Education Results Report (AERR) reports on the school's Three Year Education Plan and includes the following components: an accountability statement; the Accountability Pillar Overall Summary; performance measure results; a summary of financial results; a summary of capital and facilities projects; how parents were involved; and the communication plan.

3. The Annual Education Results Report 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.

4. The format for reporting optional measures and additional information in the Annual Education Results Report will be determined by the Superintendent.

5. The Annual Education Results Report will be posted on the School website by November 30 of each year.

6. The Charter Board shall use the Annual Education Results Report for information in the planning and policy making cycle and make adjustments to its goals as necessary.
   - 6.1 Results must be used to create improvement actions.
   - 6.2 Any evaluative approach must be open and easily understandable.
   - 6.3 Any evaluative process is to include the ability to disaggregate results to identify high and low performing groups/sites/factors.
   - 6.4 Any long-term evaluative processes are to be stable over time.

6.5 Results will not be used to rank schools, staff or programs.

Legal Reference: Section 18, 25, 26, 33, 51, 52, 53, 55, 66, 67, 222 Education Act
Section 16, Government Accountability Act
Section 7, Education Grants Regulation
Section 13, School Council Regulation
Guide to Education ECS to Grade 12

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Administrative Procedure 110

ROLE OF SCHOOL COUNCIL

Background

A School Council shall be established in accordance with the Education Act. Through the Council, the school community has an opportunity to advise and consult with the Principal or Charter Board on matters set out in the Education Act and the School Councils Regulation.

Procedures

1. The Principal shall ensure that the incoming School Council executive has a current updated version of the Alberta School Council Resource Manual, and shall review annually with the School Council:
   - 1.1 Alberta School Council Resource Manual;
   - 1.2 Administrative Procedure 110 – School Councils;
   - 1.3 School Council bylaws (local);
   - 1.4 Three-Year Education Plan.
2. School Council Membership
   - 2.1 A school council must include the following members:
     - 2.1.1 The Principal of the school;
     - 2.1.2 At least one (1) person who is a teacher at the school, elected or appointed by the teachers at the school;
     - 2.1.3 The majority of the members of a school council shall be parents of students enrolled in the school.
   - 2.2 The members of a school council may establish a process to appoint as members of the school council one (1) or more persons who are not parents of students enrolled in the school but who have an interest in the school.
   - 2.3 The members of a school council may establish a process to appoint or elect as members of the school council one (1) or more persons who are parents of children enrolled in an Early Childhood Services program at the school.
3. Responsibilities of the Charter Board
   - 3.1 The Charter Board shall provide the school council with an opportunity to provide advice on the development of the school's:
     - 3.1.1 Mission, vision and philosophy;
     - 3.1.2 Policies;
     - 3.1.3 Annual education plan;

3.1.4 Annual results report;

3.1.5 Budget.

3.2 The Charter Board shall provide the school council with the school's provincial testing program results and other provincial measures and a reasonable interpretation of those results and measures

3.3 The Charter Board shall at all reasonable times allow the school council free and full access to timely and accurate information of the Charter Board that is publicly available, including Charter Board policies and minutes of Board meetings.

3.4 The Charter Board shall provide insurance indemnifying school councils from liability and damages.

4. Duty to report to the Charter Board

4.1 The Chair of a school council must prepare and provide to the Charter Board by September 30 of each year a report:

4.1.1 Summarizing the activities of the school council in the previous school year, and

4.1.2 Including a financial statement relating to money handled by the school council in the previous school year, if any, and how the funds were used.

4.2 A school council must retain at the school a copy of the minutes for each meeting of the school council and make them available to the Charter Board or the public on request.

4.3 A school council must retain the minutes for each meeting of the school council for at least seven (7) years.

5. Date for first meeting of School Council

5.1 For any school year, the first meeting of the school council must be held within twenty (20) school days after the start of the school year, or as specified in the bylaws of the school council.

6. School Council Meetings

6.1 The school council will meet a minimum of seven (7) times during the school year. Suggested models for school councils are:

6.1.1 Representative governance model – when the school council acts like a board of directors to conduct the day-to-day business and reports back to the wider school community two (2) or more times a year.

6.1.2 Assembly/town hall model – most decisions are made at regular, open meetings of the entire school community and the executive members of the school council act only to carry out the wishes of the assembly.

6.2 Roles and responsibilities of school council members may be found in section 3 of the Alberta School Council Resource Manual.

7. Suspension of a School Council

   7.1 If a quorum is not available for a meeting of a school council and the meeting has been rescheduled on two (2) or more occasions, the Charter Board may suspend the operation of the school council until the following year.

   7.2 If the operation of a school council is suspended, the Principal may establish an advisory committee to carry out one (1) or more of the duties or functions of the school council until a new school council is established.

   7.3 If the operation of a school council is suspended, a new school council must be established within forty (40) school days after the start of the next school year.

8. School Council Establishment Meeting

   8.1 If a school that is required to have a school council has no school council, the school must hold an establishment meeting within forty (40) school days after the start of the school year.

   8.2 A notice of establishment meeting must be given by the Principal to the following persons:

      8.2.1 A parent of each student enrolled in the school;

      8.2.2 A parent of each child enrolled in an Early Childhood program at the school;

      8.2.3 The school staff;

      8.2.4 Other members of the school community who, in the principal's opinion, are to be given notice.

   8.3 A notice must:

      8.3.1 Describe the purpose of the meeting;

      8.3.2 Set out the time, date and location of the meeting;

      8.3.3 Be given at least ten (10) school days before the date of the meeting and either:

         8.3.3.1 Be posted in two (2) or more locations that are accessible to the public; or

         8.3.3.2 Be advertised in a publication that is circulated to the general public around the school.

9. Parent Advisory Committee

   9.1 The Principal may establish an advisory committee if:

      9.1.1 There are fewer than five (5) parents in attendance at an establishment meeting; or

      9.1.2 If an establishment meeting is not successful in establishing a school council, the Principal may establish an advisory committee for that year to carry out one (1) or more of the duties or functions of a school council.

10. School Council Executive

   10.1 A school council must have a Chair and any other members of the executive as determined by the persons attending an establishment meeting.

10.2 A parent of a student enrolled in the school must be elected Chair of the executive.

10.2.1 A member who is not a parent may be elected Chair of the executive if no parent is willing to be nominated as Chair.

10.3 Every member of a school council is eligible to be elected as a member of the executive.

Legal References: Section 25, 26, 33, 52, 53, 55, 197, 222, 251 Education Act
School Councils Regulations (AR95/2019)

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Administrative Procedure 112

FUNDRAISING SOCIETIES

Background

The School may have Fundraising Societies, separate and distinct from the School Council. Fundraising Societies provide a means for parents and community members to provide additional financial resources and support to the School. A Fundraising Society is a self governing legal entity incorporated under the Societies Act or Part 9 of the Companies Act.

Procedures

1. The main role of the Society is fundraising, sometimes engaging in fundraising endeavours that require a gaming license from the Alberta Gaming and Liquor Commission, such as bingos, casinos, or raffles. A Society has no authority to advise or consult for school-based decision-making purposes.

2. A Society is a self-governing legal entity, with the authority and responsibility to make necessary decisions to manage its operations and activities.

3. The Society will have a Board of Directors, chosen according to the by-laws/operating procedures established and maintained by the Society.

4. There may be more than one Fundraising Society at a school.

5. Fundraising Societies must present an annual Audited Financial Statement to members at an annual general meeting, an annual report to Corporate Registry, specific reports to the Alberta Gaming and Liquor Commission, and other annual reports as required by the governing legislation. There is no duty for the Society to report to the Corporate Board.

6. A Fundraising Society has its own bank account and accounting records.

7. The Charter Board's liability insurance does not extend to a Society and its Directors as the Society is its own legal entity, separate and distinct from the School. Even though the Societies are acting on behalf of the Charter Board, The Charter Board does not directly control their activities. A Society has its own executive which makes decisions on behalf of the group. Societies may choose to purchase their own liability insurance.

Legal References: Section 25, 26, 33, 52, 53, 55, 197, 222 Education Act
Societies Act

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Administrative Procedure 120

CHARTER BOARD POLICY AND ADMINISTRATIVE PROCEDURES DISSEMINATION

Background

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

Procedures

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

2. It shall be the responsibility of the Principal to convey to and interpret policy and administrative procedures to staff.

Legal References: Section 25, 26, 33, 51, 52, 53, 68, 197, 222 Education Act

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Administrative Procedure 121

DEVELOPMENT AND REVIEW OF ADMINISTRATIVE PROCEDURES

Background

The Superintendent has been given responsibility for implementation and review of the Administrative Procedures Manual. Regular review of administrative procedures, with opportunities for input from appropriate stakeholders, leads to effective operations with the School.

Procedures

1. A review of all administrative procedures shall be conducted through the Office of the Superintendent.

2. This review will provide opportunities for input from stakeholders as appropriate.

3. Reviews shall ensure that each Administrative Procedure meets the following criteria:

   3.1 Each procedure is the responsibility of administration as delegated by the Charter Board or as defined by legislation;

   3.2 Each procedure is consistent with Charter Board Policy;

   3.3 Each procedure is consistent with other administrative procedures;

   3.4 Each procedure is consistent with the School's strategic direction as outlined in the Three Year Education Plan; and

   3.5 Each procedure ensures clear and consistent direction for the School.

4. Development or review of a specific Administrative Procedure may be initiated by any stakeholder at any time through a formal request to the Superintendent.

   4.1 The request will be expected to detail the issues and concerns associated with the Administrative Procedure and if possible, offer suggestions for revision.

5. All newly developed administrative procedures and changes based on reviews of current administrative procedures shall be communicated expeditiously to all stakeholders.

6. Upon receiving a formal request for review, the Superintendent will determine the appropriate process for developing and reviewing the specific Administrative Procedure to ensure that reasonable consideration is given to the request.

Legal References: Section 25, 26, 33, 51, 52, 53, 68, 197, 222 Education Act

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Administrative Procedure 130

SCHOOL YEAR AND CALENDAR

Background

The Charter Board shall be responsible for defining the school year and establishing the annual school year calendar in harmony with the requirements of Alberta Education.

Procedures

1. Standard School Year
    1.1. The Charter Board will determine by March 31 of each year the essential dates of the school year which begins in the Fall of that year.
    1.2. Dates may be struck which are consistent with the following:
        1.2.1. Teachers and other designated staff will commence duty a minimum of at least two (2) days prior to the arrival of students.
        1.2.2. Classes will commence approximately the last week of August or the first week of September, in order to appropriately balance semesters.
        1.2.3. A Mid Term Break of one (1) week duration will be provided during the week November 11 falls within.
        1.2.4. A Christmas Break of at least two (2) weeks duration will be provided.
        1.2.5. A Spring Break of one (1) week duration will be provided, commencing on the last Monday of March and continuing through the week.
        1.2.6. Easter Monday may be an operational/instructional day unless it falls within Spring Break.
        1.2.7. The last operational day in a school year will be the last Friday in June, depending upon the Provincial examination schedule.
        1.2.8. At least the last two (2) operational days will be workdays for teachers and other designated staff, with no students in attendance, dependent upon the Provincial examination schedule.

2. In an atypical calendar year applying the standard dates indicated in section 1 may create a shortfall in the required hours of school operation for the school year. In this case the Board will vary the prescribed outline of the school year in order to meet the requirements of Alberta Education.

3. The Charter Board will review the recommendations and then approve the final calendar, by resolution, no later than the April Charter Board Meeting.

4. A copy of the approved calendar will be provided to the School no later than April 30 and a copy provided to Alberta Education before May 31.

Legal References: Section 18, 19, 25, 26, 33, 51, 52, 53, 60, 197, 222 Education Act
Guide to Education ECS to Grade 12

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Administrative Procedure 131

SCHOOL DAY

Background

The Principal, in consultation with staff and community stakeholders, is responsible for determining the hours of operation of the School. Alberta Education requirements, the needs of students, transportation interconnections and other pertinent variables are to guide the decisions of the Principal in this regard.

Procedures

1. The Principal will submit a schedule of proposed times to the Superintendent by May 15 for the succeeding school year. This schedule is to indicate that Alberta Education minimum time requirements are met or exceeded and is to comply with the requirements as specified in the Guide to Education.

Legal References: Section 18, 19, 25, 26, 33, 51, 52, 53, 60, 197, 222 Education Act
Guide to Education ECS to Grade 12

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Administrative Procedure 132

BUS AND SCHOOL OPERATIONS IN INCLEMENT WEATHER

Background

The Charter Board is responsible for ensuring that the School shall remain open to students during the times and dates established by the Charter Board, unless under extreme circumstances. The responsibility for the safety of children who are required to travel on school buses is shared by the transportation provider, the Charter board, its staff, parents, and students. The safety of students shall not be placed at risk by requiring the operation of school buses during inclement weather.

Procedures

1. The transportation provider will establish and follow guidelines for safe bus operation, including weather and road factors. The transportation provider will notify all families of bus cancellation or interruptions with as much notice as possible. The Charter Board will also share this information in a timely manner.

2. In circumstances of inclement weather, the School will remain open to students even if any or all school buses are not operating. When attendance on these days is low, appropriate alternative education experiences will be provided rather than the regular curriculum. These may include enrichment and remediation.

3. Students absent when buses are not running will be marked excusably absent and will not suffer any penalties for school attendance award programs.

4. All students riding on school buses must wear, which is preferable, or carry with them, proper clothing appropriate for the weather conditions. All students riding on school buses during the winter months shall be required to wear winter footwear and outerwear, and to carry with them winter headgear and gloves or mittens, effective November 1 to March 31. It is the responsibility of the parents to ensure that their children comply with the requirements.

    4.1. If a student is not wearing, or does not have in their possession, appropriate clothing suitable for the weather conditions the bus driver shall advise the parent, Principal, and document the discussion. In a situation that the Principal determines to be of significant risk to the student he/she may decide to keep the student at the School until they have appropriate clothing or the parent picks them up.

5. Under extreme conditions, the Superintendent may close the school. All efforts will be made to communicate this decision to families in a timely manner.

Legal References: Section 11, 25, 26, 33, 52, 53, 60, 196, 197, 222, 225 Education Act
Guide to Education ECS to Grade 12

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Administrative Procedure 140

INFORMATION TECHNOLOGY USE

Background

The Charter Board supports the responsible and appropriate use of computers, computer networks, e-mail, the Internet, and other forms of information technology to provide enhanced learning opportunities, and for business activities in the operation of the School.

Procedures

1. The purpose of providing access to the School's information technology is to promote excellence in education by:
    1.1. Increasing the availability of information technology resources;
    1.2. Facilitating communication in support of research and education; and
    1.3. Providing opportunities to develop computer literacy skills.

2. This Administrative Procedure applies to every user of the School's information technology including, but not limited to employees, contractors, students, school council members, parents, and volunteers.

3. Access to the School's information technology must be authorized. Every user must agree to abide by the terms and conditions of acceptable use as set out in the School's Acceptable Use of Technology Agreement, Administrative Procedure 140 Appendix. The Principal, in consultation with the Superintendent, may determine which student grade levels are appropriate to sign this form.

4. Failure to sign the Acceptable Use of Technology Agreement will result in a failure to obtain or loss of access to the School's information technology.

5. The Principal shall determine what constitutes acceptable use of the School's information technology and inform the Superintendent of decisions in this regard.

6. The Charter Board shall determine what constitutes acceptable use of the School's information technology relative to Charter Board members.

7. Unacceptable use of the School's information technology may result in a loss of access for the user and other disciplinary options provided within school or Charter Board policy and the Education Act.

8. Limited personal use of the School's information technology is permitted for authorized persons where it does not interfere with or conflict with its use for work purposes or an employee's obligation to their work roles.

9. All use of the School's information technology is subject to monitoring and search by persons authorized by the Charter Board when it is required for operational needs or where there are reasonable grounds to suspect misuse or noncompliance with this Administrative Procedure.

Legal References: Section 25, 26, 31, 32, 33, 52, 53, 68, 196, 197, 222 Education Act
Guide to Education ECS to Grade 12

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Administrative Procedure 140 Appendix

ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

Background

The Charter Board encourages the responsible use of technology devices and contemporary digital tools in our School to assist with instruction and learning. Therefore, all staff are eligible for network services. These technology devices, digital tools and services include hardware, internet electronic mail (email) and/or digital collaboration, access to cloud-based services for documents and other educational activities. As appropriate, staff may be provided access to other business or educational services. A detailed Technology Code of Conduct clearly articulates the responsibilities of all members and stakeholders. Staff members and substitute teachers need to provide informed consent before access is provided to network services.

Access to digital services are provided primarily through access to Windows-based and cloud-based services with a provided login to the Microsoft Windows servers and Google-based services that connect to the Internet. Many teachers will also choose to utilize other educational digital resources and activities designed to meet educational goals. Access to these services are also governed by the Code of Conduct for Staff.

Teachers are responsible for ensuring students are adequately prepared and informed before they utilize hardware, online tools, and digital learning environments through specific instruction and reminders around Digital Citizenship practices. This is to be reviewed each year as students move from grade to grade in order to emphasize responsible hardware use and responsible online behaviour. Despite Canada's Anti-Spam Law and the School's best technical efforts to block offensive, inappropriate, suggestive, or otherwise obnoxious email (SPAM), staff may still have the potential to receive these at times. Through our School approach to proactively providing access to Digital Citizenship professional development, staff are also cautioned to be thoughtful before providing any personal information over the Internet through email or other social communications from home or from school-based technologies. To obtain an account within the School network services, the Code of Conduct and related School procedures or Charter Board policies around acceptable behaviours needs to be reviewed and understood by each staff member or substitute teacher. The following signed application is required as part of this agreement and remains in effect during present and future employment with the Charter Board.

Staff / Student Teachers / Substitute / Volunteer Name: _____

Current School or Department (if applicable): _____

If not a staff member, please indicate how you will use Charter Board credentials:

_____

_____

Please read carefully.

I understand that this is an application for access credentials for the School's network services. This may include access to School provided hardware, an email account, cloud- based Google account and Windows Server account. Other access, where appropriate, will be provided to digital services such as SchoolCloud, the Provincial Education Directory, as well as other potential digital services based on my designation during my time of employment.

I understand that my username and password credentials must be kept secure at all times. If at any time my credentials are compromised or there is a suspicion of compromise, I understand that I will notify my immediate supervisor, the Principal or the Superintendent to have new credentials issued to me.

I have read and understand the Code of Conduct as it applies to me. I understand that my digital access will be suspended or removed if I do not follow the Code of Conduct. I understand my responsibilities as a digital citizen in ensuring that I act responsibly when using hardware and digital resources provided from the School. I agree to abide by the terms of the Code of Conduct and I agree to follow the guidelines and associated administrative procedures and Charter Board policies referenced within the Code of Conduct.

Staff / Student Teacher / Substitute / Volunteer Signature: _____

Please select a code word that you will be required to tell the technology staff member in order to get your password. _____

Phone number for the tech dept to contact you:_____

Date: _____

Questions can be directed to your immediate supervisor, Principal or Superintendent. If you are an employee, substitute or volunteer this form is to be returned to the School where it will be stored in your personnel file. Once signed this agreement is in effect until the Principal is notified to remove it or until the staff member or substitute is no longer employed by the Charter Board.

Legal References: Section 25, 26, 31, 32, 33, 52, 53, 68, 196, 197, 222 Education Act
Guide to Education ECS to Grade 12

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Revised:

Administrative Procedure 141

PORTABLE TECHNOLOGY SECURITY

Background

All staff using School information at a School 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. Established passwords must be given in strict confidence to the Principal and may not be shared with any other individual.

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

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

5. All security measures adopted for other technology use within the School apply to portable technology.

Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms
Canada Criminal Code
Copyright Act

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Administrative Procedure 142

CITIZENSHIP IN A DIGITAL AGE

Background

As the School commits to providing anywhere/anytime learning opportunities, it is critical that teachers and students are familiar with the responsibilities of being digitally connected citizens. Teachers must be aware of the impacts of student participation in the digital world so that they can recognize “teachable moments” that arise as students explore and create in an online environment. Students must become aware of the benefits and risks that are associated with digital interactions and that ultimately they themselves must be able to make responsible choices and decisions as they navigate and interact within the digital world. Staff and students in the School are expected to become responsible citizens in a digital age.

In the School, this behaviour is consistent with the existing Administrative Procedure 140 – Information Technology Use, Administrative Procedure 140 Appendix – Acceptable Use of Technology Agreement, Administrative Procedure 142 – Citizenship in a Digital Age, Administrative Procedure 145 – Use of Personal Owned Devices, and Administrative Procedure 350 – Student Conduct. It is also consistent with the “Nine Elements of Digital Citizenship” (found at DigitalCitizenship.net). This is also known as digital literacy.

Definitions

A digital citizen is an individual who interacts with other individuals using digital tools and resources such as computers of varying types and the internet as a means to connect to other people and interact with them using a variety of means such as email, blogs, websites, and various social media. The digital citizen is aware of and practices proper behaviours and socially accepted conventions in these online interactions. A digital citizen is a person who has developed the skills and habits that promote positive interactions with others in the digital world.

Digital citizenship education is planned instruction of staff and students on the proper use of digital resources and technologies to develop skills and behaviours that enable them to become digital citizens who interact with others online in a manner that is consistent with the Charter Board policies and administrative procedures.

Procedures

1. The Principal will ensure that the school will have in place a plan for professional learning to enable the staff to provide grade appropriate instruction that will support the development of responsible digital citizens.

2. Teachers shall demonstrate and model digital citizenship best practices and provide appropriate instruction for their students.

3. The Principal will ensure that the school will have in place a plan for grade appropriate instruction that will support the development of responsible digital citizens.

4. Students and staff will be responsible and accountable for their online behaviour and conduct.

5. Staff and student online practices shall be consistent with Administrative Procedure 140 Appendix – Acceptable Use of Technology Agreement.

Reference: Section 18, 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms
Canada Criminal Code
Copyright Act
I.T.I.L. Standards, Alberta Education

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Administrative Procedure 145

USE OF PERSONALLY OWNED DEVICES

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 personally owned 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.

Definition

Personally owned devices include student or staff owned laptops, mobile phones, tablets, e-readers, USB storage devices, and any other electronic data or communication device.

Procedures

1. The use of personally owned devices will be generally permitted in the School.

2. The Principal may have additional guidelines or restrictions for the use of personal devices in the School and every teacher may have additional guidelines or restrictions for the use of personal devices in his/her classroom.

3. Students and staff are responsible for the content of the data stored on their personal devices when using that personal device in a school.

4. Personally owned devices 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 or supervisor to facilitate learning activities.

5. Personally owned devices are not to be taken into test or examination settings, unless students have been given permission to do so.

6. Personally owned devices are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.

7. Students who bring personally owned devices to the school are expected to comply with all parts of Administrative Procedure 350 – Student Conduct. Students who consistently refuse to comply with the Division's procedures for use of personally owned devices 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.

8. Staff who bring personally owned devices to school shall comply with Administrative

Procedure 140 – Information Technology Use and Administrative Procedure 141 – Portable Technology Security.

9. The Superintendent requires the Principal to ensure students, parents, and staff are aware of their rights and responsibilities with regard to the use of student-owned devices in School.

10. 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 personally owned devices in that emergency situation.

11. The Superintendent requires the Principal to clearly articulate issues relating to student-owned devices to students, parents, and staff. These include but are not limited to storing the devices in a secure location, responsibility in case of loss, theft or damage and technical support.

12. Personally owned devices are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The School assumes no responsibility for the safety, security, loss, repair or replacement of personally owned devices.

    12.1 Personally owned devices which are taken temporarily from students by teachers or administrators must be securely stored.

Reference: Section 25, 26, 31, 33, 52, 53, 196, 197, 222, 225 Education Act

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Administrative Procedure 146

RESPONSIBLE USE OF ELECTRONIC SOCIAL MEDIA

Background

The School recognizes that the use of electronic social media is a viable means to enhance learning. The School supports the use of electronic social media to interact knowledgeably and responsibly for this stated purpose. This procedure applies to all students, staff, and School Council representatives.

Definition

Electronic social media refers to electronic access to and use of blogs, personal websites, RSS feeds, postings on wikis and other interactive sites, such as, but not limited to: Facebook, MySpace, Blogger, Twitter, Instant Messaging, and postings on video or picture-sharing sites and elsewhere on the Internet.

Procedures

1. Interactions Representing the School

    1.1 Unless given written permission from the Principal, a user is not authorized to use electronic social media sites to represent the School or the School Council executive.

    1.2 In cases where a user has sought permission to represent the School or School Council, the user must identify themselves by name and as an employee of the School or the School Council executive.

        1.2.1 The signature “New Humble Community School” and/or the logo needs to appear in the banner for blogs, etc., or in the profile page for social media sites like Twitter.

        1.2.2 Access and permission to use the logo can be granted by contacting the Principal.

        1.2.3 The School logo will not be used without first obtaining written permission from the Principal.

    1.3 Any use of electronic media by a user must be consistent with the duty of loyalty each user owes to the School and must not transgress any law or civil duty of care owed to the School or any other person. Breach of this requirement will be considered to be conduct that is subject to action by the Principal and the Principal will take such action as it considers is warranted.

2. Respect, Privacy, and Confidential Information

    2.1 Users will not disclose confidential student information, images, or confidential school, department, or personnel records without first obtaining written consent from the Principal and the parent(s) for students under the age of eighteen (18) who are not independent students, as defined in the Education Act.

2.2 Users will not use electronic social media sites to be defamatory or harassing towards any person and will not espouse or support any position or opinion or statement that is contrary to Charter Board policies and School administrative procedures.

2.3 Users will not engage electronically in behaviour or comments that would reflect negatively on the School's reputation or the reputation of any person employed with or holding elected office with the Charter Board.

2.4 Users may be disciplined if their social media comments and postings, whether personal or School related, are not in compliance with this procedure or any other Charter Board policies or administrative procedures.

2.5 Users participating in social media activities will respect copyright laws, not only in relation to the content produced on the social media sites, but also in relation to the software that enables them to operate.

2.6 Users participating in electronic social media activities acknowledge that all information posted to sites is subject to the provisions of the Freedom of Information and Protection of Privacy Act (FOIP) if that information falls within the ambit of the information protected by and governed by FOIP.

3. Staff-Student Online Correspondence

3.1 Online correspondence between staff and students must be related to course work, or school sanctioned clubs/activities. Social media conversations between a staff member and a parent are subject to the provisions of this administrative Procedure.

3.2 The Principal must approve school-based electronic social media groups that will be supervised and monitored by a teacher from the School.

3.3 The Principal will ensure that all school-sanctioned electronic social media groups have at least two (2) individuals with administrative privileges.

3.4 The Principal will inform staff members participating in school-created electronic social media groups with students that the ethical standards for the teaching profession apply at all times, whether in a traditional school environment or an online environment.

3.5 School staff shall not initiate or accept electronic "friend" invitations from students unless the networking is part of an existing school course or school club structure and at least one (1) other staff member has administrative access to the electronic social media group.

4. Social Media Accounts

4.1 The School, School Council, or individual staff wanting to create a social media account on behalf of the school/School Council/fundraising arm of the School Council must request that a social media page be established under the School's corporate account.

4.2 All accounts can be set up through a formal written request to the Principal.

4.3 As a condition of such pages, the Principal must be one (1) of the two (2) administrators of the account, who holds the responsibility to manage the page, including removing defamatory or inappropriate remarks.

Reference: Section 25, 26, 31, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act

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Administrative Procedure 147

COMMERCIAL ELECTRONIC MESSAGES (ANTI-SPAM)

Background

Electronic messaging is one of the ways the School 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 Division or a school to send and receive messages.

Procedures

1. The Principal will advise parents through the student registration form (Form 300-1) and a posting to the website that the School communicates essential information electronically to parents and students.

   1.1 Parents will be asked to provide an email address, which the School will understand, is express consent to send Commercial Electronic Messages (CEMs).

   1.2 Parents will be provided with an email address, school phone number and contact name, to unsubscribe at any time.

   1.3 The student registration form will also state that explicit consent to send CEMs continues until the parent unsubscribes, or two (2) years after the student graduates – 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 School 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 School does not share its email lists with external organizations or persons.

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

   I would like to unsubscribe from receiving:

   5.1 All messages from the New Humble Community School.

   5.2 All promotional messages from the New Humble Community School. I will continue to receive notification consisting of information about the programs, events and activities.

Reference: Section 25, 26, 33, 52, 53, 55, 197, 222 Education Act Canada Anti-Spam Act

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Administrative Procedure 150

COMMUNICATION OF CHARTER SCHOOL OUTCOMES

Background

It is the responsibility of the Charter Board to ensure that the School's effective practices and innovative approaches are communicated to stakeholders in order that Alberta's entire education system can benefit from its experience. Stakeholders include the Minister of Education, parents, staff, other educators, sponsors, and the general public.

Procedures

1. Communication strategies will include:
    1.1. publishing relevant documents on the School's website and social media
    1.2. the use of the School's newsletters
    1.3. advertisements, feature stories in local newspapers, and social media
2. The Three-year Education Plan and the Annual Education Results Report will be available in print and on the School's website.
    2.1. The School Council will be informed specifically by disseminating information during their meetings.

Reference: Section 25, 26, 33, 52, 53, 55, 67, 68, 196, 197, 222, 225 Education Act Canada Anti-Spam Act

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Administrative Procedure 151

MEDIA RELATIONS

Background

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

Procedures

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

2. The Superintendent shall approve all information released to the media from the School.

3. Representatives of the media may be permitted into the School for legitimate reporting and promotional purposes. This is at the discretion of the Principal. Particular care must be exercised in protecting the rights of students when media are present.

   3.1 Appropriate School release forms are to be completed.

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

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

6. In the event of emergency or crisis interactions, the Superintendent shall determine what information shall be given to the media, and by whom.

Reference: Section 25, 26, 33, 52, 53, 55, 68, 196, 197, 222, 225 Education Act Freedom of Information and Protection of Privacy Act

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Administrative Procedure 152

COMMUNICATING CONCERNS AND GRIEVANCES

Background

The Charter Board shall hear appeals regarding matters specified in the Education Act. These and other concerns or questions can be communicated as described below.

In essence, it is desirable that we all deal with questions, issues and concerns at the level at which they are occurring. The Charter Board and School staff are committed to communicate resolutions and decisions back to stakeholders. In general, when making suggestions or raising questions and concerns: Focus on a positive outcome – we are all in this together! Remember that resolving issues does not always mean "getting your own way." Assume that everyone is acting out of good will and doing their best. If you have questions or concerns, communicate them directly to the person involved. If you are not satisfied with the response, speak to that person's supervisor. Avoid gossip. Be practical and solution-oriented.

Procedures

1. If you have a question or concern regarding the actions/decisions of a School staff member, discuss the matter with the staff member directly. In the event that the matter is not satisfactorily resolved, discuss it with the Principal.

2. If you have a question or concern regarding the actions/decisions of a bus driver, discuss the matter with the bus driver directly (not when the driver is transporting students). In the event that the matter is not satisfactorily resolved, discuss it with the Transportation Coordinator.

3. If you have a question or concern regarding the actions/decisions of the Principal, discuss the matter with the Principal directly. In the event that the matter is not satisfactorily resolved, discuss it with the Superintendent.

4. If you have a question or concern regarding the actions/decisions of the Superintendent, discuss the matter with the Superintendent directly. In the event that the matter is not satisfactorily resolved, discuss it with the Charter Board Chair.

5. If you have a question or concern regarding the actions/decisions of the Charter Board or Charter Board Chair, discuss the matter with the Charter Board Chair directly. In the event that the matter is not satisfactorily resolved, discuss it with the Superintendent and the Charter Board Chair.

6. If you have a question or concern regarding the actions/decisions of the School Council, discuss the matter with the School Council Chair directly. In the event that the matter is not satisfactorily resolved, discuss it with the Principal and the School Council Chair.

7. In Summary, who to contact if there is a problem or concern: Sometimes it is unclear who parents are to contact if there is a particular question or concern. Generally, parents are to begin by contacting the staff most directly involved – the classroom teacher for school matters, the bus driver for bus matters. If the matter is not resolved, follow up as indicated above. Contact can be by way of email, letter, phone or video conference. A conversation over the phone or by video conference is always a good way to begin the conversation to clear up any questions or misunderstandings; written communication ensures that your views are accurately represented and interpreted. Please remember that email can be very public, and is best not used for sensitive (personal) issues. If you would like to make a presentation to the Charter Board, please contact the Board Chair, or one of the Charter Board members. You can call the main phone number of the School (780-985-3211) and ask for an email address to contact the Charter Board.

Legal Reference: Section 25, 26, 31, 32, 33, 34, 41, 42, 196, 197, 222, 225 Education Act

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Administrative Procedure 153

SOLICITATION BY NON-SCHOOL PERSONNEL

Background

No person shall canvas, sell or offer to sell goods, services or merchandise to a teacher or student(s) in the School without the prior approval of the Principal.

Procedures

1. Permission for such activities to take place shall be determined by the Principal.

2. Canvassing includes surveys or questionnaires of students or staff.

3. Such activities are to be kept to an absolute minimum and then only if the services or products have some educational value or provide a service beneficial to the School, the students, the staff or the School Council.

4. The Principal is authorized to remove unapproved persons and products/materials from the School and/or School grounds.

Legal Reference: Section 25, 26, 33, 52, 53, 55, 197, 222 Education Act
Freedom of Information and Protection of Privacy Act

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Administrative Procedure 155

EVENT PROTOCOL

Background

The Superintendent has been given the responsibility to ensure positive external and internal communications are developed and maintained. Proper protocol is to be followed for events organized by the Charter Board or the School.

The success of a Charter Board or school event depends largely on good planning, as well as having a defined agenda and purpose for the event. If the event is well planned protocols are to 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 must be given special attention.

Procedures

1. At least one (1) Director is to be invited to significant public School events (e.g. graduation ceremonies, awards nights, community open-houses, orientation nights for parents). It is expected that event organizers will extend an invitation to all Directors and the Superintendent to attend all such events.

2. Introduce the most senior dignitaries first; for example,
   - 2.1 Members of the Senate representing Alberta
   - 2.2 MPs (cabinet members first)
   - 2.3 MLAs (cabinet members first)
   - 2.4 Charter Board Chair, Vice Chair
   - 2.5 Directors
   - 2.6 Elders and Tribal Council members
   - 2.7 Civic officials (Mayor or Reeve first)
   - 2.8 Other civic councilors and trustees
   - 2.9 Senior bureaucrats and heads of other organizations
   - 2.10 Prominent community members.

3. When organizing an event within the School the introductions will take place in the following order:
   - 3.1 Board Chair
   - 3.2 Vice Chair

3.3 Directors in attendance

3.4 Superintendent, Secretary-Treasurer

3.5 Principal.

4. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.

5. Seating is to be arranged so that the most senior dignitary is closest to the podium at all times.

6. Directors are to be introduced at all times.

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

8. As audience members, dignitaries are to be provided with reserved seating.

9. Invitations to Directors are to be issued by an individual invitation. The role and expectation is to be defined in the invitation.

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

11. The Office of the Superintendent is to be contacted if a speaker is required at the Charter Board level.

12. The Director invitation is to indicate who will serve as the Master of Ceremonies (MC).

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

14. The Office of the Superintendent is to be contacted for any further assistance.

Legal Reference: Section 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act
Provincial Government Protocol
Federal Government Protocol
Freedom of Information and Protection of Privacy Act

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Administrative Procedure 156

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 Division.

Procedures

1. Royal and Other Dignitary Visits

    1.1 While rare, 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 Directors are properly recognized and included in the event whenever possible.

2. Special Visits

    2.1 The Charter Board, in recognizing its responsibilities to share educational experiences, welcomes visitors to the School.

    2.2 Visits to the School by persons from other school authorities shall be arranged by such officials as the Superintendent may appoint. Such visits will be arranged in consultation with the Principal, and the teachers concerned.

    2.3 The Superintendent will extend to visitors, at Charter Board expense, such courtesies as desirable.

3. General Visits

    3.1 All visitors to the School are expected to make their presence known to the Principal, and display visitor identification at all times.

    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 the right of access to the school. The Principal may have to restrict or refuse permission for an individual or group to visit the school.

Legal Reference: Section 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act
Provincial Government Protocol
Federal Government Protocol

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Administrative Procedure 157

FLAG PROTOCOL

Background

The Principal shall ensure that the Canadian flag and the Alberta flag are displayed at the School.

Procedures

1. General
   - 1.1 The Canadian flag shall be displayed in each elementary school classroom.
   - 1.2 The Canadian and Alberta flags shall be flown at the School on every instructional day.
   - 1.3 The Canadian and Alberta flags shall be displayed at all public functions held in the School.
   - 1.4 When a flag becomes tattered, torn or faded to the extent that it is no longer a fitting emblem for display, it shall be turned over to the Principal for proper disposal.
   - 1.5 Flags shall be flown at half-mast in response to the death of persons associated with the School and for prominent citizens.
   - 1.6 Flags shall be displayed in accordance with a general protocol as set out by the Secretary of State for Canada.

2. The Principal shall:
   - 2.1 Purchase flags, as required, for the school.
   - 2.2 Display the Canadian and Alberta Flags in accordance with this Administrative Procedure.

   The Principal may display flags in other areas within the School at his/her discretion.

3. Placement of the flags shall be such that when displayed with another provincial or national flag, the Canadian flag is always placed at the same height as the other, and to the left of an observer facing both flags.

4. Flags shall be flown at half-mast:
   - 4.1 At the School upon the death of a current student, staff member or Director;
   - 4.2 At the School upon the death of someone who is an integral part of the School community (this could include retired staff);
   - 4.3 At the discretion of the Superintendent upon the death of a prominent citizen not associated with the School;

4.4 For a period commencing at notification of the death, up to and including the day of the funeral, where the deceased was closely associated or connected; and

4.5 On the day of the funeral for cases other than those described in clause 4.4.

5. Current ‘Rules for Flying the Flag’ can be found at: http://www.pch.gc.ca/pgm/ceem-cced/etiqtt/index-eng.cfm

Legal Reference: Section 25, 26, 33, 52, 53, 58, 61, 196, 197, 222, 225 Education Act

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Administrative Procedure 158

SCHOOL VISUAL IDENTITY

Background

The School's visual identity program is one of the first points of contact that the public has with the Charter Board. The organization's visual identity tells a lot about who we are as an organization and plays a key part in defining our School to our public. The visual identity program also establishes the 'look and feel' of who we are and what we represent. The School's corporate logo is an integral part of our visual identity program and aligns closely with the vision, mission, philosophy and guiding principles in telling our story to broad public audiences.

A key measure in defining the success of the School's corporate branding is the extent to which we are able to achieve consistency across all communications and marketing platforms. Consistent execution of the School's visual identity (including logo) will be necessary in all forms of print and digital communications, social media, web-based communication, corporate advertising, and building signage.

Procedures

1. All representations of the School's visual identity in any internal or external communications resource must follow the School's approved Visual Identity guidelines (Appendix).

2. The Superintendent is responsible for ensuring the School's Visual Identity guidelines are followed by the staff and external third-party stakeholders.

3. The Logo is to be used for stationary, forms, display, and lapel pins to promote the visual identity of the School.

4. Metal pins will be provided in reasonable quantities to Directors and the Superintendent for promotion of the School, recognition of guests, etc. Distribution of pins shall be under the direction and discretion of the Superintendent.

5. Various types of clothing or other items may be acquired by the School in order to promote its image. These items may be provided as gifts or may be available for resale.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act

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Administrative Procedure 158 Appendix

SCHOOL IDENTITY STANDARDS

1. Colour:
    1.1. An acceptable colour palette that is to be used in all communications, to the greatest extent possible, within reason.
    1.2. Our brand palette includes six colours, supported by their darker and lighter variations. These are:
    1.3. A highlight or accent colour may be used from this colour palette with reasonable judgment.

2. Typography:
    2.1. Consistent use of the same font or fonts in communication is a key component of maintaining a strong visual identity. Our primary typeface is_____, with a variety of weights or variations (bold, italics) if necessary.
    2.2. The fallback typeface is Times.

3. Images:
    3.1. Photos, illustrations and iconography are all important visual elements.
    3.2. Photos are to be thought-provoking and inspiring, with a distinct sense of place. As much as possible, they are to be professionally shot and edited, with attention paid to colour, contrast, clarity, sharpness, and how they will resonate with the intended audience. Where possible, photos are to be of our community, shot locally.
    3.3. Illustrations and icons are to be clear and easy to recognize. As much as possible, these are to follow the established colour palette.
    3.4. In the future, the Charter Board may choose to adopt a specific style of illustrations and icons to further root our identity.

4. Other items:
    4.1. Charts and graphs:
        4.1.1. As much as possible, charts and graphs are to be consistent in their format and presentation. Colour use in charts and graphs has its own recognized set of standards, (red for negative, green for positive, etc.) but headers may contain our established accent colour.
    4.2. Formats for brochures, cover letters, posters, banners and other promotional materials are to follow professional guidelines to ensure clear and impactful presentation.
    4.3. Social media graphics are to share key elements with all other communication formats, but with bolder text and colour in order to draw attention and maximize readability.

4.4. The official School website is to clearly follow all aspects of these visual identity standards.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act

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Revised:

Administrative Procedure 160

HEALTH AND SAFETY OF STUDENTS AND STAFF

Background

The Charter Board is committed to providing a safe and healthy study and work environment for its students, staff members, volunteers, contractors and the general public.

The Charter Board's objective is to prevent all work related illness, injury and property damage in all work execution and operations of the School. This will be achieved by creating a work atmosphere in which health and safety is implemented with everyday operations. All employees of all levels are responsible and accountable for the School's health and safety performance and to comply with the Alberta Occupational Health and Safety Act, Code and Regulations, and the Workers' Compensation Act.

Procedures

1. Under the Occupational Health and Safety Act and its regulations, all staff members have the responsibility to ensure the health and safety of students, themselves and their colleagues.
    - 1.1 All staff and contractors shall comply with Occupational Health and Safety (OHS) legislation.
    - 1.2 All School personnel and contractors shall comply with Workplace Hazardous Materials Information System (WHMIS) standards.
    - 1.3 All School personnel and contractors who, as part of their duties, either use or may be exposed to hazardous chemicals shall take a WHMIS training course.
    - 1.4 All students in laboratory courses shall have a safety training session.

2. The Principal shall:
    - 2.1 Be familiar with WHMIS;
    - 2.2 Ensure that the School's copy of the yellow WHMIS binder is kept current.
    - 2.3 Review WHMIS requirements with their staffs each September;
    - 2.4 Ensure that yearly inventories of chemicals are conducted; and
    - 2.5 Ensure that MSDS (Material Safety Data Sheet) sheets are current.

3. The establishment and maintenance of safe learning and working conditions is to be a primary consideration for staff.
    - 3.1 Appropriate staff shall participate in WHMIS information programs provided by the School.

4. Staff with questions regarding WHMIS are to contact the Principal.

5. The Principal shall develop procedures that prescribe the rules of safe operation of all laboratories within the School. Such procedures shall address:

    5.1 Safe and secure storage, annual checking, and disposal, where needed, of chemicals;

    5.2 WHMIS labeling of all chemicals;

    5.3 Safe and secure storage and use of laboratory equipment;

    5.4 Safe use of natural gas and security when gas is not in use;

    5.5 Appropriate teacher supervision of students in all laboratory activities;

    5.6 The training of staff in the use and maintenance of safety equipment, and the use and hazards of any equipment or chemicals they may use as well as the safety requirements of any procedure or activity they may use;

    5.7 The training of students in any safety procedures relevant to the work they are doing; and

    5.8 Any other measures required to ensure the safety of students and staff in any school laboratory.

6. The development and implementation of safety and accident prevention programs is mandatory in order to develop a learning and working environment that promotes health and safety. The Superintendent will:

    6.1 Provide the education and tools required so all employees are aware of their responsibilities and duties under the Alberta Occupational Health and Safety Act, Code and Regulations.

    6.2 Ensure that there is an OHS Advisory Committee to review Occupational Health and Safety issues and incidents, and provide recommendations.

7. Certification in the Transportation and Handling of Dangerous Goods (TAHDG) shall be a condition of employment for those employees as determined by the Principal.

    7.1 Only certified personnel will handle or transport goods identified as dangerous goods, under specific procedures as developed by the OHS Advisory Committee.

    7.2 Dangerous goods not properly labeled, placarded or documented will not be handled or transported.

8. The provision of instruction and training to students and staff is essential in order to encourage safe working practices and to ensure appropriate response in the event of an accident.

    8.1 In order to ensure that there are staff members proficient in administering first aid, the Superintendent encourages staff members to take a standard first aid course.

    8.2 Any staff member covered by worker's compensation who is injured while carrying out their duties to the School shall, within the specified time, fill out any forms required under Workers Compensation.

    8.3 Any staff member not covered under Workers Compensation shall report to the Principal any injury caused by an accident while carrying out their duties to the School. The principal shall report such accident injury to the Superintendent.

8.4 The application of Universal Precautions, meaning the application of strategies for isolation precautions to prevent the spread of blood-borne infections by applying Blood and Body Fluid precautions universally to all persons regardless of their presumed infection status, is mandatory for all staff members.

8.4.1 Universal Precautions in a school setting shall apply to isolation of all moist and potentially infectious body substances (blood, feces, urine, sputum, saliva, wound drainage, and other body fluids) from all persons regardless of their presumed infection status through the use of protective gloves.

8.4.2 Staff members shall put on clean protective gloves just before contact with mucous membranes, non-intact skin and for anticipated contact with moist body substances. Protective gloves are to be removed promptly after use, before handling non-contaminated items or environmental surfaces. Hands are to be washed immediately to avoid transfer of microorganisms to others or environments.

8.4.3 The Principal shall ensure that an adequate supply of protective gloves is available to all staff members and that all staff members have knowledge of storage locations and easy access to the protective gloves.

8.4.4 The Principal shall ensure that procedures are developed for the application of Universal Precautions in the School.

Legal Reference: Section 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy
Act Health Information Act
Occupational Health and Safety
Act Personal Information
Protection Act Public Health Act
Communicable Disease Regulation 238/1985
Dangerous Goods Transportation and Handling Regulation 157/97
Occupational Health and Safety Code
Occupational Health and Safety Regulations

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Administrative Procedure 161

COMMUNICABLE DISEASES

Background

The existence of numerous communicable diseases, including Acquired Immune Deficiency Syndrome (AIDS) requires school authorities 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 Charter Board 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.

Procedures

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

2. Children with a communicable disease 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.

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; or

   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 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 Principal 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.

11. In all cases, the confidentiality of the persons affected by the disease shall be reserved for those who need to know on the basis of providing appropriate programs or services for the persons affected.

Legal Reference: Section 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Health Information Act
Occupational Health and Safety Act
Public Health Act
Charter of Rights and Freedoms (Canada)
Communicable Disease Regulation (AR 238/85)
Occupational Health and Safety Code
Occupational Health and Safety Regulations
Ministerial Directive 4.1.1 – HIV / AIDS in Educational Settings

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PREVENTION OF BLOOD BORNE DISEASES

The following School standard applies mainly to diseases that are transmitted through blood but are also to be followed when handling other body fluids such as sputum, vomit, urine or feces. It also describes how to dispose of used needles and what to do in the event of a bite or blood exposure.

1. What is a blood borne disease?

   A blood borne disease is an illness caused by harmful biological organisms or pathogens that live primarily in blood. Blood borne pathogens that cause disease include viruses such as hepatitis B, hepatitis C and human immune-deficiency virus (HIV)-AIDS.

2. How are blood borne diseases transmitted?

   Generally speaking, most school staff and students are not at high risk of exposure to blood borne pathogens. Blood borne pathogens are not transmitted through casual contact, however they can develop if infected blood enters the body through cuts or breaks in the skin, and through the mucus membranes of the eyes, nose or mouth.

3. What is the risk of disease transmission in a school setting?

   Staff is at potential risk when there is a possibility of blood contact when cleaning up blood or vomit, providing personal care (e.g. toileting) giving first aid or working with children who are known biters. Staff that may be at most risk include first aid personnel, special education staff, physical education teachers and playground supervisors.

   Blood and body fluids visually contaminated with blood present the highest risk for disease transmission. The greatest risk is from a penetrating injury such as a needle stick. Saliva and other body fluids may contain viruses but in low concentrations compared to blood. The risk of transmission from biting is far less than the risk from exposure due to a penetrating injury such as a needle stick.

   Biting however can pose a risk to the person who is bitten as well as the person who bites if there is a break in the skin. The risk is higher if there is visible blood to the wound. In addition bites if not properly treated can result in infection with organisms that do not cause serious diseases.

4. How do I know if a person has a blood borne disease?

   You won’t unless this information has been voluntarily given to you. Carriers of blood borne diseases do not generally exhibit symptoms. For confidentiality reasons, health professionals cannot disclose the medical status of individuals without their permission. This is why we treat everyone as potentially infectious.

   Blood borne diseases are notifiable diseases under the Public Health Act. If a staff member or student becomes infected, physicians and laboratories must report this to regional public

health officials. Public health nurses will notify individuals who may have close contact with the infected person and advise of any special precautions.

5. How can the spread of blood borne diseases be prevented in the workplace?

   Since we do not usually know whose blood is infected, the safest approach is to treat all blood and body fluids as if it contains pathogens. Originally developed for hospitals, universal precautions have been adapted to a wide range of work settings. They apply to all situations where staff or students have risk of exposure to blood or body fluids.

   Universal Precautions includes:

   - The use of disposable gloves, eye protection and a respirator to provide a barrier to blood and body fluids.
   - Washing hands when gloves are removed or whenever the skin contacts potentially infectious fluids.
   - Using barrier masks when performing artificial respiration.
   - Training staff on proper precautions and blood clean up procedures.
   - Ensuring emergency eyewash stations are maintained and all staff is aware of their location(s).
   - Immunization of staff that may frequently be in contact with blood or work with higher-risk populations such as children with biting behaviors.
   - In some cases specialized protective equipment such as gloves, arm guards and special bite protection clothing may prevent punctures to the skin.

6. What is considered an exposure to blood and body fluids?

   Situations in order of risk:

   - Punctures of the skin with blood-contaminated needles, lancets, scalpels, or other sharp instruments.
   - Splashes to non-intact skin bearing minute scratches, abrasions, burns, or even minor rashes.
   - Splashes to mucous membranes of the mouth, nose, or eyes.
   - Biting injury where visible blood is present.

7. Follow up protocol for blood or body fluid exposure incidents:

   7.1 STAY CALM

   7.2 Treat all exposures as potentially infectious.

   7.3 Encourage bleeding of the injury site (gently squeeze) and wash thoroughly with soap and running water. If direct contact with eyes is involved, flush with eyewash or water for fifteen (15) minutes.

   7.4 Apply an antiseptic and band-aid to the site.

   7.5 If the exposure involves a needle stick, ensure the needle is disposed of in a tamper/puncture proof container. Keep available in case it needs to be tested by a health professional.

7.6 Immediately report the incident to your Principal. The Principal is to immediately notify the Superintendent to discuss the circumstances of the exposure and whether further medical attention and follow up is warranted. The Superintendent may consult with the Alberta Health Services – Needle Stick Response Team for further advice.

7.7 Higher risk situations include a needle stick injury or a bite where skin is broken and visible blood is seen. In these cases the staff member is advised to get a baseline blood test (for Hepatitis B, C and HIV) on the same day as the incident. In the case of bites if the source of the exposure is known (i.e. student) the parent is also to be advised to obtain a blood test for their child on the same day of the incident. This is because the biter can also be at risk of contracting a blood borne disease. If the source student is negative no further testing or follow up of the employee is necessary. If the source of blood exposure is unknown or the student does not get a blood test then further follow up testing for the employee may be required in higher risk situations. In these cases post exposure immunization and counseling may be recommended by a health professional. The Superintendent would work with Alberta Health Services- Needle Stick Response team (780-480-6598) or the employee's health care provider to coordinate follow up.

7.8 Document the exposure incident on a School Incident/Injury Record (Form 160-X). Send a copy to the Superintendent at and file a copy at the worksite. If the employee is covered by WCB, a Worker's and Employer's Report of Injury is also required to be completed if there is time loss associated with the incident. If the incident occurs after hours contact Alberta Health Link at 780 408-5465 for advice.

7.9 Any bills associated with follow up, testing or immunization are to be forwarded to the Superintendent.

8. What do you do with a used needle, lancet or epipen?

- Never throw needles or sharps down drains, toilets or in the regular garbage.
- Never reach into garbage bags or containers with bare or gloved hands.
- If you find a used needle, carefully pick it up with tweezers or wearing thin disposable gloves then wash hands immediately after disposing.

To safely dispose:

- Drop the needle or sharp into commercially available tamper proof sharps collectors.
- If a sharps container is unavailable use an empty, resalable, hard-surfaced (puncture proof) container such as a coffee can or bleach bottle labeled "Sharps – Not for Recycling".
- Keep the container out of reach of children or pets.
- Do not fill the container right to the top. Commercial containers will have a clearly defined fill line.
- When the container is full, seal the lid securely.
- Contact the Safety Coordinator to arrange for safe disposal.

9. General Disinfection of Surfaces (e.g. change tables)

9.1 Wear the appropriate protective equipment.

9.2 Review the Material Safety Data Sheet (MSDS) for cleaning and disinfection products before use.[1]

9.3 If surfaces are visually soiled with dirt, grit or body fluids (e.g. sticky or gritty to the touch) both cleaning and disinfection is required. This requires two (2) separate applications of the disinfectant solution. One to clean away organic debris and the second to disinfect. Disinfection will not be properly completed if soil or body fluids are not cleaned away first.

9.4 For surfaces that have not been soiled, a single wipe with the disinfectant solution and air drying is acceptable.

9.5 Ensure the entire surface to be cleaned and/or disinfected is covered with solution (not partial coverage). A firm rubbing and wiping motion must be used.

9.6 Allow to air dry for at least five (5) minutes (or as indicated on the instructions) after the last application of the disinfectant. This will allow the necessary contact time for the disinfectant to work. No rinsing is required.

9.7 If spray bottles are used, avoid misting on to surfaces. Hold a cloth close to the spray nozzle and spray directly onto cloth first. (Note: Paper towels are not as absorbent as cloths and may cause solution to drip). Hold towel and bottle over the equipment to be disinfected to catch drips or use more absorbent cloths that can be laundered and reused.

9.8 A small 12 oz boat mop can be used to apply the solution from a bucket to larger areas such as floor mats. The mop head however must be dedicated for this purpose and cleaned/laundered after each use.

9.9 Disinfectant solutions are to be mixed fresh daily to ensure maximum effectiveness (the product becomes less stable in its diluted form). Try to dispense only what you would typically use in a day.

9.10 Disinfectants are not to be used on food surfaces (unless used as a sanitizing solution- see label for dilution requirements). Rinsing the food surfaces with potable water is required after sanitizing.

10. Where can I obtain more information on blood borne pathogens and diseases?

For additional information, contact Alberta Health Link at 780 408-5465.

Legal Reference: Section 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Health Information Act
Occupational Health and Safety Act
Public Health Act
Charter of Rights and Freedoms (Canada)
Communicable Disease Regulation (AR 238/85)
Occupational Health and Safety Code
Occupational Health and Safety Regulations
Ministerial Directive 4.1.1 – HIV / AIDS in Educational Settings

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[1] Avmor EP-50 is the disinfectant of choice used in Division schools.

BLOOD AND BODY FLUID CLEAN UP PROTOCOL

For safe and effective clean up of vomit or small blood spills pre- assembled kits are available from janitorial or safety supply companies or you can easily assemble one and keep it in a Ziploc bag near the first aid kit.

Basic Body Fluid Spill Kit:

- Disposable gloves (Latex free)
- Commercial absorbent[1] (1/2cup) (including product Material Safety Data Sheet)
- 2 plastic disposable waste bags with twist tie
- Disposable wiping cloth or paper towels
- Thin piece of cardboard or plastic scoop/scraper
- Protective eye goggles
- Labeled spray bottle for dispensing Disinfectant Solution[2]
- Clean up protocol instruction sheet

Optional:

- 1 disposable N-95 respirator (if there is risk of splashing or aerosol generation)
- 1 pair of disposable shoe covers
- Disposable pre-packaged disinfectant wipes/towelettes

Blood/body Fluid Clean Up Procedure:

- Isolate the spill area to prevent other people from contacting it.
- Put on protective gloves, eye goggles and respirator.
- Gather towels and spray bottles of disinfectant solution (mixed fresh).
- If using a sorbent, apply over the spill and wait for it to gel.
- Remove all visible debris/material using paper towels and/or scraper tools working from least to most soiled area. Pre-clean the area with the disinfectant and wipe clean. Place the towels and debris in a plastic bag.
- Apply a second application of the disinfectant and allow it to remain wet for the minimum contact time required by the product and let air dry. If using EP-50 the minimum contact time is five
  (5) minutes. (Note: consult with the custodian if the spill is on a carpet or soft furnishings)
- Place soiled paper towels and disposable equipment in a plastic bag.

[1] "Super-Sorb" or similar product is available through the custodian

[2] Avmor EP-50 Disinfectant in proper dilutions is available on site from the custodian. This should be mixed fresh. This is preferred over bleach. If bleach is the only product available, mix a fresh 10% solution (1 part bleach to 9 parts water). Contact time for bleach is a minimum of 10 minutes.

- Remove gloves (folding inside out) and respirator and place in a plastic bag with soiled towels.
- Close plastic bags and place in a second plastic bag and dispose of as general waste.
- Wash hands thoroughly with soap and water.
- Wash non-disposable equipment with soap and water and rinse in disinfectant solution.

For more information contact the Safety Coordinator.

Legal Reference: Section 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Health Information Act
Occupational Health and Safety Act
Public Health Act
Charter of Rights and Freedoms (Canada)
Communicable Disease Regulation (AR 238/85)
Occupational Health and Safety Code
Occupational Health and Safety Regulations
Ministerial Directive 4.1.1 – HIV / AIDS in Educational Settings

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Administrative Procedure 161 Appendix C

LIST OF COMMUNICABLE DISEASES

Acquired Immunodeficiency Syndrome (AIDS)
Amebiasis
Anthrax
Arboviral Infections (including Dengue)
Botulism
Brucellosis
Campylobacter
Cerebrospinal Fluid Isolates
Chickenpox
Cholera
Congenital Infections (includes Cytomegalovirus, Hepatitis B, Herpes Simplex, Rubella, Toxoplasmosis, Varicella-Zoster)
Dengue
Diphtheria
Encephalitis (specified or unspecified)
*Enteric Pathogens
*Foodborne Illness
*Gastroenteritis, epidemic
Giardiasis

Haemophilus Influenzae Infections (invasive)
Hemolytic Uremic Syndrome
Hepatitis A, B, Non-A, Non-B
Kawasaki Disease
Lassa Fever
Legionella Infections
Leprosy
Leptospirosis
Malaria
Measles
Meningitis (all causes)
Meningococcal Infections
Mumps
Neonatal Herpes
Nosocomial Infections
Ophthalmia Neonatorum (all causes)
Paratyphoid
Pertussis
Plague
Poliomyelitis
Psittacosis
Giardiasis
Q-Fever
Rabies
Rye Syndrome
Rickettsial Infections
Rocky Mountain Spotted Fever
Rubella (including Congenital Rubella)
Rubeola
Salmonella Infections
Shigella Infections
*Stool Pathogens, all types
Tetanus
Toxic Shock Syndrome

Tuberculosis
Tularemia
Typhoid
Typhus
Varicella
Viral Hemorrhagic Fevers (including Marburg, Ebola, Lassa, Argentinean, African Hemorrhagic Fevers)
*Waterborne Illness (all causes)
Yellow Fever

* Enteric Pathogens, Foodborne Illness, Gastroenteritis, epidemic and Waterborne Illness include the following and any other identified or unidentified cause: Aeromonas; Bacillus cereus; Campylobacter; Clostridium botulinum and; perfringens; Salmonella; Shigella; Staphylococcus; Viruses such as Norwalk and Rotavirus; Yersinia

Legal Reference: Section 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Health Information Act
Occupational Health and Safety Act
Public Health Act
Charter of Rights and Freedoms (Canada)
Communicable Disease Regulation (AR 238/85)
Occupational Health and Safety Code
Occupational Health and Safety Regulations
Ministerial Directive 4.1.1 – HIV / AIDS in Educational Settings

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Administrative Procedure 162

SMOKE AND VAPE FREE FACILITIES

Background

The Charter Board has a responsibility to promote the health and welfare of staff and students and to act as a positive role model for students, therefore it requires all School facilities and sites to be smoke and vape free environments.

Procedures

1. The Tobacco Smoking Reduction Act bans smoking and vaping in all public places and workplaces including work vehicles.

2. Smoking may occur on School property outside of the facility after school hours in a clearly signed designated area, prohibited to minors, provided the area is kept tidy and clean.

3. The Charter Board prohibits smoking and vaping within five (5) meters of a doorway, window or intake of a public place or workplace.

4. With the prior approval of the Principal, the use of tobacco is permitted as part of religious/ceremonial events.

Legal Reference: Section 25, 26, 31, 32, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Tobacco, Smoking and Vaping Reduction Act
Tobacco, Smoking and Vaping Reduction Regulation
Smoke-free Places Act
Tobacco and Vaping Products Act

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Administrative Procedure 162 Appendix

SMUDGING/PIPE CEREMONIES

Background

The Charter Board recognizes the spiritual needs of the Aboriginal community. The Charter Board recognizes that smudging and the use of herbs and tobacco are a part of the Aboriginal traditional way of life and is, therefore, permitted in the School, subject to proper safety measures.

Definition

Smudging is an Aboriginal tradition which involves the burning of sage, sweetgrass and/or cedar. Smudge produces a distinct odour, but the smoke associated with it is minimal and lasts a very short time. A smudge is burned to cleanse the body, mind, spirit of any bad feelings, negative thoughts, or negative energy - cleansing both physically and spiritually.

Procedures

1. If smudging is to take place in a School building, the Principal must ensure staff understand the associated protocols and importance of smudging and pipe ceremonies as part of the Aboriginal traditional way of life.

2. If smudging is to take place in a School building it will be in a designated area.

3. Any areas designated as smudging areas are to be in a well-ventilated area and approved by the Superintendent.

4. Designated smudging areas must contain a fully charged fire extinguisher.

5. Staff responsible must be instructed on the use of fire extinguishers.

6. When smudging ceremonies are completed the materials must be fully extinguished and disposed of in an appropriate manner.
   - 6.1 Smoking or warm smudging materials need to burn out on their own.
   - 6.2 Smudge remnants and matches are to be placed in a tin can and saved.
   - 6.3 Smudge remnants are never to be placed in trash receptacles.

7. Tobacco is used in pipe ceremonies and only by a pipe carrier.

Legal Reference: Section 25, 26, 32, 33, 52, 53, 68, 196, 197, 222, 225 Education Act
Tobacco, Smoking and Vaping Reduction Act
Tobacco, Smoking and Vaping Reduction Regulation
Smoke-free Places Act
Tobacco and Vaping Products Act

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Administrative Procedure 164

WELLNESS

Background

Wellness is a balanced state of active living, healthy eating, and social/emotional well-being. Health and quality learning are interdependent. Educational research supports this connection and acknowledges the School's role in creating and supporting a healthy school community as a foundation for optimal learning. The School is committed to a comprehensive school health approach that fosters lifelong wellness practices.

Procedures

1. The Comprehensive School Health approach in the School focuses on three (3) priority areas: active living, healthy eating, and positive social/emotional environments, and acknowledges the interconnectedness between the three.

   1.1 Active Living

   Students who are physically active are more likely to exhibit on-task behaviour, academic success, and social inclusion. Incorporation of activity into daily routine and an active living lifestyle supports optimal physical, cognitive and social growth and development that helps maintain a healthy body weight and reduces the risk of chronic disease.

   1.2 Healthy Eating

   Nutrition plays a significant role in student growth, developing disease resistance, and physical and mental health. Students who make wise and healthy food choices based on Canada's Food Guide to Healthy Eating support optimal physical, cognitive and social growth and development while reducing their risk of obesity and chronic disease.

   1.3 Social/Emotional Well-being

   Students who have a strong sense of self and belonging and who feel safe and cared for at school are more likely to achieve greater academic success, have successful and rewarding relationships, and exhibit positive social/emotional behaviours.

2. The Principal will identify a Wellness Champion to facilitate student and staff access to community resources to enable everyone to:

   2.1 Participate in active living opportunities both within and outside of school,

   2.2 Make healthy nutritional choices, and

   2.3 Promote positive social/emotional wellbeing.

3. Employees will act from the understanding that staff advocacy and role modeling influence wellness and learning.

4. Active Living

   Individuals have the knowledge, skills, attitudes and opportunities to live an active lifestyle. The Principal, in conjunction with their staff will:

   4.1 Provide quality daily physical activity (grades 1 to 6) and encourage students to engage in physical activity inside and outside of regular curriculum to support their development as healthy, active learners;

   4.2 Provide for opportunities to meet the outcomes of the Physical Education Program of Studies; or meet the minimum time allocations for quality physical education;

   4.3 Use Physical Education expertise of the staff and others in providing/enhancing programming for students.

5. Healthy Eating

   Individuals have the knowledge, skills, attitudes and opportunities to develop lifelong healthy eating practices.

   5.1 The primary reference for the provision, promotion, sale and distribution of food in the school shall be the Alberta Nutrition Guidelines for Children and Youth from which the Principal, in conjunction with staff, shall provide foods from the “Choose Most Often” and “Choose Sometimes” categories, and limit foods from the “Choose Least Often” category. This Administrative Procedure does not impact lunches and/or snacks that students or staff members are bringing from home.

   5.2 The Principal must ensure that strategies are in place to foster the knowledge, skills and attitudes that promote healthy eating for everyone. In fulfilling this expectation, the Principal, in conjunction with staff, shall:

      5.2.1 Promote nutrition education and create an environment of positive food and beverage messages;

      5.2.2 Establish strong connections between nutrition education and foods available at the school;

      5.2.3 Schedule nutrition break(s) that provides time for eating and recreation; and

      5.2.4 Be encouraged to limit the use of food as a reward.

   5.3 The School community will examine nutrition practices and provide opportunities, support and encouragement for staff and students to consume healthy foods/beverages. In fulfilling this expectation, the Principal, in conjunction with staff, shall:

      5.3.1 Explore healthy fundraising options based upon foods from the “Choose Most Often” category and limit foods from the “Choose Least Often” category;

      5.3.2 Create an environment where healthy foods/beverages are available, affordable and promoted as the best choice;

      5.3.3 Review options with food suppliers to maximize the nutritional value of the items;

      5.3.4 Limit the number of items from the “Choose Least Often” category offered during special days;

      5.3.5 Be encouraged to model healthy nutritional practices.

5.4 The Principal is encouraged to create a health and wellness team that includes students, staff, and parents, in collaboration with public health nurses and other health- related professionals.

5.5 The Principal shall promote healthy, reasonably priced food/beverage choices when sold or otherwise offered. In fulfilling this expectation, the Principal, in consultation with the school community, shall:

5.5.1 Access expertise in the community through approaches including but not limited to partnerships, programs, referrals; and

5.5.2 Offer healthy foods/beverages including healthy meal combinations.

6. Social/Emotional Well-being

6.1 The Principal, in conjunction with staff, will actively develop the relationship between student/staff- sense of connectedness and their social/emotional well-being by:

6.1.1 Supporting and embedding education programs to support emotional well-being.

6.1.2 Creating learning environments where emotional well-being is role modeled and developed in students.

6.1.3 Accessing the resources and links with community agencies, partners and support networks to help students/staff develop the skills to be aware of and monitor their emotional well-being.

6.2 The Principal, in conjunction with staff, will also:

6.2.1 Access integrated, multidisciplinary social/emotional supports that may include partnerships with communities and other agencies.

6.2.2 Provide a school environment that encourages making positive choices to support healthy body image.

6.2.3 Provide education reducing the stigma surrounding mental health shall be provided.

Legal Reference: Section 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act
Public Health Act Food Handling Regulations
Alberta Health and Wellness Food Retail and Food Services Code
Alberta Nutrition Guideline for Children and Youth

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Administrative Procedure 164 Appendix

HEALTHY EATING FOOD GUIDE

Live Outside the French Fries Box:

Guidelines to Help Your School Make Healthy Food Choices

Serve Most Often

GRAIN PRODUCTS		MILK PRODUCTS
Whole grain bread/ toast/bun Home made muffins Pasta/rice/whole wheat or rice noodles Unsweetened/low sugar cereals English muffins	Homemade whole wheat banana bread Roti Baked Bannock Whole-wheat bagels/ pita/bread Whole grain crackers Tortillas/rice cakes	Low fat cheese (e.g. cheddar <20% MF) Cottage cheese Milk based soups Yogurt Low fat milk (1% and skim) Fortified soy beverage

VEGETABLES & FRUIT		MEATS & ALTERNATIVES	
Fresh/unsweetened frozen fruit Canned fruit in juice Raw/ cooked vegetables	Unsweetened juices Vegetable soups *Dried fruit (no sugar added) Baked potatoes	Cooked beans and lentils Canned fish (packed in water) Eggs Ham	Fish/seafood Lean cuts of beef/pork **Peanut butter/nuts Tofu Lean cuts of chicken/turkey

Serve Sometimes

GRAIN PRODUCTS		MILK PRODUCTS	
Granola/granola bars Plain popcorn/pretzels Fruit crisps/cobblers White bread/crackers (e.g. soda)	Plain homemade cake **Cookies (made with oatmeal, peanut butter or dried fruit) Croissants Biscuits	Eggnog Milk puddings Ice cream ***Flavoured milk Low fat milk (1% and skim)	Frozen yogurt Regular cheese Custards Processed cheese slices

VEGETABLES & FRUIT	MEATS & ALTERNATIVES	
Fruit in syrup Vegetables with sauces or breading	Wieners/sausages Canned luncheon meats Pepperoni sticks Deli meats	Fish sticks Breaded meat strips Canned fish (in oil)

Serve Least Often

These foods are high in sugar, fat or salt and should not be every day choices.

Pastry/danishes	Cookies (with icing)	Gravy
Syrup/honey	Frozen ice treats (popsicles)	*Fruit leather with sugar added
Pie	Cheese puffs	Milkshakes
Cream cheese	Presweetened cereals	Whipped cream
Cakes with icing	Soft drinks	French fries
Chocolate/candy	Sherbet	Sport drinks
Chilled coffee drinks	Cheese spreads	Flavored popcorn/chips
Sticky buns	Bacon	Jams/jellies
Sour cream	Fruit drinks (e.g. punch)	Instant packaged noodle soups
Chips	Flavored jelly powder	Poutine

Source: Good Nutrition at School, David Thompson Health Region

SCHOOLS: *Healthy Eating*

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* These foods are sticky and tend to stick to teeth, increasing the risk of tooth decay. When these foods are eaten with meals, the risk of tooth decay is lower. The risk is lower yet if these foods are eaten and followed by brushing, rinsing with water, eating a piece of cheese or chewing a piece of sugarless gum.

** Check for students' food allergies before serving food at school. Resources for allergies: Calgary Allergy www.calgaryallergy.ca.

*** Although the nutrient content is similar, white milk is a better choice over flavoured milks because it has fewer calories and less sugar.

TIPS:

Milk Products: aim for 2% MF (milk fat) or less, aim for 15% RDI of calcium and 25% RDI of Vitamin D per serving

Grain Products: aim for 2g of Fibre or more per serving

Meats and Alternatives: aim for 5% RDI or more of B vitamin and iron per serving

Vegetables and Fruit: a good source of Vitamin C (aim for 30% RDI), Vitamin A and Folacin (aim for 15% RDI)

For all food groups: Aim for less than 2 g saturated fat/serving and no hydrogenated vegetable oil/vegetable oil shortening or added "trans fats"

*RDI=Recommended Dietary Intake

Adapted from: The Role of Schools in Promoting Healthy Eating as well as Dietitians of Canada – School Food and Nutrition Recommendations for Ontario Ministry of Education www.dietitians.ca/news/media.asp

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Administrative Procedure 165

EMERGENCY CIRCUMSTANCES AND CRISIS MANAGEMENT PLAN

Background

Emergency Circumstances and Crisis Management planning at the School is based on the premise that the physical and emotional well being of students and staff are of primary importance and that the safety and security of students and staff is an integral part of an optimal learning environment.

The Principal will make all reasonable efforts to ensure that plans commensurate with the needs of the School are developed. The Superintendent will oversee the implementation of the Plan.

Definition

Crisis is defined as any unusual situation, falling under or impinging on the jurisdiction of the School that could interfere with the wellbeing of students and staff. This would include, but is not limited to, events such as interruption of essential services to the School, fire, violence, threats, serious illness or accident involving members of the school community, and crisis in country or community.

Procedures

1. Minimizing risk and limitation of harm are fundamental considerations when developing a Crisis Management Plan.

2. Safety rules for classes and the School at large are part of crisis management.

3. While it is impossible to predict the nature and scope of all potential crisis situations, proper planning can facilitate an appropriate response to a crisis.

4. Staff must understand that the existence of a Crisis Management Plan does not preclude the use of professional judgment to modify the Plan when it is warranted.

5. The Principal will promote a culture within the school that encourages consistent consideration for the safety and well being of students and staff in the creation and implementation of all plans, policies, and procedures. An explicit plan with roles and responsibilities may be developed with the input of Charter Board members, staff, and other stakeholders.

6. Since school evacuation may be required in many cases, the Principal shall ensure that crisis response instructions and an evacuation map are posted in each instructional area of the school and other areas as determined by the Principal.

7. At least three (3) times in the fall term and three (3) times in the spring term, a fire drill shall be held and the Principal is to record for reference:

7.1. Date of drill;

7.2. Time to evacuate school fully;

7.3. Observations or recommendations.

8. At least one (1) time in the fall term and one (1) time in the spring term, a lock down drill shall be held and the Principal shall record the date of the drill and observations and recommendations.

9. In the event of a crisis/disaster:

   9.1. According to ability, teachers shall do what is reasonable to protect, account for, and care for the student(s) under their direct supervision.

   9.2. The Principal shall take steps to ensure the safety of the student(s) and contact the appropriate authorities, including the Superintendent.

   9.3. Communication with parent(s) will be initiated at the discretion of the Principal.

   9.4. Special consideration is to be given, and professional assistance sought, in cases where trauma or excessive emotional stress is in evidence.

   9.5. If necessary, the Superintendent may close the school. Every effort shall be taken to resume regular classes as soon as appropriate.

10. During the first week of school, each teacher shall ensure that the evacuation and/or disaster procedures are clearly posted and reviewed in his/her classroom(s).

11. This Administrative Procedure and related procedures/protocols shall be reviewed by the Principal at a staff meeting prior to the end of September.

12. The Principal shall provide updated copies of the school crisis/disaster plan to the Superintendent.

13. In addition to an immediate verbal report to the Superintendent, a detailed report of any major disaster at the School shall be provided to the Board by the Superintendent and Principal no more than two (2) weeks following the event.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Disaster Services Act
Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Fire Prevention Act
Occupational Health and Safety Act
Occupational Health and Safety Regulation
Occupational Health and Safety Code

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Administrative Procedure 166

PANDEMIC RESPONSE

Background

The Charter Board, 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 School. The Principal and staff are 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 Superintendent has the authority to make final decisions regarding crisis response, as guided by the School Crisis Management Plan. When a state of emergency is declared by a Ministry of the Alberta Government, the particular Ministry will have such authority.

2. The Superintendent will communicate a standard set of response protocols in a Pandemic Response Plan for dealing with a pandemic to ensure that members of staff 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 Superintendent may temporarily suspend the School's current practices and operating guidelines.

Legal Reference: Section 25, 26, 33, 52, 53, 196, 197, 222, 225 Education 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)

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Administrative Procedure 167

DEFIBRILLATORS

Background

The installation of automated external defibrillators (AED) within School facilities is supported. The importance of taking appropriate action, whenever an emergency threatens the safety, health or welfare of a student or staff member at school or during school sponsored activities is recognized.

Procedures

1. The Superintendent has authorized the placement and use of automated external defibrillators (AED) at School facilities.

2. In a medical emergency, the doctrine of “in loco parentis” applies as outlined in the Emergency Medical Aid Act.

3. Any School facility installing an AED must ensure the following:
   - 3.1 AED meets Health Canada’s Medical Device Regulations.
   - 3.2 AED is approved by the Canadian Standards Association (CSA).
   - 3.3 Notification to the Emergency Response Communications Center (EMS dispatch) of type and location of AED.
   - 3.4 Establishment of procedures for the monitoring and maintenance of the AED.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Emergency Medical Aid Act

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Administrative Procedure 170

DISCRIMINATION AND HARASSMENT

Background

The Superintendent is committed to providing and to promoting a learning and working environment for all persons that is free from discrimination and harassment. Behaviour which constitutes discrimination or harassment will not be tolerated and is strictly prohibited.

The Superintendent affirms his commitment to human rights as outlined by the Alberta Human Rights Commission and thus will not tolerate actions of discrimination and harassment. The Superintendent is also committed to the investigation of reported incidents of discrimination and harassment in a timely manner.

A staff member or student who subjects any other person to discrimination or harassment shall be subject to disciplinary action as deemed to be appropriate, including the possibility of dismissal from employment, suspension or expulsion from school.

Definitions

Complainant means the individual who makes a complaint.

Discrimination means adverse treatment based on race, religious beliefs, colour, gender, physical disability, sexual orientation, mental disability, marital status, age, ancestry, place of origin, family status, or source of income of that person or any other person. It is a denial of individual rights and freedoms in a manner which contravenes the Canadian Charter of Rights and Freedoms, the Alberta Human Rights Act, or this Administrative Procedure. Discriminatory acts can be caused through direct or indirect actions, and can result from improper action taken against, or the failure to take appropriate action on behalf of any student or staff member in contravention of the Alberta Human Rights Act or pursuant to the Charter of Rights and Freedoms.

Formal Complaint is documented and requires a written statement to be filed with an appropriate person in authority within one (1) year of the incident.

Hostile or poisonous environment is a learning and working environment in which the actions of one (1) or more people may not be directed at any one person in particular but contribute to an atmosphere which directly or indirectly affects a person’s ability to work or learn effectively.

Informal Complaint is a complaint to a person in authority who acts to resolve the situation by intervening on the Complainant's behalf.

Investigator means the individual designated by the Superintendent of Schools to deal with a formal complaint pursuant to sections 5 and 6 of this Administrative Procedure.

Learning and working environment is the immediate School work site and may also include;

- A playground,
- A school bus,

- Any school or work related social activities,
- Any school or work related travel and field trips,
- Any settings where the individuals involved are engaged in work related or school related activity such as field placement or a cooperative educational work term, and
- The use of electronic or digital media such as telephone, fax, e-mail, network computers and internet communications at any time.

Person in Authority means a person whose role with the School establishes a supervisory relationship over others. For students it includes teachers and other employees to whom students may be accountable.

Personal Harassment is any unwelcome behaviour, conduct or communication, directed intentionally or unintentionally at an individual that is offensive to that individual and is based on the rights identified in the Alberta Human Rights Act, including, but not limited to, race, religious beliefs, colour, gender, age, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status, sexual orientation, gender identity or gender expression. Personal harassing behaviour may include but is not limited to threats, intimidation, ostracism, offensive gestures, offensive remarks or jokes, demeaning or humiliating actions or behaviour that supports a hostile or poisonous environment.

The test in determining if an action is harassing is whether a reasonable person knows or ought to know that the behaviour would be considered unwelcome or inappropriate by the recipient. Such an action may be a single event or may involve a continuing series of incidents. It may involve the abuse of authority or position, or it may involve relations among co-workers and affiliated personnel. Personal harassment however does not include the appropriate exercising of an individual's supervisory authority.

Prohibited Behaviour means discrimination, personal harassment or sexual harassment.

Respondent means the individual who the complainant alleges has committed prohibited behaviour.

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

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

Sexual harassment includes unwanted touching (e.g. pinching, patting, rubbing), leering, sexist jokes, the display of sexually suggestive material, derogatory or degrading comments, sexually suggestive gestures, and unwelcome propositions, innuendos, demands or inquiries of a sexual nature.

The behaviour giving rise to a complaint need not be intentional in order to be considered sexual harassment; it is sufficient that the offender knows, or ought reasonably to know, that the behaviour is offensive and unwelcome.

Procedures

1. General

    1.1 These procedures apply to cases of discrimination, personal harassment, and sexual harassment between and among staff members, or by staff members toward students. Discrimination and harassment incidents by or among students shall be dealt with pursuant to Administrative Procedure 350 – Student Conduct, and Administrative Procedure 355 – Student Discipline.

    1.2 Complainants, respondents and persons in authority who are involved in complaint resolution processes shall be provided with information regarding:

        1.2.1 Administrative Procedure 170 – Discrimination and Harassment;

        1.2.2 Any counseling, support, sick leave benefits, and advisor services available to employees;

        1.2.3 The right of the complainant and the respondent to be accompanied by a union or association representative or another individual;

        1.2.4 The right of the complainant to withdraw the complaint at any stage in the process;

        1.2.5 Alternative routes for addressing the complaint.

    1.3 At any time in the informal or formal complaint process, mediation is an option for the complainant and respondent, if both parties agree.

    1.4 Both the complainant and respondent have the right to seek representation from a union or professional organization, or another individual at no cost to the School.

    1.5 The complainant and the respondent are encouraged to cooperate with the investigation and resolution of the complaint.

2. Confidentiality and Privacy of Information

    2.1 The Superintendent recognizes the difficulty of reporting personally harassing or sexually harassing behaviour, and understands that confidentiality is important to the complainant. Confidentiality will be maintained throughout the complaint procedure to the extent possible.

    2.2 Information relating to the complaint, including the identity of the parties involved, will only be disclosed to the extent necessary to thoroughly investigate the complaint and as may be required in accordance with the privacy and access provisions contained under the Freedom of Information and Protection of Privacy (FOIP) Act.

3. Direct Action

    3.1 Individuals who believe they are experiencing prohibited behaviour are to:

3.1.1 Tell the harasser that his or her behaviour is unwelcome and ask him/her to stop.

3.1.2 Keep a record of all incidents including the date, time, location, nature of the prohibited behaviour, possible witnesses, circumstances surrounding the incidents, and your response including any action taken to stop the prohibited behaviour.

3.1.3 If you are not able to communicate verbally, advise the offender, in writing, that his or her behaviour is unacceptable and unwelcome and ask him or her to stop.

3.1.4 Promptly report the prohibited behaviour to a trusted adult or person in authority.

3.1.5 Any employee or student who believes that a colleague or fellow student has experienced or is experiencing discrimination, personal harassment, sexual harassment or retaliation is encouraged to notify a trusted adult or person in authority as soon as possible.

3.2 This Administrative Procedure does not preclude the complainant from reporting harassment of a discriminatory nature to the Alberta Human Rights Commission, or if the matter is perceived to be criminal in nature, to the police.

3.2.1 All reports to the Human Rights Commission must be filed within one (1) year of the date of the incident.

4. Informal Complaint

4.1 If the complainant is unable to take direct action or the prohibited behaviour continues, the complainant is to promptly make an informal complaint by informing a person in authority.

4.1.1 The person in authority shall act to resolve the situation by intervening on the complainant's behalf, by arranging for the respondent and complainant to come together to resolve the complaint, or by advising the complainant where appropriate of other options.

4.1.2 If this does not successfully resolve the issue, the complainant may choose to initiate a formal complaint. It is not necessary to initiate an informal complaint before filing a formal complaint. If a formal complaint is initiated, it supersedes an informal complaint.

4.1.3 At any time after the initiation of an informal complaint, the complainant may request that no further action be taken.

5. Formal Complaint

5.1 A formal complaint is to be filed promptly and must be filed in writing within one (1) year of the date of the prohibited behaviour, with the Superintendent.

5.2 The Superintendent shall inform forthwith the respondent, and the supervisors where appropriate of the complainant and respondent about the formal complaint.

5.3 An investigator shall be chosen by the Superintendent. The Superintendent will make reasonable efforts to find a mutually acceptable investigator but if this is not possible, the Superintendent will appoint an investigator to ensure that the process is implemented expeditiously.

5.4 An investigator shall attempt to resolve the complaint through conciliation or mediation.

5.4.1 If conciliation or mediation is not successful within thirty (30) days from the date of appointment of the investigator, or alternatively if either the complainant or respondent does not wish to participate in conciliation or mediation, then the matter shall be investigated.

6. Investigation

6.1 The investigator shall request a detailed written statement from the complainant. Should the complainant prefer, the investigator shall interview the complainant.

6.2 If the complainant provides a written statement, the investigator will follow up with an interview of the complainant.

6.3 The investigator shall interview the complainant and respondent as necessary.

6.4 The investigator shall interview any other persons and gather such other materials as may be necessary for the investigator to conclude the investigation.

6.5 The investigator may provide the parties with the written statements and a written summary of the interviews, where deemed appropriate, and be subject to the application of the privacy provisions of the Freedom of Information and Protection of Privacy Act.

6.6 The investigator shall produce a report of fact and findings relating to the complaint made.

6.7 The investigator's report shall be provided to the Superintendent within thirty (30) days of the filing of the formal complaint.

6.7.1 The Superintendent may extend the timeline for the submission of the report but in any event it is to be completed as soon as practically possible.

6.7.2 A summary of the report or the findings may be shared with the complainant and the respondent as is deemed appropriate.

7. Consequences

7.1 Prohibited Behaviour

7.1.1 If the Superintendent concludes that prohibited behaviour has been committed, a range of sanctions may be imposed as deemed appropriate by the Superintendent. These may include:

7.1.1.1. A written apology;

7.1.1.2. A written reprimand delivered to the harasser, and recorded in their personnel or student file;

7.1.1.3. Referral to counseling;

7.1.1.4. Transfer;

7.1.1.5. Withholding of promotion;

7.1.1.6. Demotion;

7.1.1.7. Suspension or termination (for employees);

7.1.1.8. Suspension or expulsion (for students).

7.1.2 For serious or repeat prohibited behaviours, the appropriate sanction may be

dismissal. Information regarding the decision and disciplinary action shall be placed in the respondent's personnel file.

7.1.3 If the respondent is a teacher and the Superintendent decides that dismissal is warranted, then the Superintendent will take this action.

7.2 If the Superintendent concludes that an intentionally false allegation of prohibited behaviour has been made, a range of sanctions may be imposed on the complainant as deemed appropriate by the Superintendent. For serious or repeat false allegations of prohibited behaviours, the appropriate sanction may be dismissal.

7.3 If the Superintendent concludes that the formal complaint is unfounded, documentation is not included in the personnel file of the respondent. However, the respondent may request to have relevant information placed on their own file.

7.4 Whether the complaint is upheld or not, no documentation will be placed on the complainant's personnel file where the complaint is filed in good faith. However, the complainant may request to have relevant information placed on their own file.

8. Retaliation

8.1 The Superintendent will not tolerate retaliatory action by any individual including staff, agents or students which is taken with the intent of dissuading or punishing an individual for participating in the complainant resolution process.

8.2 Retaliation against an individual making a complaint or providing information to an investigator pursuant to a complaint is considered to be harassment and will, where substantiated, result in disciplinary action up to and including dismissal from employment in appropriate circumstances.

8.3 Other disciplinary actions may include the requirement for the provision of a written apology; a written reprimand delivered to the harasser and recorded in their personnel or student file; referral to counseling; transfer; withholding a promotion; demotion, or suspension or expulsion for students.

9. A complaint against the Superintendent is to be made in writing to the Charter Board Chair who shall, in conjunction with legal advice, determine the appropriate procedure to be followed in the circumstances.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education 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
Criminal Code
Individual’s Rights Protection Act
Student Record Regulation 225/2006
ATA Code of Professional Conduct

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Administrative Procedure 175

INCLUSIVE PRACTICES – STUDENTS AND STAFF

Background

To have high quality education for all, it is critical that our education system is equitable and inclusive. This means that each and every student, including those who self-identify as Aboriginals, those of minority cultures in Canada, those with diverse sexual orientations, gender identities and gender expressions, has the educational opportunities and supports needed to be successful in school, and in life.

Creating an education system that is truly inclusive requires the School to identify and implement evidence-based strategies that ensure the safety, belonging and full participation of all members of the school community.

Procedures

1. These practices for supporting students and staff are consistently identified as effective and appropriate in the creation of learning environments that are welcoming, caring, respectful and safe for students, staff, families and all other members of the School community.

2. Inclusive practices include:
    - 2.1 Providing supports that respond to a student's individual needs.
    - 2.2 Defining appropriate expectations, behaviors, language and actions in order to prevent discrimination, prejudice and harassment through greater awareness of, and responsiveness to, their harmful effects.
    - 2.3 Ensuring that discriminatory behaviors and complaints are taken seriously, documented and dealt with expeditiously.
    - 2.4 Respecting an individual's right to self-identification.
    - 2.5 Maintaining School records in a way that respects privacy and confidentiality.
        - 2.5.1 When so requested, the student's official record is to be changed to reflect their preferred name or gender; all School forms and records will be congruent.
    - 2.6 Ensuring dress codes respect an individual's culture, gender identity and gender expression.
    - 2.7 Minimizing gender-segregated curricular activities.
        - 2.7.1 Where segregation by gender occurs, all students are to be given the option to be included in the group that corresponds to their consistently asserted gender identity.
    - 2.8 Enabling all students to have full, safe and equitable participation in curricular and extracurricular activities.

2.8.1 When necessary, the Principal will make the final decision with regard to student participation in athletic activities.

2.9 Providing safe access to washroom and change-room facilities.

2.9.1 Individual solutions to washroom access are to be implemented with respect and discretion, in ways which demonstrate sensitivity to the needs and safety of all students; allowing for appropriate privacy in a manner that does not significantly disrupt the school environment.

2.9.2 In change rooms that require undressing in front of others, students who desire increased privacy for any reason (medical, religious, cultural, gender identity) shall be provided with accommodations that best meet their individual needs and privacy concerns, subject to safety considerations.

2.10 Providing professional learning opportunities that build the capacity of staff to understand and support Aboriginal learning and culture, diverse sexual orientations, gender identities and gender expressions.

2.11 Using a comprehensive whole-school approach to promote healthy relationships and prevent and respond to bullying behaviour.

2.12 Ensuring students have the understanding, skills and opportunities to contribute to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self.

2.13 Ensuring all families are welcomed and supported as valued members of the School community.

2.14 Ensuring that School staff have work environments where they are protected from discrimination based on their race, color, sexual orientations, gender identities, gender expressions and beliefs.

3. These inclusive practices are mutually supportive and interdependent.

4. The Principal shall ensure that the resolution of any conflict involves reasonable accommodation and inclusiveness.

5. Learning environments and school communities will continue to evolve; inclusive practices may also change and evolve.

Legal Reference: Section 3, 11, 16, 25, 26, 33,40, 41, 42, 43, 44, 52, 53, 56, 196, 197, 222, 225 Education Act Alberta Bill of Rights
Alberta Human Rights Act
Ministerial Order on Student Learning 028/2020
Guide to Education ECS to Grade 12
Canadian Charter of Rights and Freedoms
Truth and Reconciliation Commission Final Report
Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientation, Gender Identities and Gender Expressions

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Administrative Procedure 180

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Background

All procedures for the collection and storing of information by School staff, in the course of affairs and procedures regulating the release of information to other parties, must follow provisions of the Freedom of Information and Protection of Privacy Act (FOIP).

The purposes of FOIP and School administrative procedures are to:

- Allow any person a right of access to the records in the custody or under the control of the School subject to limited and specific exceptions as set out in the Act,
- Control the manner in which a public body may collect personal information from individuals, to control the use that the School may make of that information and to control the disclosure by the School of that information,
- Allow individuals, subject to limited and specific exceptions as set out in the Act, a right of access to personal information about themselves that is held by the School,
- Allow individuals a right to request corrections to personal information about themselves that is held by the School and,
- Provide for independent reviews of decisions made by the School under the Act and the resolution of complaints under the Act.

Procedures

1. Pursuant to Section 95(a) of the Act, the Superintendent has been named the Head of the Local Public Body for the purposes of this legislation.

2. The Secretary-Treasurer shall act in the capacity of FOIP Coordinator with duties as outlined in Administrative Procedure 453 – Secretary-Treasurer.

3. Fee schedules will be set from time to time by the Head as outlined in Section 93.1 of FOIP.

4. All persons making requests for the release of information shall be notified as to appeal provisions under this Act.

Legal Reference: Section 25, 26, 33, 52, 53, 65, 68, 197, 222 Education Act Freedom of Information and Protection of Privacy Act
FOIP Regulation 200/95
FOIP and Technology Best Practices for Alberta School Jurisdictions

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Administrative Procedure 180 Appendix

COLLECTION OF PERSONAL INFORMATION NOTICE

The Freedom of Information and Protection of Privacy (FOIP) Act sets controls and standards on how public bodies, such as school boards, collect, use and disclose personal information that is in their custody or under their control.

The FOIP Act requires that school boards collect personal information directly from individuals the information is about, that these individuals be provided with the legal authority for the collection, be explained the purpose of the collection and how the information will be used, and be provided a contact person if they have any questions relating to this activity.

The information collected as part of the school registration process is personal information as referred to in the FOIP Act. This personal information is collected pursuant to the provisions of the Education Act and its regulations (e.g. for the establishment of a student record, determination of residency) and pursuant to section 32(c) of the FOIP Act as the collection is related directly to and is necessary to a school board's obligation to provide students with an education program that meets their needs and to provide a safe and secure school environment (e.g. program placement, determination of eligibility and/or suitability for provincial or federal funding, contact and health related information in the event of problems or emergencies). Personal information may also be provided to the Minister of Education for the purpose of carrying out programs, activities or policies by the Ministry (e.g. research, statistical analysis).

Once the information is collected and compiled, the School believes the uses listed below are part of a vital, healthy and functioning School and participation of all students is important and encouraged. Here are examples of activities where the information may be used:

- The taking of individual, class, team or club photos for School purposes.
- The use of student information, including photos, for the issuance of bus transportation passes and for other identification purposes.
- The videotaping of students on contracted buses for the purpose of safe and secure transport of students to and from School and related activities.
- The use of student's names in honour rolls, graduation ceremonies, scholarship or other awards within the School.
- The use of student's names and academic information necessary for determining eligibility or suitability for provincial, federal or other types of awards or scholarships in the event the School applies on a student's behalf.
- The use of student's names, related contact information and telephone numbers for absenteeism verification.
- The taking of photos and/or videos of classroom activities, and their use by the media or other organizations where students are not interviewed or identified by name. Where individual students are identified or interviewed and the material will be used outside the School a separate and specific consent will be required. You will be contacted prior to this event taking place. Please note that photos and/or videos of School activities that are open to the general public may be taken and used for purposes within and outside of the School.

- The taking of photos/videos of classroom or other School activities by the School where the material will be used within the School. Where individual students are identified or interviewed and the material will be used outside the School, a separate and specific consent will be required. You will be contacted prior to this event taking place.
- The use of student's names on artwork or other creative work or material of students displayed at School sites or at a School sponsored display in the community, provided a Parental Consent Form (Form 300-1) is properly completed.

If you have any questions or concerns regarding the collection and the intended purposes, please contact the Secretary-Treasurer.

Legal Reference: Section 25, 26, 33, 52, 53, 65, 68, 196, 197, 222, 225 Education Act Freedom of Information and Protection of Privacy Act
Freedom of Information and Protection of Privacy Regulation 200/95

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Administrative Procedure 181

VIDEO SURVEILLANCE OF FACILITIES AND PROPERTY

Background

The protection of School property and maintenance of the health, welfare and safety of the students and staff while on School property are important functions of the School. 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 School property. The Superintendent 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. Accordingly, the Charter Board authorizes the use of video surveillance practices, in accordance with procedures established herein.

Procedures

1. Camera Location, Operation and Control

    1.1 School buildings and grounds may be equipped with video monitoring devices. The Superintendent must approve all installations of video surveillance equipment on any School property.

    1.2 Video surveillance may be placed:

        1.2.1 In areas where surveillance has proven to be necessary as a result of prior property damages or related security incidents;

        1.2.2 In areas where upon reasonable grounds the surveillance will be deemed to be a viable deterrent;

        1.2.3 In areas where student supervision is difficult.

    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 shall not be directed to look through windows to areas outside the building, unless necessary to protect external assets or to ensure for the personal safety of patrons or employees.

    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 equipment, or be permitted to operate the controls.

    1.7 The Principal shall be responsible to audit the use and security of surveillance cameras, including monitors and recording devices and report utilization to the Superintendent.

1.8 Installation and maintenance of video surveillance systems will be done under the direction of the Superintendent.

2. Notification

2.1 Signs advising users of 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 Period of time during which surveillance is conducted;

2.1.4 Who within the organization is responsible for conducting surveillance; and

2.1.5 The contact person who can answer questions about the surveillance system, including an address or telephone number for contact purposes.

2.2 Students shall be informed at the beginning of each school year and as necessary during the school year, that the School 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 All staff shall be made aware of the School`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 Principal as evidence in any disciplinary action brought against any student arising out of the student's conduct in or about School property.

3.2 Video recordings of students, staff, contractors or others may be reviewed or audited for the purposes of determining adherence to Charter Board policy, administrative procedures and school rules.

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

3.4 The School may use video surveillance to detect or deter criminal offenses which occur in view of the cameras.

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

3.6 The Principal and/or Superintendent may use video surveillance and the resulting recordings for:

3.6.1 Inquiries and proceedings relating to law enforcement;

3.6.2 Inquiries and proceedings relating to policy and procedures adherence;

3.6.3 Deterrence; and

3.6.4 Student discipline.

3.7 The Principal shall not use video surveillance for other purposes unless expressly authorized by or under an Act or enactment.

4. Security and Retention of Recording Devices

    4.1 All recording devices not in use shall be securely stored in a locked receptacle.

    4.2 All recording devices that have been used for the purpose of this Administrative Procedure shall be numbered and dated and retained according to camera site.

    4.3 The individual responsible for enforcement of video monitoring practices must authorize access to all recording devices or video records.

    4.4 A log shall be maintained of all episodes of access to, or use of recorded material. (Form 181-1)

    4.5 Retention Issues

        4.5.1 Any and all records containing personal information which has been used to make a decision that directly affects an individual shall be retained for a minimum of one (1) year. All other records shall be retained for thirty (30) days.

    4.6 The individual designated responsible for administration of this Administrative Procedure shall ensure that a recording device release form (Form 181-1) is completed before disclosing recording devices to appropriate authorities or third parties. Any such disclosure shall only be made in accordance with applicable legislation.

    4.7 The recording device release form (Form 181-1) is to indicate the individual or organization who took the recording device, the date of the occurrence or when and if the recording device will be returned or destroyed by the authority or individual after use.

5. Disposal and Destruction of Recordings

    5.1 All recordings shall be disposed of in a secure manner. Recording devices shall be shredded, burned, degaussed or disposed of by other means deemed appropriate.

6. Video Monitors and Viewing

    6.1 Only the Superintendent, Principal or individuals authorized by the Principal, and members of the police shall have access to video monitors while they are in operation. In some cases a live feed of building entrances may be permitted to be monitored by office staff in order to determine who is entering and leaving the building.

    6.2 Video monitors are to be in controlled access areas wherever possible.

    6.3 Records are to be viewed on a need to know basis only, in such a manner as to avoid public viewing as in Administrative Procedure 180 – Freedom of Information and Protection of Privacy.

7. Disclosure

    7.1 Recordings shall not be disclosed except in accordance with this Administrative Procedure. Disclosure of video records shall be on a need to know basis, in order to comply with the School's objectives, including the promotion of the safety and security of students, the protection of School property, deterrence and the prevention of criminal activities and the enforcement of School rules.

8. Access to Personal Information

    8.1 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. Access in full or part may be refused on any one of the grounds set out within the legislation.

9. Consultation

    9.1 The effectiveness of the video surveillance operations shall be reviewed on an annual basis by the Principal, with a report being prepared and presented to the Superintendent by September of each year.

10. Non-application

    10.1 These procedures do not apply to covert or overt surveillance cameras being used by or on behalf of the School 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.

Legal Reference: Section 25, 26, 31, 32, 33, 52, 53, 68, 122, 125 Education Act Freedom of Information and Protection of Privacy Act

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Administrative Procedure 185

RECORDS MANAGEMENT

Background

A Records Management program will be maintained to provide control over the quality and quantity of information produced by the School, from its creation until its disposal, for legal, fiscal and historical purposes. Proper custody, storage and disposal of records shall comply with statutory requirements and is under the authority of the Secretary-Treasurer.

Procedures

1. Records management covers a broad spectrum of records such as accounting, purchasing, and corporate insurance, personnel, property, and student records.

2. The Records Management program shall consist of a Subject File Classification Guide and a Retention and Disposal Schedule.

3. The Retention and Disposal Schedule shall be consistent with federal and provincial legislation.

4. The Superintendent and the Principal shall be responsible for the filing of records according to the Subject File Classification Guide and for the disposal of records in accordance with the Retention and Disposal Schedule.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 197, 222 Education
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

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Administrative Procedure 190

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.

Procedures

1. To qualify for fair dealing, two (2) tests must be passed.
    1.1 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.
    1.2 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.

2. Fair Dealing Guidelines
    2.1 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.
    2.2 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.
    2.3 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:
        2.3.1 As a class handout;
        2.3.2 As a posting to a learning- or course-management system that is password protected or otherwise restricted to students;
        2.3.3 As part of a course pack.
    2.4 A short excerpt means:
        2.4.1 Up to ten percent (10%) of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
        2.4.2 One (1) chapter from a book;
        2.4.3 A single article from a periodical;

2.4.4 An entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;

2.4.5 An entire newspaper article or page;

2.4.6 An entire single poem or musical score from a copyright-protected work containing other poems or musical scores;

2.4.7 An entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.

2.5 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.

2.6 Copying or communicating that exceeds the limits in these Fair Dealing Guidelines will be referred to the Principal for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.

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

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

4. Use of copyrighted materials that do not fall under the Fair Dealing Guidelines is not permitted without the approval of the Superintendent. Where school staff or students wish to use copyrighted materials they must:

4.1 Obtain permission to copy from the copyright holder, and

4.2 Where requested, a royalty must be paid to the copyright holder.

5. 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 the Copyright Decision Tool available at www.cmec.ca.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Decision Tool

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Administrative Procedure 190 Appendix

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.

GUIDELINES

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) as 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 per cent 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 Decision Tool

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Administrative Procedure 192

PATENTS, COPYRIGHTS AND ROYALTIES

Background

The Superintendent encourages employees, volunteers and students to develop materials, processes and inventions for use within and outside of the School. Protecting the legal and financial interests of the School and avoiding the potential of conflict ensures accountability and fiscal responsibility within the School.

Procedures

1. The Superintendent delegates to the Secretary-Treasurer the responsibility for protecting the legal and financial interests of the School for materials, processes or inventions developed for use within and outside of the School.

2. Only the Secretary-Treasurer is authorized to sign patents, copyright and royalty agreements on behalf of the School.

3. To encourage the development of materials and programs by employees, volunteers or students, for use within and outside of the School, royalty agreements may be initiated between the creators of the materials and the Charter Board.

4. The ownership of materials (including computer software programs), processes, or inventions produced solely for the School and at School expense shall be vested in the School and shall be copyrighted or patented, if at all, in its name unless otherwise authorized in writing by the Secretary-Treasurer.

5. The ownership of materials (including computer software programs), processes, or inventions produced solely through the effort, personal time, and expense of an employee, student or volunteer may be vested in the creator and be copyrighted or patented, if at all, in the creator's name unless otherwise agreed by the parties.

6. The ownership of materials (including computer software programs), processes, or inventions produced by an employee, student or volunteer with School support, by way of use of significant time, facilities, or other School resources, may be vested in the creator if authorized by written agreement between the parties and if entered into prior to the production. Agreements entered into after production will be at the discretion of the Secretary-Treasurer. In the event there is no such agreement entered into, the ownership shall be vested in the School.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Fact Sheet: What the Copyright Modernization Act means for Teachers and Students

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ORGANIZATION FOR INSTRUCTION

Background

The Principal is responsible for the organization of the plan for instruction at the School.

Procedures

1. The instructional program is arranged in units commonly designated as grades, each grade approximating a year's work. However, multi-level offerings may be established to meet the needs of individual students whose continuous progress may be better served in that way.

2. The Principal, in consultation with staff, shall develop a School plan which shall clearly outline the:
   - 2.1 Organization of classes;
   - 2.2 Organization of teacher assignments; and
   - 2.3 Course offerings of the school.

3. The function of assigning students to classes is the responsibility of the Principal, pursuant to the Education Act and relevant legislation, in consultation with all staff members affected at that instructional level.

4. It is recognized that there may be a need to group students in different grades or different courses in the same class.

Legal Reference: Section 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act

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BASIC INSTRUCTIONAL PROGRAM

Background

The School curriculum will meet the requirements established by the Education Act, Ministerial order 028/2020 – Student Learning and directives of the Ministry of Education. The provincial prescribed curriculum developed by the Ministry of Education forms the basic program of studies for students. In addition, as permitted under the Education Act, the School will provide a number of locally developed courses designed to implement our Board's charter and to allow the School to be responsive to the particular needs of its students.

The ultimate aim of all instruction will be the development of each student's maximum ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy the creative and performing arts, and lay the foundation for a satisfying life.

Students at the school will benefit from the core curricular concepts being reinforced by experiential learning experiences. As a result, students will achieve improved knowledge retention as well as a deeper understanding. By expanding students' knowledge of agriculture and environmental stewardship, students will develop a deeper understanding of concepts and the ability to transfer learnings from one context to another.

Our focus on hands-on, outdoor learning will allow students to construct and represent knowledge in a variety of meaningful and powerful ways. Students will achieve a comprehensive and interconnected understanding of Land Management. Environment, and sustainability. Students will grow a strong foundation of compassionate stewardship and the continual pursuit of excellence, which they will carry with them as they become responsible and successful members of society.

Procedures

1. Instructional programs are to be developed with the view toward creating a balanced, integrated, and carefully sequenced curriculum that will serve the educational needs of all students.

2. The Principal shall support the School staff in developing learning resources to foster improved learning outcomes through growth, stewardship and innovation.

   These outcomes will be:

   2.1. Students will recognize, understand and achieve agricultural literacy at a level appropriate for their age group.

   2.2. Students will demonstrate problem solving through adaptability, resilience, and critical thinking.

   2.3. Students will understand the value of goals and outcomes.

   2.4. Students will achieve academic success while displaying leadership.

3. The District supports a reciprocal relationship with other educational jurisdictions, wherein locally developed curriculum materials are shared.

Legal Reference: Section 3, 4, 7, 11, 12, 16, 17, 18, 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act Ministerial Order 028/2020 – Student Learning
Guide To Education ECS to Grade 12

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Administrative Procedure 202

FIRST NATIONS, MÉTIS AND INUIT EDUCATION PROGRAMMING

Students who are First Nations, Métis or Inuit will be positively encouraged to self-identify and will be encouraged to achieve or exceed the student outcomes of the provincial program of study and complete high school.

The Superintendent is committed to increasing the achievement of all students, including students identified as First Nation, Métis and Inuit. First Nation, Métis and Inuit educational programming will also provide opportunities for staff, students and the community to develop a greater understanding and appreciation of First Nation, Métis and Inuit histories, cultures, languages and lifestyles. The Superintendent is committed to the success of every student and ensuring each student has every opportunity to succeed. The School believes in the importance of giving voice to and engaging the Indigenous community in decisions that affect the education of their children.

Procedures

1. First Nations, Métis and Inuit educational programming and services will operate in accordance with Alberta Education policy, guidelines and regulations to ensure high quality inclusive and culturally respectful learning and teaching opportunities.

2. The Principal shall strengthen collaborative processes between school staff, students, parents, communities and other stakeholders, to improve the attendance and educational outcomes of students who are First Nations, Métis and Inuit.

3. The Principal shall report progress annually on the achievement of students who are First Nations, Métis and Inuit and the strategies used to increase student achievement.

4. The Principal shall ensure staff increase their knowledge, understanding and appreciation of First Nations, Métis and Inuit cultures and languages, and support all students to do the same.

5. School staff shall recognize and respect the role, participation and expertise of Elders and cultural advisors in the school, classrooms and at School-sponsored events or celebrations.

6. The Principal shall permit the reasonable use of spiritual practices as part of celebrations or ceremonies to recognize the importance of spirituality as shared by local Elders.

7. The Principal shall ensure that students and staff who are First Nations, Métis and Inuit have access to culturally sensitive support services when requested.

8. The School will provide support, resources and professional learning to school-based staff and liaisons to support the learning and achievement of students who are First Nations, Métis and Inuit.

Legal Reference: Section 3, 4, 7, 11, 12, 16, 17, 18, 25, 26, 32, 33, 52, 53, 196, 197, 222, 225 Education Act Truth and Reconciliation Commission Report
Guide to Education ECS to Grade 12
Alberta First Nations, Métis and Inuit Education Policy Framework
Memorandum of Understanding for First Nations Education in Alberta (Alberta Education, 2013)
Successful Practices in First Nations, Métis and Inuit Education (Alberta Education, 2012)

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Administrative Procedure 203

MULTICULTURALISM

Cultural diversity is a positive feature of Canadian society, and multiculturalism is an interdisciplinary process designed to foster the development of cultural understanding. The School is 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. The Principal will encourage the recognition and celebration of multicultural special days and holidays as an integral part of the curriculum.

Legal Reference: Section 3, 4, 7, 11, 12, 16, 17, 18, 25, 26, 32, 33, 52, 53, 196, 197, 222, 225 Education 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

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Administrative Procedure 205

CONTROVERSIAL ISSUES IN THE CLASSROOM

The Superintendent recognizes that in following the curriculum prescribed by the province that students will be studying controversial issues. The study of such issues may benefit in preparing students to participate responsibly in a democratic and pluralistic society. Such study is to provide opportunities to develop student capacities to think clearly, to reason logically, to open-mindedly and respectfully examine the different points of view, and to reach sound judgements.

Definition

A controversial issue is a topic which is publicly sensitive and on which there is no consensus of values or belief. As a result, diverse opinions, distinct differences and varying interpretations may result in sincere disagreement.

Procedures

1. Sensitivity on the part of teachers, students and other participants in controversial issues shall be exercised to ensure that students and others are not intentionally ridiculed, embarrassed, intimidated or degraded for positions which they hold on controversial issues.

2. Information regarding controversial issues is to present differing points of view to the extent that:
   - 2.1 Approved resources are available,
   - 2.2 The maturity, ability and need of the student is reflected,
   - 2.3 Provincial curriculum requirements are met,
   - 2.4 Community standards are upheld.

3. Controversial issues, whether pre-planned by the teacher or arising incidentally in class are to be used to promote critical inquiry rather than advocacy (i.e. how to think, not what to think.)

4. School staff are to be supportive to parent(s) in the areas of values and moral development and shall handle parental decisions in regards to controversial issues with respect and sensitivity.

Legal Reference: Section 11, 18, 25, 26, 32, 33, 41, 52, 53, 58, 58.1, 58.2, 196, 197, 222, 225 Education 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

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Administrative Procedure 206

HUMAN SEXUALITY

The Division will provide the curriculum Theme V Unit as mandated through the grades 4 through 6 Health Program.

Procedures

1. Each year before the Theme V unit is taught in the school, the Principal will notify parents via an opt out form (Form 206-1), and on the school website; the Principal may also provide notification via the school newsletter outlining:
   1.1 The content of Theme V for each applicable grade.
   1.2 The date that each topic will be discussed.
   1.3 The teacher(s) who will instruct the unit.

2. Parent(s) may opt out by:
   2.1 Exempting their student(s) from any part of the unit.
   2.2 Exempting their student(s) from all of the unit.

   by notifying the Principal at least two (2) school days before the instruction is scheduled.

3. Alternate learning experiences shall be provided for those students not taking Theme V.

Legal Reference: Section 18, 25, 26, 32, 33, 52, 53, 58, 58.1, 58.2, 196, 197, 222, 225 Education Act Alberta Bill of Rights
Alberta Human Rights Act
Canadian Charter of Rights and Freedoms, Constitution Act, 1982
Human Rights, Citizenship and Multiculturalism Amendment Act
Guide to Education ECS to Grade 12

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Administrative Procedure 207

REMEMBRANCE DAY OBSERVATION

The Superintendent recognizes and gladly accepts the responsibility to direct the School to pay honour and respect to those who served in the World Wars and other international military conflicts as outlined in the Remembrance Day Act.

Procedures

1. On Remembrance Day, the Principal shall:
   1.1 Arrange for a remembrance ceremony that will encompass at least the time period from 11:00 a.m. to 11:05 a.m., or
   1.2 Ensure the observance of two (2) minutes silence from 11:00 a.m. to 11:02 a.m.
2. If a ceremony referred to in section 1 is held at a school, all students shall either attend the ceremony or remain in the school, silent, during the ceremony.
3. If the school is not open on Remembrance Day, the Principal is to comply with this Administrative Procedure on the school day most immediately preceding Remembrance Day.

Legal Reference: Section 16, 18, 25, 26, 32, 33, 52, 53, 58, 58.1, 196, 197, 222, 225 Education Act Alberta Bill of Rights
Alberta Human Rights Act
Remembrance Day Act
Canadian Charter of Rights and Freedoms, Constitution Act, 1982
Guide to Education ECS to Grade 12

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Administrative Procedure 209

PROGRAM PROCEDURES

Background

Individual programs at the School may from time to time develop their own procedures. These procedures are to follow an acceptable standard of clear and concise information, and fair and professional communication. Program development and subsequent procedure development shall be done by approved staff only. To request approval for program development, please contact the Superintendent.

Procedures

1. If a program procedure falls under the area of Locally Developed Courses, Administrative Procedure 219 shall be understood and followed.

2. Copies of all program procedures shall be available in the same folder and drive as Charter Board policies, and administrative procedures.

Legal Reference: Section 18, 25, 26, 33, 51, 52, 53, 196, 197, 222, 225 Education Act

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Administrative Procedure 210

KINDERGARTEN

The Kindergarten program provides a solid foundation for the education of students and the Superintendent will assure access to a program in the School by all eligible students.

Procedures

1. The School may provide at minimum the recommended program as funded by Alberta Education to all eligible students in the School.

2. In order to provide a Kindergarten program, the School may combine Kindergarten with the grade one (1) program in the school.

3. The Principal shall hold a spring meeting of the parent(s) of students eligible for Kindergarten to:

   3.1 Outline the School program to be offered in the fall;

   3.2 Obtain registration of those interested in the program.

4. The Principal is authorized to establish and announce at the spring meeting a Kindergarten fee which shall cover supplemental local costs associated with the program.

5. The School may assess a fee for all students attending Kindergarten.

Legal Reference: Section 3, 11, 17, 18, 25, 26, 33, 52, 53, 197, 222 Education
Act Early Childhood Regulation 87/2019
Funding Manual for School Authorities
Guide to Education ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education
Kindergarten Program Statement

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Administrative Procedure 213

INCLUSIVE EDUCATION

All children have the right to a quality education, an education that shall provide a sense of belonging and acceptance in the school community and which will lead to personal growth, development and success of the individual child.

As defined by Alberta Education, an inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusive education in Alberta means a value-based approach to accepting responsibility for all students. It also means that all students will have an equitable opportunity to be included in the typical learning environment or program of choice.

In the Alberta context, inclusion means every student will be included in the greater school community and will be physically placed in the setting that is best for them at a particular time, based on the input of all parties. Inclusion does not necessarily mean that every student registered in an Alberta school system will be placed in a regular classroom. Physical placement will be flexible and changeable, always with the student's success in mind.

Procedures

1. All students shall be given the opportunity to participate in all aspects of school life.
    1.1 School life shall include all those activities to which students are exposed as part of their school experience.
    1.2 Collaborative program planning and development will allow students to be fully participating members of the school community with programs and support in place which best suits their educational needs.
    1.3 Appropriate screening and diagnostic assessment information contributes to a student profile that allows for planning, program development, and implementation. Information gathered at all levels of the system, beginning with the teacher and family and extending to specialists, will allow teachers to program to meet the diverse learning needs of all students.
        1.3.1 Program planning and development will consider all relevant aspects of a child's development. The School-based learning team will utilize collaborative practices based on the principles of wraparound to facilitate timely support and services within the pyramid of interventions for student success.
        1.3.2 The School-based learning team may consist of the classroom teacher, parents, students (where appropriate), and other school staff aware of the students' needs, and others as required.
2. The classroom teacher is responsible for all students in his/her classroom.
    2.1 The classroom teacher is accountable for the development, implementation and evaluation of the student's program.

2.2 The teacher provides meaningful educational experiences that supports and challenges the student's levels and styles of learning.

3. Parents will be given opportunities and encouraged to participate in their child's education as an integral part of the learning team to collaborate with program planning and implementation.

3.1 Before the teacher provides a student with significant program modifications, the school-based learning team, and when appropriate the student, will collaborate to identify and provide effective instruction and support.

3.2 The School-based learning team will involve parents in the identification, referral and assessment process for students requiring consultation or specialized assessments.

3.3 The Principal must obtain parents' written informed consent for specialized assessments or referrals.

3.3.1 In cases when parents refuse consent, the Principal is to document and place in the student record the reasons for refusal and/or actions undertaken by the School to obtain consent.

3.4 Using all relevant assessment data, the School-based learning team, in collaboration with parents and when appropriate the student, will ensure that there is an individual program plan developed, implemented, monitored and evaluated.

3.5 The Principal will identify whose responsibility it is to coordinate, develop, implement, monitor and evaluate the School-based individual program and services.

3.6 The Principal must obtain written informed consent from parents to provide coordinated services to students, when required, and as identified in students' individual program plan.

3.6.1 In cases when parents refuse consent, the Principal is to document and place in the student record the reasons for refusal and/or actions undertaken by the School to obtain consent.

3.7 A designate of the School-based learning team will arrange opportunities for regular communication and feedback with the parents relating to the individual program plan throughout the school year.

3.8 Consistent with Administrative Procedure 390 – Appeals Concerning Student Matters and Board Policy 13 – Appeals and Hearings Regarding Student Matters, a parent has the right to appeal decisions made by the Superintendent and/or the Board which significantly affect the education of the student.

3.9 When a student is exceptionally vulnerable to severe reaction or injury, the Principal, with the parent(s) or caregiver(s), is responsible for ensuring appropriate arrangements are made for the welfare of the student. To fulfill this responsibility the Principal shall, as per Administrative Procedure 316 – Dispensing Medication to Students:

3.9.1 Make reasonable provisions which will enable the student to receive special medical treatment as required at school.

3.9.2 Request that the Superintendent locate a more suitable educational setting for the student to attend school.

4. Normally, all students will receive their education in an age appropriate setting.

   4.1 Usually, at the elementary school level, the age of all students within any classroom shall vary by not more than one (1) year from the average age of students in that grade. Any variation will be done collaboratively and in consultation with the parent, school staff and Superintendent.

   4.2 If the Charter Board determines it cannot meet the complex needs of a student in an education program provided by the Charter Board or a funded program elsewhere, it shall, within ten (10) days of such determination, refer the matter to the Complex Education Needs Tribunal as prescribed under Section 40 of the Education Act.

Legal Reference: Section 3, 11, 16, 25, 26, 33, 40, 41, 42, 43, 44, 52, 53, 56, 196, 197, 222, 225 Education 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

Approved: September 21, 2022
Revised:

Administrative Procedure 219

LOCALLY DEVELOPED COURSES

Background

The Charter Board recognizes that there may be a need to supplement student programs with locally developed courses in order to meet Charter Board goals; promote and cultivate the unique interests and abilities of students; and/or to foster educational improvement and excellence through innovative courses developed by the School. The Superintendent, with the support of the Curriculum Development Committee, is responsible for the administration of this administrative procedure.

Procedures

1. Locally developed courses shall be consistent with the expectations of the Charter and meet all requirements set out in provincial legislation and Charter Board policy.

2. Any locally developed course becomes the property of the Charter Board, and as such, the Charter Board retains copyright for the course and all associated learning resources and materials.

Legal Reference: Section 18, 25, 26, 33, 51, 52, 53, 196, 197, 222, 225 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 240

GUIDANCE AND COUNSELLING PROGRAM

Background

Parents are the first source of guidance and counsel for their children. All students shall have access to an excellent and comprehensive counselling and guidance program, so that they can be helped to lead fulfilling and productive lives. Such a comprehensive counselling and guidance program shall address the developmental needs of all students in the areas of career planning and development, personal and social issues and educational planning. The Superintendent therefore supports the establishment of a comprehensive counselling and guidance program in the School.

Procedures

1. The School guidance and counselling program shall reflect the unique needs of the School community.

2. The School guidance and counselling program shall endeavour to ensure balanced, effective, sequential programs that meet the educational, personal, social and career goals of all students.

3. Provision of comprehensive guidance and counselling programs at the School is a collaborative, cross-disciplinary task involving all members of the school staff. Ensuring that the program is an integral part of the School's total educational program rests with the Principal.

4. The specific needs of the students and the expertise available in the School will influence the way in which activities and services are provided. Implementation of a comprehensive guidance and counselling program is best directed by persons trained in counselling skills who are certificated teachers. Their responsibilities include:

   4.1 Coordination of programs and activities that assist students in the development of personal, social, educational and career growth (goals).

   4.2 Provision of counselling, support and guidance to students in their development of personal management skills.

   4.3 Provision of crisis counselling to those students in personal difficulty. In such situations parents are to be advised of the intervention if this service is to continue beyond an initial visit unless statutory provisions require otherwise (for example: Administrative Procedures 325 – Child Protection/Abuse).

4.4 Development of partnerships with parents, individuals and agencies in the community, in support and assistance of the guidance and counselling program.

Legal Reference: Section 3, 11, 18, 25, 26, 32, 33, 52, 53, 196, 197, 222, 225 Education 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

Approved: September 21, 2022
Revised:

Administrative Procedure 250

LEARNING COMMONS SERVICES

Background

The Superintendent encourages the Principal to maintain learning commons services that enrich and support the instructional program of the School and promote literacy development and a love for reading in students. The learning commons area of the School is to also promote life-long learning skills that will promote creative thinking, problem solving and the researching and evaluation of information obtained from any source.

Procedures

1. Learning commons services in the School are to involve the leadership of the Principal and full cooperation of teachers and support staff.

2. Under the direction of the Superintendent, the Principal shall receive guidance and training as assistance to manage and develop the school learning commons.

3. The learning commons is to achieve or exceed the standards as outlined by Alberta Education.

4. Under the direction of the Principal, a budget allocation for the maintenance and continued improvement of learning commons resources will be established.

5. The Principal shall organize a learning commons committee to develop a Plan for the learning commons in harmony with Administrative Procedure 251 – Learning Commons Materials Selection.

Legal Reference: Section 3, 18, 25, 26, 33, 41, 52, 53, 55, 196, 197, 222, 225 Education Act Guide to Education ECS to Grade 12

Approved: September 21, 2022
Revised:

Administrative Procedure 251

LEARNING COMMONS MATERIALS SELECTION

Background

Under the direction of the Principal, the learning commons committee will develop the criteria for the selection of learning commons materials to assure all materials obtained for learning commons, enriches and supports the education program and literacy goals of the School.

Procedures

1. Learning commons materials may be selected by the learning commons committee, and are subject to approval by the Principal.

2. Reputable, unbiased, professional prepared selection aids shall be used as guides when selecting materials.

3. Additional selections may result from firsthand knowledge of materials gained from visits to book exhibits, publisher samples, inter-library loans, texts and approved courses of studies used in other schools.

4. Opportunities to review and purchase learning commons materials shall be provided, by the Superintendent, twice per year.

5. The Principal shall establish priorities to guide the selection of materials to assure a balanced collection. These priorities may include the following:
   - 5.1 Is the material or resource needed by this school?
   - 5.2 Is it among the best of its kind available?
   - 5.3 Does it help to implement or enrich the program of studies?
   - 5.4 Is the content, vocabulary and format suitable for the student?
   - 5.5 Does it appear on one (1) or more approved lists or in a reviewing media?
   - 5.6 Has some member of the staff read and/or examined the material/resource and recommended the title for purchase?
   - 5.7 Does it promote improved literacy skills or development in students?
   - 5.8 Does it contribute to a balanced collection?
   - 5.9 Does the value justify the cost?

Legal Reference: Section 3, 18, 25, 26, 33, 41, 52, 53, 55, 196, 197, 222, 225 Education Act Guide to Education ECS to Grade 12

Approved: September 21, 2022
Revised:

Administrative Procedure 252

CHALLENGES TO RESOURCE MATERIALS

Background

The Superintendent shall provide a process whereby concerned individuals or groups may register a complaint regarding any items included in the learning commons collection or used as a learning resource.

Procedures

1. The concerned party must file the request to review with the Principal on a "Challenge To A Resource Material" (Form 252-1) available at the School and on the School website.
   - 1.1 Materials in question shall be evaluated with respect to:
     - 1.1.1 Administrative Procedure 251 – Learning Commons Materials Selection.
     - 1.1.2 Alberta Education Policy re: Controversial Issues in the Classroom (Guide to Education: ECS to Grade 12).
     - 1.1.3 Existing community culture and values.
   - 1.2 Care is to be taken to ensure that the materials in question are evaluated "in context".
2. The decision of the Principal will be made after consultation with the learning commons committee, and a member of the School Council.
3. The Principal's decision may be appealed to the Superintendent.

Legal Reference: Section 3, 18, 25, 26, 32, 33, 41, 52, 53, 196, 197, 222, 225 Education Act Guide to Education ECS to Grade 12

Approved: September 21, 2022
Revised:

Administrative Procedure 252

SCHOOL LIBRARY MATERIALS

Background

New Humble Community School is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and teaching environment by ensuring that library materials are in alignment with Alberta Education's *2025 Ministerial Order Standards for the Selection, Availability, and Access of School Library Materials*. Further, New Humble Community School is committed to ensuring that all school library resources support student well-being, development, and curricular outcomes while protecting students from exposure to inappropriate content.

Definitions

Library Materials**:** All physical and digital resources catalogued and stored in a dedicated space in a school, including the school's library or reading collections, including books, e-books, periodicals, audiobooks, and digital databases.

Explicit Visual Sexual Content**:** Any visual depiction or description of sexual acts, as defined in Alberta's school library standards. These materials are prohibited from the New Humble Community School library.

Direct Connection to the School Community**:** Examples include a Parent, Staff, Student, and/or School Council member.

Procedures

1. Library materials must be selected to support the Alberta curriculum, New Humble School charter and educational goals, and student learning needs.
2. All materials must be developmentally appropriate for the grade levels they serve, free of visual explicit sexual content unless the content is non-narrative for reference purposes, reflect diverse perspectives, identities, and experiences in a respectful and age-appropriate manner, uphold high standards of literary, informational, or artistic merit and support critical thinking, empathy, and intellectual engagement.
3. Digital resources (e.g., e-books, online databases) are subject to the same selection standards as print materials.
4. The school shall maintain and make available a complete catalogue of all library materials, updated at least annually. The catalogue must be publicly available, inclusive of both print and digital holdings and updated following any material additions, removals, or significant changes.
5. Classroom collections of books must be available for parents to review.
6. Members of the school community with a direct connection to the school can contact the Principal directly if there is a concern regarding a book or resource. The Principal may request that the member of the school community put their concern in writing or complete a provided form.

7. The principal or delegate shall conduct a review at least annually of the library collection to ensure ongoing compliance with selection standards and to identify materials for removal or update.

Reference: Section 18, 52, 53, 196, 204, 222 and 25 Education Act, Ministerial Order 034/3025, Guide to Education ECS to Grade 12
Approved: April 22, 2026
Revised:

Administrative Procedure 255

ANIMALS IN SCHOOLS

Background

Animals are only to be in the School for specific educational purposes. Animals may be in the classroom for observation only, not for experimentation. The purpose for keeping the animals need to include, but not be limited to, the Alberta Programs of Study. The life expectancy of an animal is to be considered before committing to long term care of an animal.

Animals may cause allergic or asthmatic reactions. Animals can carry and pass harmful organisms, via touching or biting, which may cause illness to humans. Animals may have an adverse effect on indoor air quality and possibly impact on school financial resources due to required veterinary care due to illness. Animals may not be appropriate for all learning environments.

Responsibility for the humane and proper care of animals is the legal obligation and moral responsibility of those who have assumed stewardship of the animals. The teacher accepts full responsibility for and must closely supervise and monitor care and use of animals in the classroom. The keeping of animals is governed by various pieces of legislation including: Alberta Wildlife Act, Alberta Animal Protection Act and the Criminal Code of Canada. Student caregivers must be supervised and are to be taught proper methods of animals' care and handling.

It is against the law to hold indigenous wild animals captive (e.g., gophers, crows).

Procedures

1. The Principal must approve the entry of all animals on either a temporary or permanent basis into the School.

2. Teachers in classrooms that have individuals with compromised health status, asthma or allergies are not to allow animals. Parents are to be informed before they enroll their child that there are animals in the school. Animals may need to be removed to address health concerns.

3. All animals are to be in good health, show no evidence of disease and be friendly towards students and staff.

4. All reptiles carry Salmonella bacteria. Therefore reptiles including turtles and iguanas are not appropriate animals for primary grades. Also exotic animals such as ferrets or wild animals such as bats and skunks are to be avoided.

5. Animals are not to be allowed to roam free in the classroom.

6. Staff and students are to wash hands thoroughly with soap and water after handling animals or animal items and before eating.

7. Students are to be taught how to behave around an animal. Animals are not to be provoked or teased.

8. Students are to be taught to keep their faces away from an animal's mouth, beak or claws and never to kiss an animal. Unsupervised handling of animals by any student is not to be permitted.

9. Persons with open cuts or sores are not to handle animals. If a person is scratched or bitten, the individual must immediately wash the wounds well with soap and water.

10. Animals are to be housed in appropriate cages or aquariums, etc.

11. A tray or drop sheet is to be kept under animal cages to capture animal wastes and material to prevent these materials from spilling onto floors and furnishings.

12. Animal living areas are to be cleaned at least once a week or as required to minimize odor and ensure appropriate sanitation.

    12.1 All animal waste is to be disposed of immediately.

    12.2 Animal waste boxes are not to be accessible to students.

    12.3 Feces and waste are to be placed in a plastic bag and then disposed of in the outside trash bin.

13. Cages are never to be cleaned in kitchens or anywhere where food is prepared or eaten. Sinks, bathtubs or shower stalls for cleaning animal cages must be thoroughly disinfected before they can be used again.

14. Non-latex gloves must be worn when cleaning aquariums or animal cages and hands washed thoroughly when finished.

15. For an Animal Bite

    15.1 Isolate the animal that has bitten the person.

    15.2 The Principal must be informed of the incident.

    15.3 An Accident Report (Form 315-1) and First Aid Record Form (Form 160-6) must be completed and submitted to the Superintendent.

    15.4 The Principal must inform Alberta Health Services and Animal Control if a bite, from a canine, feline or ferret, breaks the skin. If the Principal contacts Alberta Health Services, the Principal must contact the Superintendent.

16. For an Animal Illness

    16.1 If possible, identify the cause of animal illness.

    16.2 Do not allow individuals, other than the primary care teacher, to handle the animal.

    16.3 If possible, remove the animal from the classroom to a quiet secure area.

    16.4 If an animal has an apparent health issue or if an animal is in distress, a veterinarian is to be contacted for diagnosis and treatment.

17. In the event of the death of an animal kept in the classroom, the animal must be disposed of safely and in a manner that is sensitive to student emotions and as per local by-laws.

Legal Reference: Section 11, 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act Alberta Animal Protection Act
Alberta Wildlife Act
Criminal Code of Canada
Guide to Education ECS to Grade 12

Approved: September 21, 2022
Revised:

Administrative Procedure 256

SERVICE DOGS

Background

The Superintendent supports the use of Service Dogs as an intervention strategy recognized as an aid to children with diverse needs.

The Alberta Service Dogs Act defines a service dog as an animal that has been trained by an Assistance Dogs International accredited school and that carries a Government of Alberta identification card as proof of qualification. Service Dogs are working animals allowed full public access in Alberta and are trained to meet the specific needs of students with whom they have been partnered. Service Dogs may provide services to students diagnosed with disabilities such as physical disabilities, blind or low vision, deaf/hearing impaired, autism spectrum disorder, or a seizure disorder.

Procedures

1. The following procedures will be followed for admittance of a Service Dog to the School. The parent(s) shall:
   - 1.1 Provide a letter to the Principal indicating that the student has been approved for a Service Dog, and include reasons, descriptions of activity, and the benefits of having a Service Dog attend the School with their child.
     - 1.1.1 This letter is to be supplied to the Principal as early as possible in the process to allow for sufficient planning and transition of the Service Dog into the School setting.
     - 1.1.2 If necessary to supplement the student's Instructional Support Plan (ISP), the parent will provide a letter from a physician or psychologist confirming the diagnosis of a recognized special need and include a recommendation for the use of a Service Dog.
   - 1.2 Be provided with a copy of Administrative Procedure 256 – Service Dogs by the Principal upon receipt of the letter in clause 1.1.
   - 1.3 Ensure that the Service Dog meets the qualification requirements under the Alberta Service Dogs Qualifications Regulations.
   - 1.4 Provide detailed information and contact information from the agency training and supplying the Service Dog.
   - 1.5 Work collaboratively with the Principal and school staff to ensure successful integration and on-going support for the Service Dog.
   - 1.6 Assume all financial obligations regarding the use and care of the Service Dog (e.g. training of school staff, special accommodation to the building, etc.).
   - 1.7 Annually provide the Principal with:

1.7.1 Proof of up-to-date vaccinations,

1.7.2 A municipal Service Dog license, and

1.7.3 Confirmation that the Service Dog is in good health.

2. The Principal shall:

2.1 Provide a copy of Administration Procedure 256 – Service Dogs to the parent of the student.

2.2 Inform the Superintendent that a written request has been made for Service Dog admittance to the school.

2.3 Ensure that the use of a Service Dog is consistent with the needs or recommendations of the student's Instructional Support Plan.

2.4 Consult with the Superintendent and school staff prior to arranging a conference with the parents.

2.5 Meet with the parents to review the requirements in Administrative Procedure 256 – Service Dogs and discuss the requirements and the potential transition of the Service Dog, including reasonable timelines of the Service Dog entry into the School setting that ensures a safe and caring environment for all students.

2.6 Conduct a meeting with the parent, classroom teacher(s), and appropriate support staff to review the provision of a Service Dog, and to develop a written plan to determine:

2.6.1 The purpose and function of the Service Dog;

2.6.2 Who will accompany and handle the Service Dog outside;

2.6.3 Personal care and physical needs of the Service Dog;

2.6.3.1 The safest and most environmentally sound place for the Service Dog to relieve itself,

2.6.3.2 Removal and disposal of animal waste,

2.6.3.3 Provision of a suitable container for waste that the dog handler can access,

2.6.3.4 Considerations for seasonal changes and inclement weather, and

2.6.3.5 Considerations and routines necessary for reducing allergens and dander.

2.6.4 Classroom considerations such as seating arrangements and changes to class placements;

2.6.5 Any necessary changes in routine and procedures and program changes;

2.6.6 Arrangements for the Service Dog to visit the School without students present in order to familiarize it with the School site;

2.6.7 A transition plan for the Service Dog and the student;

2.6.8 A timetable for the introduction of the Service Dog to the School and classroom(s) and for the training of the student's School team;

2.6.9 Rules of conduct around the Service Dog for students, staff and the public;

2.6.10 Methods of disseminating and regulating such rules.

2.7 Communicate in writing to members of the School community that a working Service Dog will be entering the School setting to elicit information regarding possible issues such as allergies or phobias from students, staff members and parent(s). This communication will be sent early in the process to determine any alternate arrangements that may be necessary to reasonably accommodate students or staff members.

2.8 Consult extensively with support staff, custodian, school staff, the School Council and the School community prior to the Service Dog arriving at school. During the consultation process with the broader School community, the anonymity of the student and the family will be protected.

2.9 Liaise with stakeholders to resolve specific concerns or issues that may arise regarding the presence of a Service Dog in the school.

3. The Principal, parent(s), teacher(s) and school-based team as required will work collaboratively to create a transition plan to assist in the integration of the Service Dog into the School environment. This transition plan will:

3.1 Provide for the Service Dog to visit the School without students present in order to familiarize it with the School site.

3.2 Establish who will accompany and handle the Service Dog with the student.

3.3 Establish considerations and protocols for season changes and inclement weather

3.4 Establish the safest and most environmentally sound place for the Service Dog to relieve itself and who will be responsible for removal and disposal of animal waste.

3.5 Determine parent or a staff member who will be responsible for the provision of a suitable container for the animal's waste.

3.6 Ensure that the parent is informed that the provision of a certified Service Dog and any objects/care it requires is the financial responsibility of the parent(s) or adult student.

3.7 Arrange for the professional dog handler to train and instruct the support staff and teacher on the proper procedure regarding the Service Dog (example: specific commands, skills, etc.). Establish an alternative dog handler for instances when the dog handler is absent.

3.8 Establish any necessary changes to routine, procedures, or programming needs to be made prior to the Service Dog's entry. Programming needs are to consider potential re-structuring and preparation of the School environment and classrooms to ensure all students can safely function and learn with the presence of a Service Dog.

3.9 Where two (2) disabilities require conflicting accommodations, the Principal must first consider whether alternatives exist that do not pose a conflict. If no such accommodation exists, the conflicting interests must be balanced against one another to determine which accommodation will impose less hardship on the School and the individuals involved.

3.10 Establish rules of conduct around the Service Dog for students, staff and the public.

3.11 Revise emergency procedures as required to include the Service Dog, such as fire drills, evacuation, lock-downs and notification of the Fire Department regarding the existence of the Service Dog.

3.12 Notify the Transportation Supervisor as required to advise drivers and any students who may be sharing transportation where the Service Dog will be present.

3.13 Arrange for an assembly or meeting of all students in the School, to provide education, awareness and information about the Service Dog and its role prior to the Service Dog's arrival. Once the Service Dog has arrived, arrange for a "Welcome Assembly" to introduce the Service Dog to the School community.

3.14 Arrange for signage alerting School visitors to the Service Dog's presence and ensure it is placed in a visible location on the doors of the school.

3.15 Ensure that the Service Dog is incorporated into the ISP of the student as appropriate.

Legal Reference: Section 3, 11, 25, 26, 31, 32, 33, 52, 53, 196, 197, 222, 225 Education Act Alberta Human Rights Act
Alberta Service Dogs Act
Blind Persons' Rights Act
Alberta Service Dogs Qualifications Regulation 197/2008

Approved: September 21, 2022
Revised:

Administrative Procedure 260

FIELD TRIPS AND EXCURSIONS

Background

The Superintendent supports the practice of curricular, co-curricular or extra-curricular field trips and excursions.

The complete education of the child involves experiences beyond classrooms and textbooks. These experiences may be curricular, co-curricular or extra-curricular in nature.

Teachers and students may, from time to time, need to travel to other communities for experiences. While field trips and excursions have positive educational value, care must be taken to ensure that trips or excursions are organized in a manner that maximizes educational benefit and ensures the protection and safety of travelers.

Procedures

1. Student Travel Categories

   All student travel will be assigned to one of three categories (in order of general priority for approval):

   1.1. Curricular: Travel relates directly to the students' study in one or more subject areas and participation is on a class basis (e.g. class field trip to Edmonton). Direct curricular ties must be established.

   1.2. Co-curricular: Travel develops from the School's program and/or students' studies. Curricular ties that are established may be indirect.

   1.3. Extra-curricular: Travel relates indirectly to the School's program and curriculum. Indirect curricular ties are to be outlined.

2. Priority

   2.1. Priority shall be given first to travel within the general area, with travel elsewhere within the province or out-of-province being authorized only when a similar experience is not available locally. In-province travel shall have priority over out-of province travel; Canadian travel shall have priority over international travel.

3. Funding

   3.1. The Principal may authorize a portion of the costs related to all categories of student travel. Some costs may be the responsibility of the participants, either through direct payment or through fund-raising activities.

4. Special Funding for Students

   4.1. Notwithstanding Section 3, no child shall be prevented from participating in curricular or co-curricular travel due to financial considerations. If a student appears unable to participate due to financial considerations, the Principal may provide financial support from the School budget.

5. Approvals

5.1. For those field trips requiring Board approval, it is important that approval in principle be obtained prior to any non-refundable financial commitments

Categories		Destinations	
C (Curricular)		a. Within 100 km of the School	
CC (Co-Curricular)		b. Beyond 100 km and within 1000 km of the School	
EC (Extra Curricular)		c. Beyond 1000 km of the School within Canada	
		d. Outside Canada	
Trip	**Approval in Principle**	**Final Approval**	**Approval Authority**
Ca, CCa	X	X	Principal
Cb, CCb	X	X	Principal with notification to the Superintendent at least one (1) month before departure
Cc, CCc	To Principal two (2) months in advance	To Superintendent one (1) month prior to departure	Superintendent
Cd, CCd	To Superintendent five (5) months prior to departure	To Charter Board two (2) months prior to departure	Charter Board
ECa, ECb	To Principal two (2) months in advance	To Superintendent one (1) month prior to departure	Superintendent
ECc	To Principal two (2) months in advance	To Superintendent one (1) month prior to departure	Superintendent
ECd	To Superintendent five (5) months prior to departure	To Charter Board two (2) months prior to departure	Charter Board
NOTE: All decisions are final.			

6. Responsibilities of the

Principal The Principal is

responsible to:

6.1. Develop an annual plan, which provides for anticipated student travel.

6.2. Monitor curricular travel to ensure its direct relationship to the Alberta Program of Studies and to ensure that sufficient preparation and follow-up occurs with students.

6.3. Monitor co-curricular and extra-curricular travel to ensure that such travel is an integral part of the school's co-curricular and extra-curricular programs and linked to the Alberta Programs of Study.

6.4. Gather and file applicable certification for supervisors of extra curricular excursions.

6.5. Maintain detailed files at the School to support student field trips and excursions.

7. Responsibilities of Parent

   Successful student travel is dependent on support from parents.

   7.1. Review information provided by the School.

   7.2. Provide student medical information, passport/birth certificate if necessary, arrange for adequate insurance for international travel.

   7.3. Discuss School expectations with students.

   7.4. Attend meeting(s) to receive information and give consent in person for Board approved travel.

8. Supervision of Students

   8.1. The Principal is responsible for the safety of students involved in school sponsored travel and will ensure adequate supervision. A teacher must accompany each group involved in student travel. Other adults whose participation is approved by the Principal may also accompany students.

   8.2. The minimum supervision ratio shall be one adult for every ten students.

   8.3. In determining the supervision ratio, consideration must be given to the age and nature of the students, and the type of activities planned. A detailed itinerary of each trip shall be approved by the Principal. If the supervisors deviate from that itinerary, they shall receive prior approval from the Principal.

9. Use of Privately Owned Vehicles

   9.1. The use of privately owned vehicles to transport students is prohibited with the exception of vehicles designated at the School, by the Principal, for the transportation of students in emergency circumstances. The School will reimburse owners of these vehicles annually for the additional cost of increasing their third-party liability coverage to $1,000,000.00. Owners shall assume responsibility for appropriate notification concerning the use of their vehicles.

10. Trips Outside Alberta

10.1. Age of Students

   Priority will be given to students who are older, more mature, and able to behave appropriately.

   10.2. Scheduling of Trips

   As far as possible, scheduling for trips is to take place to coincide with vacation periods.

   10.3. Personnel

      10.3.1. Each activity will have a supervisor responsible for the trip. A teacher must be the supervisor or one of the chaperones.

      10.3.2. Ratio of students to adults shall be not more than 10:1 Mixed groups shall include supervisors of both genders. The ratio of paid staff to volunteers, e.g. parents, etc., shall not be greater than 1:2.

10.4. Proposals

Proposals for trips shall be submitted, with the required detail, for approval according to the schedule as outlined in Section 5 above. Applications must be submitted to the Superintendent's office at least 7 working days in advance of the Charter Board meeting for curricular and co-curricular trips and 12 working days for extra-curricular trips. Further information may be requested.

10.5. Financing

10.5.1. In general, the cost of the trip will be borne by students and personnel accompanying them. In special circumstances, the Principal may authorize assistance to the maximum of $100.00 per student or $1,500.00 in total whichever is less.

10.5.2. Estimated budget information must be provided with the proposal.

10.6. Assessment of Risk Factors

In order to ensure the safety of students and accompanying personnel, areas selected for overseas travel are to be ones in which:

10.6.1. There has been a history of political stability for at least five years and no indications that political turmoil may erupt within the next twelve months. Information can be obtained from website: www.voyage.gc.ca/destinations/menu_e

10.6.2. Risk in other areas (e.g. health, transportation, geographical features) is not substantially greater than those that would be experienced by students traveling within Alberta.

10.6.3. Risk/safety assessment is completed and parents have been informed.

10.7. Academic Standing

Students selected are to be ones whose academic grades will not be substantially jeopardized by the trip.

10.8. Documents

The Principal and supervisor of the program will consult with the Superintendent and Secretary-Treasurer with regard to insurance, passports, and financing of the trip.

11. All trip sponsors will be required to submit the appropriate forms for approval.

12. The Charter Board reserves the right to waive approval requirements in exceptional circumstances.

Legal Reference: Section 1, 11, 25, 26, 31, 32, 33, 52, 53, 196, 197, 222, 225 Education Act Guide to Education ECS to Grade 12
Safety Guidelines for Physical Activity in Alberta Schools
Safety Guidelines for Secondary Inter-School Athletics in Alberta
Physical Education Safety Guidelines

Approved: September 21, 2022
Revised:

Administrative Procedure 260 Appendix

RISK CLASSIFICATION

EXCLUDED ACTIVITIES

Activities where there is NO LIABILITY COVERAGE AVAILABLE

Aviation – non-commercial aircraft, helicopter, hot air balloon rides (tethered & untethered), skydiving, parasailing
Automobiles – racing, drag racing, motor cross, snowmobile Mechanical bulls, rallies, off road all terrain vehicles

Air-filled "fun structures"
Boxing
Bungee jumping
Chuck wagon races
Demolition derbies (vehicles)
Demolition of derelict buildings & equip.
Dunk Tanks
Go-karting
Mountain Climbing – ice climbing, deep caving, repelling, rock climbing
Paintball / war games
Pyrotechnics/fireworks
Rodeos
Watercraft racing
Winter biathlon with live ammunition

High Risk Programs

Activities that create a high potential for injury. They require a great deal of thought and planning prior to implementation. Qualified and/or certified instructors must be present at all times. Classes are to be cancelled if the regular instructor is unable to attend. All rules and regulations must be reviewed with students on an ongoing basis. Strict behavior guidelines and discipline actions must be maintained. Approved safety equipment appropriate to the activity must be used at all times. Signed parental consent forms must be on file before students can participate.

Archery
Downhill skiing / Snowboarding
Firearms courses – rifle ranges
Gymnastics
Hunter training
Lake swimming
Mountain biking
Rollerblading / inline skating
Rope courses – high / low
Sailing
Scuba diving
Skateboarding – skateboard parks
Trampolines
Wall climbing
Watercraft
Water skiing
Whitewater rafting / kayaking
Winter orienteering / winter campouts

Moderate / Low Risk Programs

Activities with a limited potential for serious injury. Instruction by qualified instructors, adequate supervision, the use of protective and safety equipment such as helmets, life jackets, etc., and a careful review of the rules and safety guidelines will help to ensure a safe environment

High Risk Programs

Activities that create a high potential for injury. They require a great deal of thought and planning prior to implementation. Qualified and/or certified instructors must be present at all times. Classes are to be cancelled if the regular instructor is unable to attend. All rules and regulations must be reviewed with students on an ongoing basis. Strict behavior guidelines and discipline actions must be maintained. Approved safety equipment appropriate to the activity must be used at all times. Signed parental consent forms must be on file before students can participate.

Canoeing	Horseback riding / trail riding
Court sports	Ice hockey
Cross country skiing	Ice skating
Curling	Martial arts – karate, judo, kung fu, tae kwon do
Diving	Non-physical educational / cultural programs
Fishing	Orienteering
Golf	Swimming - public pools, wave pools, water slides
Gymnasium programs	Sports field programs – soccer, football, baseball, field hockey
Hay ride / Sleigh rides	Summer campouts
Hiking on trails	Tobogganing / snow sledding

Legal Reference: Section 1, 11, 25, 26, 31, 32, 33, 52, 53, 196, 197, 222, 225 Education Act Guide to Education ECS to Grade 12
Safety Guidelines for Physical Activity in Alberta Schools
Safety Guidelines for Secondary Inter-School Athletics in Alberta
Physical Education Safety Guidelines

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Administrative Procedure 264

STUDENT SAFETY DEVICES

Background

The Superintendent recognizes that the School staff has a responsibility to supervise and care for all students in a reasonable and prudent manner. Therefore, provisions will be made during all activities, both curricular and extra-curricular, for use of the appropriate student safety devices.

Procedures

1. The Principal shall assume the responsibility for the overall compliance of this Administrative Procedure. However, each teacher shall be responsible to ensure that the students under their direction use appropriate safety devices as directed in the Safety Guidelines for Physical Activities.

2. Student safety devices would include, but not be limited to, items prescribed by Alberta Education as referenced in recommended curriculum materials, requirements of School insurance carriers or from legal directives from the provincial and/or federal governments.

3. Students who do not use the appropriate safety devices will not be allowed to participate in these activities

4. In a September staff meeting each year, the Principal shall review this Administrative Procedure with all staff members.

5. All student safety devices are important and are to be used as appropriate. Safety helmets are specifically required for all skiing, snowboarding, ice skating, horseback riding and all bike riding activities.

Legal Reference: Section 1, 11, 25, 26, 31, 32, 33, 52, 53, 196, 197, 222, 225 Education Act Traffic Safety Act
Guide to Education ECS to Grade 12
Safety Guidelines for Physical Activity in Alberta Schools
Safety Guidelines for Secondary Inter-School Athletics in Alberta
Physical Education Safety Guidelines

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Administrative Procedure 265

SAFE USE OF FIREARMS AND WEAPONS

Background

The Superintendent recognizes the importance of the safe use, handling, and storage of firearms or weapons which may be used for instruction or extracurricular activities.

Procedures

1. The Principal shall ensure student and staff safety are paramount when firearms or weapons are used in approved locally developed courses, sections of a course, or as part of extracurricular activities.

2. Staff using firearms/weapons for instructional purposes shall submit a safety report to the Principal which meets the following conditions and criteria:
   - 2.1 An outline of the safety aspects and how safety will be handled for the duration of the program;
   - 2.2 An outline of the supervision schedule and ratio of staff to students;
   - 2.3 A copy of the appropriate training certificates or permits of the instructor;
   - 2.4 Communication to parents regarding the content and procedures of the program;
   - 2.5 Written permission from parent(s) for participation/involvement;
   - 2.6 Provision for students to opt out of selected units of study with an alternative work plan.

3. Firearms/weapons shall be securely stored in a locked location at all times.

4. In storage or conveyance, firearms/weapons shall be rendered permanently inoperable or have an essential component removed. The essential component must be stored in an alternative location.

5. When the practical application component of the program is to be held at an approved facility off School property, all firearms/weapons shall be supplied by the instructor and students will be informed not to bring any items to the facility.

6. Where live ammunition is to be used at an approved firing range, the instructor must hold the proper training certificates.

7. This Administrative Procedure does not apply to models used for class demonstration for drama classes if the model meets the approval of the Principal.

Legal Reference: Section 11, 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act Guide to Education ECS to Grade 12

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Administrative Procedure 280

PROGRAM EVALUATION

Background

Program evaluation provides reliable insights into the quality and effectiveness of the School's instructional efforts. It also serves to acknowledge the Charter Board's obligation to be accountable to the public for the quality of education provided for students as well as its obligation to ensure that all programs are being offered in accordance with the provincial program of studies.

School programs will be periodically evaluated to ensure that program objectives are pursued and achieved in an effective and efficient manner.

Procedures

1. The major purposes for program evaluation are to:
   - 1.1 Ensure that program objectives and delivery are consistent with student needs.
   - 1.2 Identify program strengths as well as areas requiring improvement.
   - 1.3 Recommend deletion, modification or continuation of program components as required.

2. Criteria used to evaluate program effectiveness include:
   - 2.1 Adherence to Alberta Education curriculum guidelines and Superintendent requirements.
   - 2.2 Appropriateness and availability of resources to support program delivery.
   - 2.3 Suitability and variety of learning activities in which students are engaged.
   - 2.4 Degree of integration with other programs.
   - 2.5 Quality of long-range plans.
   - 2.6 Articulation between and among grades.
   - 2.7 Provisions made to accommodate individual student needs.
   - 2.8 Suitability of student evaluation procedures.
   - 2.9 Quality of in-service and professional development programs offered in support of program development/implementation.
   - 2.10 Results achieved by students.

3. External program evaluations may be conducted by Alberta Education at the request of the Superintendent.

4. Program evaluations may be conducted at the School level or as part of an overall School review.

5. The Principal is responsible for monitoring and evaluating the quality of programs in the School.

Legal Reference: Section 18, 25, 26, 33, 52, 53, 66, 67, 196, 197, 222, 225 Education Act Guide to Education ECS to Grade 12
Policy and Requirements for School Board Planning and Reporting
School Authority Planning and Reporting Reference Guide
Ministerial Order on Student Learning 001/2013

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Revised:

Administrative Procedure 290

RESEARCH STUDIES

Background

The Charter Board recognizes its responsibility to share educational experiences and provides opportunities for individuals to interact with the School.

Procedures

1. All applications to undertake research projects or surveys within the School or to obtain assistance from the School with respect to studies or research projects shall be submitted to the Superintendent.

2. After due consideration and applying the criteria identified in this Administrative Procedure, an application will, depending upon its nature, be approved or denied.

3. Research projects undertaken by or for the School shall be conducted and/or coordinated by the Superintendent.

4. The Secretary-Treasurer shall be responsible for the financial arrangements for research projects.

5. Externally initiated research projects may be terminated at any time if, in the judgment of the Superintendent, the guidelines established for the study have been violated.

6. Research studies will be approved and conducted according to the following procedures.
    - 6.1 All applications shall be satisfactorily completed at least one (1) month in advance of the study and must be submitted to the Superintendent. Timelines shorter than one (1) month will be considered if extenuating circumstances exist.
    - 6.2 Requests to undertake graduate level research or survey studies must be submitted to the Superintendent.
    - 6.3 Upon completion of the study, the researcher shall be required to submit to the Superintendent, if available, a complete report plus an abstract describing the project and the findings.
    - 6.4 The following criteria will be used by the Superintendent in considering research studies:
        - 6.4.1 The study shall have recognizable value to the School and/or to education in general;
        - 6.4.2 The content of any proposed questionnaire or survey instrument must not be objectionable to staff, students or parents;
        - 6.4.3 The involvement of students or teachers does not require an unreasonable amount of time;
        - 6.4.4 The willingness of individuals to participate;

6.4.5 The number of research studies planned or underway in the School; and

6.4.6 Preference for approval will be given to School staff.

7. The Superintendent shall, when necessary, ensure that the contents of a study are held in confidence.
8. The Superintendent shall inform the Charter Board of requested research projects and involve the Charter Board in the decision to conduct a major research in NHCS.

Legal Reference: Section 11, 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act

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Administrative Procedure 300

ENTRANCE AGE

Background

The Superintendent believes that children admitted to grade 1 prior to the age of six (6) years are more likely to experience educational, emotional and social difficulties at school and therefore their admittance is strongly discouraged. It is recognized, however, that the differential nature of children's development may occasionally give rise to requests for early admission with respect to children who become six (6) years of age between September 1 and December 31 of that school year. In such cases the following procedures will apply.

Procedures

1. Early entrance may be approved for children who reach the applicable age between September 1 and December 31 of that school year.

    1.1 In order to make an informed decision, parents considering early admission for their child shall consult with the Principal regarding the suitability of early admittance and if the consultation is satisfactory to the Principal, the child may be admitted.

    1.2 The Principal shall advise the parent under clause 2.1 above that a readiness assessment evaluation acceptable to the School is available upon request by the parents.

    1.3 Procedures for this assessment may be established and approved by the Principal from time to time.

2. Kindergarten programs are offered to children that are preparing to enter grade 1 in the following year. Admittance to a kindergarten program including early entrance, will be permitted on the same basis as set out in clause 2.1.

3. Where a child has been admitted early to a kindergarten program because of special needs, that child's entry into grade 1 shall be subject to the procedures in section 1 above.

4. Parents of a beginning student are required to present proof of the child’s age and to complete a Student Registration Form (Form 300-1).

Legal Reference: Section 3, 4, 7, 8, 9, 11, 16, 21, 25, 26, 32, 33, 52, 53, 197, 222 Education Act

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Administrative Procedure 301

ADMISSION OF OUT-OF-AREA STUDENTS
(Transportation Boundary)

Background

The School has as its primary mandate the education of students in the locality. If resources and facilities permit, consideration will be given to the admission of out-of-area students, subject to the following procedures.

Procedures

1. The School will respect and honour all official agreements drawn up between school authorities in relation to any contractual obligation to educate out-of-area students.

2. If space and resources permit, the Principal shall admit out-of-area student(s) into the School in this priority:
   - 2.1 Siblings of students already attending the School;
   - 2.2 Children of staff members;
   - 2.3 Previous students of Humble Beginnings Playschool;
   - 2.4 First come, first served, to all other students.

3. The Principal shall not admit:
   - 3.1 Students requiring excessive special education consideration,
   - 3.2 Students who have been expelled from other school authorities,
   - 3.3 Students who in the past have not respected the rules and procedures of the School.

4. The School shall assume no responsibility to transport out-of-area students to or from the School.

5. All out-of-area students will be subject to the same rules, fees, policies, and procedures as regular students and failure to abide by them may result in permanent expulsion from the School.

6. The School reserves the right to collect all government fees associated with the out-of-area students.

7. Any out-of-area students desiring to commence attending the School shall apply to the Principal before the School commencement date in the fall.

8. The Principal shall ascertain the student's eligibility as per section 2 above and if in doubt, shall confer with the Superintendent before making a decision.

9. Wherever possible, admission of out-of-area students shall be limited to the commencement of the school year or of a semester.

Legal Reference: Section 3, 4, 11, 12, 13, 25, 26, 33, 43, 52, 53, 197, 222 Education Act

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Administrative Procedure 305

SCHOOL TRANSPORTATION BOUNDARIES

Background

The Superintendent will set transportation boundaries for the School with the Charter Board's consultation.

Procedures

1. Boundaries shall be set with regard to:
   - 1.1 Maintaining the stability and viability of the School.
   - 1.2 The efficiency and continuity of bus routes and busing.
2. Boundaries are to be in place before the beginning of each school year.
3. Where busing is a factor, bus service will be provided to all eligible students living within the transportation boundary to the School.
4. In exceptional circumstances, the Superintendent will consider providing busing to students living outside the attendance boundary. Every case must be applied for each school year.
   - 4.1 A written parental application for a student to be bused outside the attendance boundary must be received by the Principal.
     - 4.1.1 A busing fee of two hundred dollars ($200.00) per student/family must accompany the application. If the application is denied, the fee will be refunded.
   - 4.2 The student will get on the bus at a pick up point already in place on the established bus route.
   - 4.3 There must be sufficient space on the bus to accommodate the requesting student.
   - 4.4 Final approval is given by the Superintendent.

Legal Reference: Section 4, 7, 11, 21, 25, 26, 32, 33, 52, 53, 59, 197, 222 Education Act

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Administrative Procedure 307

STUDENT INFORMATION SYSTEM (SIS)

Background

The Student Information System (known as "SIS") is a School database used to communicate student information to Alberta Education, track academic achievement, attendance, student services supports, student demographics, incident management and to communicate with the transportation contractor and with external partners. The goal of SIS is to provide educational policy makers and administrators at all levels, school authorities and government with accurate information on Alberta students. This information is crucial to the planning, decision-making, and evaluation of educational programs throughout the province.

Procedures

1. The Principal is the primary contact between the schools and Alberta Education for the data collection.

2. The roles and responsibilities of the Principal are as follows:
   - 2.1 To train school personnel in the procedures for collecting and coding student data.
   - 2.2 To help school personnel establish and monitor the data collection and verification process required by Alberta Education.
   - 2.3 To gather and consolidate student data.
   - 2.4 To ensure the accuracy and completeness of student data.
   - 2.5 To transmit the required student information to Alberta Education in a timely fashion to meet provincial processing schedules.

3. The Principal must ensure:
   - 3.1 Collection and recording of student data is timely and accurate.
   - 3.2 The validity of all student data for completeness and accuracy.
   - 3.3 The student registration form (Form 300-1) is completed annually.
   - 3.4 That no student receives a timetable until the student registration form has been received and entered.
   - 3.5 The classroom teacher is entering all attendance daily into the SIS.

Legal Reference: Section 3, 25, 26, 33, 52, 53, 56, 197, 222 Education Act

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Administrative Procedure 310

SUPERVISION OF STUDENTS

Background

The staff at the School share in the supervision of the students during school hours and at all School related activities.

Procedures

1. It shall be the responsibility of the Principal to work out a supervision schedule that includes:
   - 1.1 Before school hours, recess, noon hour and after school hours.
   - 1.2 Both inside and outside the School.
   - 1.3 Loading and unloading buses.
   - 1.4 During extra or co-curricular activities.
2. The type and amount of supervision shall vary according to the age and type of activity the students are involved in.
3. Teachers are expected to be at the School early enough to assist with the general supervision of students before school hours.
4. With the permission of the Superintendent, volunteers may be approved for some of the supervision responsibility.
5. The Principal shall post at regular intervals a supervision schedule that complies with this Administrative Procedure.

Legal Reference: Section 3, 11, 25, 26, 31, 32, 33, 36, 37, 52, 53, 55, 196, 197, 222, 225, 256 Education Act Supporting Safe, Secure and Caring Schools in Alberta
Safety Guidelines for Physical Activity in Alberta Schools
A Safe Place: Creating Peaceful Schools

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Revised:

Administrative Procedure 315

STUDENT ACCIDENT OR ILLNESS

Background

The Superintendent recognizes that staff have a responsibility to supervise and care for students while at the School in a reasonable and prudent manner. If illness or injury occurs to any student, it is expected the staff member(s) will act in a manner reflecting the actions of a caring parent subject to the following procedures.

Procedures

1. The Principal shall assume the overall responsibility for the care of ill or injured student(s), and only in the case of emergencies shall action be taken without the Principal's awareness.

2. Parent(s) of student(s), shall be notified as soon as possible of all illness/injuries affecting their student(s).

3. The Principal shall be responsible for keeping a student record that may be accessed in case of injury or illness which shall include, but not be limited to:
   - 3.1 Student name, home phone, address, parent(s) name;
   - 3.2 Contact phone (home and work);
   - 3.3 Up-to-date Medic Alert File (SMART SYSTEM).

4. The Principal shall conduct a periodic audit of the School areas, with special attention given to areas of potential hazard, such as:
   - 4.1 Playgrounds;
   - 4.2 Gymnasiums;
   - 4.3 Industrial arts labs;
   - 4.4 Science rooms.

5. For a student who is ill at school, the Principal shall assure that:
   - 5.1 The parent(s) is contacted as soon as possible.
   - 5.2 Arrangements are made to have the parent(s) pick up the student or mutually agree on some appropriate action.
   - 5.3 The student is assigned to a supervised infirmary at the School.
   - 5.4 If extreme, the family preferred doctor is contacted.
   - 5.5 The bus driver has been informed, if going home after school hours.

6. For a student who is injured at the School:

   6.1 The supervisor shall take any first aid action that an emergency situation may require. If in doubt, the supervisor will not move the student and will call for assistance immediately.

7. The Principal shall, depending upon the emergency nature of the situation, assure that contact is made with:

   7.1 The student(s), parent(s), excepting independent student(s).

   7.2 A doctor, family preferred if possible.

   7.3 An ambulance service if required.

8. No staff member is to prescribe or sign for medical treatment.

9. The supervisor shall complete an accident report form (Form 315-1) and submit it to the Principal who in turn shall file it.

Legal Reference: Section 11, 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act Emergency Medical Aid Act

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Administrative Procedure 316

ADMINISTERING MEDICATION TO STUDENTS

Background

Students who are on medication which they have to take during school hours are to be treated with the utmost care. In order to avoid any confusion over what is or is not required, the following procedures for the administration of medication are to be strictly adhered to.

Procedures

1. The Principal shall make every effort to obtain from parents a statement of the child's health at the beginning of each school year, along with information concerning any allergies.

2. In an emergency situation, an employee is expected to act as a responsible parent in the administration of medication in any form to any child.

3. Non-Severe Allergies and Medical Conditions

   3.1 Parents may request that medication be administered to a child during school hours. Such requests shall:

      3.1.1 Be in writing; issued by a medical practitioner or pharmacist.

      3.1.2 Specify the time(s) at which such medication is to be administered.

      3.1.3 Specify the exact dosage and method of administration.

      3.1.4 Specify the duration of the treatment.

      3.1.5 Outline procedures to be followed in case of suspected adverse reaction.

   3.2 No employee shall administer any prescription medication to any student unless the above conditions have been met.

   3.3 Wherever possible, parental permission is to be obtained before administering any medication to a child where doubt exists that:

      3.3.1 It is necessary.

      3.3.2 It is in the best interests of the child.

4. Severe Allergies And Medical Conditions

   4.1 Responsibilities of Parent(s)

   When a student has a life threatening medical condition such as epilepsy, allergy to insects, peanuts and/or other food, other allergens, etc., the parent shall:

      4.1.1 Inform the Principal of their child’s allergies using the Severe Allergy and Medical Condition Alert Form (Form 316-1), including medical instructions from the student’s physician;

      4.1.2 Ensure that Form 316-1 is kept current;

      4.1.3 Provide the Principal with one (1) up-to-date application of the prescription

medication to be stored in safe access storage established by the Principal, and clearly marked with the student's name, known allergen and telephone number;

4.1.4 Provide one (1) up-to-date application of the medication to be carried by the student, to be clearly marked with the student's name, known allergen and telephone number;

4.1.5 Check expiry dates of medication and injectors and replace them as necessary;

4.1.6 Provide and require their child to wear medic alert bracelet at all times;

4.1.7 Communicate with the Principal to discuss their child's medication needs and effects (include as many details as possible), and indicate special tips that have been effective at home;

4.1.8 Secure specific instruction(s) from the child's physician for staff members who may be required to apply respiratory equipment or give injections (i.e. use of an EpiPen® for students with life threatening allergies), including the following information:

4.1.8.1. Detailed emergency procedures to be followed in the event of a reaction;

4.1.8.2. Name of medication;

4.1.8.3. Dosage;

4.1.8.4. Method of administration;

4.1.8.5. Possible side effects;

4.1.8.6. Special storage instructions; and

4.1.8.7. Time frame in which it must be received.

4.1.9 Notify the Principal, in writing, of all changes of medication given at the school (e.g. dosage, new medication or discontinued medication).

4.1.10 Teach their children:

4.1.10.1 To recognize the first symptoms of an anaphylactic reaction or the respective medical condition;

4.1.10.2 To know where the medication is kept and who can get it;

4.1.10.3 To communicate clearly when they feel a reaction starting;

4.1.10.4 To carry their own auto-injector with them;

4.1.10.5 Not to share snacks, lunches or drinks;

4.1.10.6 The importance of hand-washing;

4.1.10.7 To report bullying and threats to an adult in authority; and

4.1.10.8 To take as much responsibility as possible for their safety.

4.1.11 If the child has a severe allergy, the parent will:

4.1.11.1 Provide appropriate snacks and lunches for the student.

4.1.11.2 Advise the bus driver of the student's severe allergies.

4.1.11.3 In cooperation with the Principal and classroom teacher, implement a “buddy” system to identify unusual behaviour.

4.2 Responsibilities of the Principal

With the consent of the parent, the Principal and the classroom teacher may provide the student’s classmates with information on the life-threatening medical conditions in a manner that is appropriate for the age and maturity level of students. The Principal shall:

4.2.1 Ensure that the parent(s) have completed the Severe Allergy and Medical Condition Alert Form (Form 316-1);

4.2.2 Provide parents with this Administrative Procedure;

4.2.3 Ensure that an emergency response plan, based on the physician’s instructions on the Severe Allergy and Medical Condition Alert Form (Form 316-1), is developed and reviewed annually for each student with a life-threatening allergy;

4.2.4 Ensure that all who may be involved with the student (e.g. school staff, volunteers, bus drivers, and substitutes) are informed concerning any required emergency procedures and have received training in the use of an auto-injector;

4.2.5 Place the Severe Allergy and Medical Condition Alert Form (Form 316-1) in a prominent place accessible to all staff but which provides a reasonable level of confidentiality for the student (i.e. staff room bulletin board);

4.2.6 Require the parent to provide the Principal with two (2) up-to-date applications of the student’s medication, one for the safe access storage space and one to be carried by the student (as appropriate for age and ability);

4.2.7 As soon as possible, advise all staff members of the students who have a potentially life-threatening medical condition;

4.2.8 Ensure that students are educated (e.g. home rooms/student assemblies) on how to respond to life-threatening allergic reactions (as appropriate for age and ability);

4.2.9 Ensure that, in the case of a field trip, staff, the parent or a designated adult who is acquainted with the procedure, accompany the student on the field trip and bring a copy of the Severe Allergy and Medical Condition Alert Form (Form 316-1) along with the up-to-date application of the student’s medication and any emergency medications/supplies;

4.2.10 In the event that a parent does not want the student to carry emergency medications/supplies on the student’s person, the Principal is to ensure there is a safe, easy and central access to the medication by all staff;

4.2.11 Ensure the development of a documentation system relative to:

4.2.11.1 Medication storage; and

4.2.11.2 Medication changes.

4.2.12 Store auto-injectors in easily accessible locations;

4.2.13 Ensure that copies of the Severe Allergy and Medical Condition Alert Form (Form 316-1) are available in the “Student Life-threatening Conditions

Binder" located in the School's central office and in the student's file;

4.2.14 In cooperation with the parent(s) and classroom teacher, implement a "buddy" system to identify unusual behavior; and

4.2.15 Work with the School's School Council to increase the community awareness of anaphylaxis and the role of the School in protecting students with life- threatening allergies and medical conditions.

4.2.16 Storage of Medication

4.2.16.1 Each Principal will ensure that medication is stored in a secure, central location where students do not have access.

4.2.16.2 Medication that requires immediate administration (allergy) or student self-administered medication will be stored in a secure location in the classroom.

4.2.16.3 All medication brought to the School shall be in the original, labeled container.

4.2.16.4 Each Principal will ensure that where applicable a sharps container will be installed at the School. A sharps container is a specially-designed container that is used to store used medical equipment such as needles.

4.3 Responsibilities of the Student

The student's role can vary from "being aware of the need for medication" to "self-managing their medication with adult supervision" depending on their age and developmental stage. The student shall:

4.3.1 To the extent possible, manage their medical needs within the School and participate in the development and revision of their medication place.

4.3.2 Ensure (as appropriate for age and ability) that all correspondence from the parents is given to the appropriate staff person at the school.

4.3.3 As appropriate for age and ability, bring home written information from the school and give it to their parents.

4.3.4 Students with severe allergies and/or medical conditions must:

4.3.4.1 Take as much responsibility as possible for avoiding allergens (as appropriate for age and ability);

4.3.4.2 Eat only food brought from home unless authorized by the parents in writing;

4.3.4.3 Take responsibility for checking labels and monitoring intake (as appropriate for age and ability);

4.3.4.4 Wash their hands before eating;

4.3.4.5 Learn to recognize symptoms of a severe allergic reaction;

4.3.4.6 Promptly inform a teacher or an adult as soon as accidental ingestion or exposure to an allergen occurs or symptoms or a severe allergic reaction appear;

4.3.4.7 Keep an injector or medication handy at all times; and

4.3.4.8 As appropriate for age and ability, know how to use an injector or take medication.

4.3.5 The foregoing statement of this Administrative Procedure does not apply to medication by injection on a regular basis (e.g. diabetic condition). Most diabetics, even very young students, are capable of managing their own sugar and insulin intake. The parent is to advise the community health nurse so that the health education of the student and the classroom teacher may be reinforced.

4.4 Responsibilities of the Teacher and Staff

4.4.1 Participate in the review of the individual plan for students with life-threatening allergies or medical conditions in his/her classroom;

4.4.2 Discuss the life-threatening allergies or medical conditions including if appropriate anaphylaxis with the class in age-appropriate terms;

4.4.3 Encourage students not to share lunches or trade snacks;

4.4.4 Choose allergy-free foods for classroom events;

4.4.5 Establish procedures to ensure that the anaphylactic student eats only what they bring from home;

4.4.6 Reinforce hand washing before and after eating;

4.4.7 Facilitate communication with other parents;

4.4.8 In cooperation with the parent(s) and the Principal, implement a “buddy” system to identify unusual behaviour;

4.4.9 Follow the School procedures for reducing risk in classrooms and common areas;

4.4.10 Enforce rules about bullying and threats;

4.4.11 Leave information in an organized, prominent and accessible format for substitute teachers, parent volunteers or others who may have occasional contact; and

4.4.12 Plan appropriately for field trips by:

4.4.12.1 Ensuring that emergency response plans are considered; and

4.4.12.2 Ensuring that auto-injectors are taken.

4.5 Responsibilities of Bus Drivers

4.5.1 Attend in-service sessions provided by the School; learn to watch for symptoms of an anaphylactic, severe allergy, and/or medical condition reaction;

4.5.2 Receive training in the use of an auto-injector;

4.5.3 Carry a copy of the emergency alert form (Form 316-1) on the school bus, displayed in a prominent location;

4.5.4 Ensure that the Principal and/or parent(s) are informed if a trained driver is unavailable;

4.5.5 Assist in developing procedures to minimize risk while traveling on the school

bus;

4.5.6 Assist in developing an emergency action plan that relates directly to busing;

4.5.7 Carry out emergency action plan as necessary; and

4.5.8 Ensure that an auto-injector is stored in a safe and accessible place on the bus or that the child carries an auto-injector in an identified location while on the school bus.

4.6 Responsibilities of All Parents

4.6.1 Respond cooperatively to requests from the Principal to eliminate allergens from packed lunches and snacks;

4.6.2 Participate in parent information sessions;

4.6.3 Encourage children to respect anaphylactic student and School procedures; and

4.6.4 Inform the teacher prior to distribution of food products to any student in the School.

4.7 Responsibilities of All Students

4.7.1 Learn to recognize symptoms of an anaphylactic reaction;

4.7.2 Avoid sharing food, especially with anaphylactic students;

4.7.3 Follow School rules about keeping allergens out of the classroom and washing hands; and

4.7.4 Refrain from bullying or teasing a child with a severe allergy.

Legal Reference: Section 3, 7, 11, 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act Emergency Medical Aid Act
Freedom of Information and Protection of Privacy Act
Emergency Medical Aid Act
Occupational Health and Safety Act
Guidelines for Child/Student Focused Medication Management (CSFMM) In Preschool and School Settings - Alberta Health Services

Approved: September 21, 2022
Revised:

Administrative Procedure 318

PEDICULOSIS (LICE)

Background

The Superintendent recognizes the concern represented by the transmission of pediculosis in the School and therefore encourages close communication between school staff, parents 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 the School Council to describe and then communicate to parents both preventative and remedial procedures for dealing with instances of pediculosis.

2. Parents of infected students are to be requested to pick up students from School as soon as possible for treatment.

3. Students may be permitted to return to School after they have undergone a recommended course of treatment.

4. If there are ongoing concerns about particular cases not responding or being compliant with therapy, then the Principal shall inform the Public Health Authority of these concerns.

Legal Reference: Section 11, 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act Public Health Act

Approved: September 21, 2022
Revised:

Administrative Procedure 320

STUDENT RECORDS

Background

The Superintendent directs the Principal to maintain a record for each student enrolled in the School to better track and enhance the educational opportunity for that student.

Procedures

1. The Principal shall be responsible for the accuracy, accessibility, security, transfer and annual review of student(s) records.

2. Each student record shall contain:

   2.1 A birth certificate showing the student's name as registered under the Vital Statistics Act, or, if the student was born in a jurisdiction outside Alberta, the student's name as registered in that jurisdiction, and any other surnames by which the student is known;

   2.2 The student identification number assigned to the student by the Minister and any student identification number assigned to the student by the School;

   2.3 Name of the student's parent(s), a copy of any separation agreement or court order referred to in section 56 of the Education Act;

   2.4 Personal data, including: birthday, gender addresses and telephone numbers of the student and of the student's parent;

   2.5 Citizenship of the student and, if the student is not Canadian, the type of visa or other document to which the student is lawfully admitted to Canada and the expiry date of that visa or other document;

   2.6 Charter School in which the student is resident;

   2.7 Name of all schools attended and dates of enrolment;

   2.8 Annual summary or summary at the end of each semester of the student's achievement or progress in courses and programs in which the student is enrolled;

   2.9 Results of diagnostic, achievement and diploma examinations administered by or on the behalf of the province;

   2.10 Results of any standardized tests locally administered to all or a large portion of the students or to a specific grade level of students;

   2.11 In relation to any formal intellectual, behavioural or emotional assessment or evaluation administered individually to the student by the Division,

      2.11.1 The name of the assessment or evaluation;

      2.11.2 A summary of the results;

      2.11.3 The date of the assessment or evaluation;

      2.11.4 The name of the individual who administered the assessment or evaluation;

2.11.5 An interpretive report relating to the assessment or evaluation;

2.11.6 Any action taken as program planning as a result of the assessment, evaluation or interpretive report.

2.12 In relation to any independent formal intellectual, behavioural or emotional assessment of evaluation requested by the student's parent and administered to the student by an independent party:

2.12.1 The name of the assessment or evaluation;

2.12.2 A summary of the results;

2.12.3 The date of the assessment or evaluation;

2.12.4 The name of the individual who administered the assessment or evaluation;

2.12.5 An interpretive report relating to the assessment or evaluation;

2.12.6 Any action taken as program planning as a result of the assessment, evaluation or interpretive report.

2.13 Any health information that the parent(s) wishes to be placed in the student record;

2.14 Annual attendance summary;

2.15 If eligible, request for instruction in French;

2.16 Any formal education plan (IPP, etc.) when devised;

2.17 Information about any suspension of more than one (1) day or expulsion relating to the student. This is to be kept for a minimum of one (1) year and a maximum of three (3) years.

2.18 A notation indicating whether the student is Status Indian/First Nations, Métis or Inuit, if the parent wishes to provide this information.

3. The Principal shall use discretion in adding any other sensitive or confidential information not included in the list above.

4. Access to the information in a student record shall be limited to:

4.1 The parent(s) of the student.

4.2 The student is sixteen (16) years of age or older.

4.3 A school employee on a need to know basis.

4.4 The Minister or a delegated party.

5. Access is permitted to materials such as specialized tests that require interpretation or explanation only if such qualified person is available.

6. Student records shall be retained at the last school the student attended for at least seven (7) years after the student normally would have been expected to graduate from Grade twelve (12), unless such records are transferred as outlined in clause 7.1.

7. The transfer of student records, when requested in writing by the Principal of the receiving school, shall be handled on the following basis:

7.1 If a student transfers to another school in Alberta, the original student records file shall be sent to the school.

7.2 If a student transfers to another school outside Alberta, a duplicate copy of the student records file may be sent to the school and the original kept by the original school as outlined in section 6.

Legal Reference: Section 9, 11, 18, 25, 26, 32, 33, 36, 37, 52, 53, 56, 68, 70, 197, 222 Education Act Child, Youth and Family Enhancement Act
Section 6, 16, 17, 32, 33, 34, 35, 36, 37, 38 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 Freedom
Youth Criminal Justice Act
Freedom of Information and Protection of Privacy Regulation 200/95
Student Evaluation Regulation 177/2003
Student Record Regulation 71/99

Approved: September 21, 2022
Revised:

Administrative Procedure 322

LEGAL CUSTODY OF CHILDREN/STUDENTS

Background

Custody disputes between parents or other family members may be complicated by the fact that legal custody of the child/student has not been assigned. In such cases, de facto custody lies with the parent with whom the child/student lives.

While it is preferable to avoid becoming involved in a custody dispute, the protection and best interest of the child/student must be the major factor in a Principal's decision whether or not to release a student to a person claiming custody.

Students/children who are the subjects of custody claims are not to be released from the 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 access to a student and legal custody is uncertain, the Principal shall:

   2.1 Ask the claimant to identify themselves and produce a legal order or a notarized statement for custody.

   2.2 Inform the claimant that the student will not be released from the School until the normal morning or afternoon dismissal time; and that the parent with whom the student lives will be informed that the claim for access has been made.

   2.3 Notify the parent with whom the student lives that the claim for access has been made and bring agreement as to whom the student will be released.

   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 with whom the student lives cannot be contacted and thus the two (2) parties cannot be brought together, then the parents 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 they may receive.

5. Any request for access to a student or information (e.g. student report cards, etc.) about a student from a parent with whom the student does not live shall be referred to the Principal.

5.1 Such information may be released to an individual with parental rights.

5.2 An individual who is a parent of a child and for whom there is no court documentation restricting access to the child is assumed to have parental rights.

6. The Principal is to use her discretion in dealing with such requests, bearing in mind that a court order restricting the access of a parent to their child applies while the child is in the School or on School property.

7. A social worker may be consulted for advice and assistance in dealing with such requests.

Legal Reference: Section 1, 2, 11, 25, 26, 32, 33, 52, 53, 56, 196, 197, 222, 225 Education Act Child, Youth and Family Enhancement Act
Domestic Relations Act
Canadian Charter of Rights and Freedoms
Divorce Act
Family Law Act
Student Record Regulation 97/2019

Approved: September 21, 2022
Revised:

Administrative Procedure 325

ALLEGED CHILD ABUSE AND NEGLECT

Background

The Superintendent recognizes the legal obligation placed on all employees to comply with the legal requirements imposed upon them by the Child, Youth and Family Enhancement Act and to cooperate fully with all involved in safeguarding the well-being of the students in the School.

Procedures

1. All matters relating to child abuse shall be handled in strict confidence.

2. Any written records shall be handled with strict security during the investigation, and then disposed of after the investigation.

3. Once satisfied as to the identity of the child welfare worker or police officer, School staff shall cooperate fully with such officials:

   3.1 In providing information and interviews;

   3.2 By permitting student(s) to be interviewed by the officials.

4. Any parental contact shall be initiated by the child welfare worker or police officials, and if questions from parent(s) are directed to the School, they are to be referred to the appropriate official.

5. At the request of a student, a non-participating staff member may sit in on the interviews.

6. When an investigating official requests that a staff member provide information, it is recommended that the information be provided in writing.

7. Unless threats are made against a staff member, generally the School contact shall be with the child welfare department and not the police department.

8. The appropriate Health Unit is to be available to provide:

   8.1 Assistance in recognizing abuse or neglect symptoms.

   8.2 In-service training in abuse recognition/reporting.

9. The Principal is to be kept aware of the status of any case of abuse on a "need to know" basis.

10. Staff members are to be alert continually for any indications that abuse or neglect is taking place in the lives of the students in the school.

11. If a teacher or other staff member becomes aware of any alleged abuse of a student, the staff member shall contact the Child Abuse Hot Line 1-800-387-5437

12. The staff member shall also:

12.1 Report such concerns to the Principal.

12.2 Complete the required report form (Form 325-1).

13. Copies of this completed report are to be distributed to:

13.1 The staff member making the report.

13.2 Principal's Confidential File.

13.3 Superintendent.

13.4 Child welfare worker and/or police investigator (upon request).

14. Once in the hands of the child welfare official, the School's involvement in the investigation shall proceed under the direction of Child and Youth Services and/or the police.

15. The Principal shall be responsible for having a copy of the following available and providing periodic in-service on:

15.1 The Child, Youth and Family Enhancement Act,

15.2 Protocol and Guidelines for Child Welfare Workers and School Personnel – Government of Alberta Document.

Legal Reference: Section 11, 25, 26, 33, 52, 53, 56, 196, 197, 222, 225 Education Act Child, Youth and Family Enhancement Act
Drug Endangered Children Act
Freedom of Information and Protection of Privacy Act
Protection of Sexually Exploited Children Act
Practice Review of Teachers Regulation 4/99
Student Record Regulation 225/2006
Child Abuse/Domestic Violence Protocol (2013)
Protocol and Guidelines for Child Welfare Workers and School Personnel

Approved: September 21, 2022
Revised:

Administrative Procedure 330

STUDENT ATTENDANCE

Background

All students enrolled in the School are required to attend the School on a regular basis and to be accountable for the days when they are absent.

Procedures

1. It is the responsibility of the Principal to establish attendance procedures in harmony with the following general procedure provided by the Superintendent.

2. It is compulsory for all students to attend school regularly and punctually and to abide by the School's attendance policies.

3. While there are legal (excusable) reasons for students to miss school, students are not excused from the work they missed. The following excused absences are listed in the Education Act:
   - 3.1 Illness or other unavoidable cause, as determined by the Principal,
   - 3.2 A religious holiday of the denomination to which the student(s) belongs,
   - 3.3 Days officially suspended,
   - 3.4 Parent(s) have shown to the School sufficient cause as to why the student is not required to attend,
   - 3.5 The Superintendent excuses the student(s) from attending for a specific period of time.

4. The Principal shall be responsible for outlining a method of dealing with excessive or unexcused absences which shall include:
   - 4.1 A method of parental and student communication.
   - 4.2 An indication of what an intolerable number of absences might be.
   - 4.3 A recognition of the right of the Principal to deal with all attendance concerns at the School, or in severe cases:
     - 4.3.1 Declare the student withdrawn, if sixteen (16) years or older, provided written notification is given to the parent(s) outlining the appeal procedure.
     - 4.3.2 Refer the student to the Superintendent for appropriate discipline.
     - 4.3.3 Request the Superintendent invoke the attendance officer powers (Education Act Section 8).
     - 4.3.4 Suspend or refer the student to the Board for expulsion.

5. The Principal shall include the attendance procedures in the School handbook.

Legal Reference: Section 1, 7, 8, 9, 25, 26, 31, 32, 33, 46, 48, 49, 52, 53, 55, 196, 197, 222, 225 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 335

FAIRNESS AND SAFETY IN SPORT

Background

In alignment with Bill 29 the purpose of this administrative procedure is the promotion of fairness and safety in sport by addressing matters of eligibility to participate in a relevant sport in accordance with the Government of Alberta's *Fairness and Safety in Sport Act* and *Fairness and Safety in Sport Regulation*.

Procedures

1. To ensure fairness and safety in sport, the parent of an athlete must confirm on a form provided by the school that the child, if 12 years of age or older, meets the eligibility requirement of female sex at birth to participate in a female-only league, class or division of the sport.
2. Failure of the parent of an athlete to confirm their eligibility on the form provided with New Humble Community School will render the athlete ineligible to participate.
3. A confidential challenge may be submitted by an applicant if there are reasonable grounds to believe that an athlete is ineligible under section 1 of this administrative procedure. The challenge must be submitted in writing to the Superintendent.
4. The Superintendent may dismiss the challenge or request the athlete's birth registration be submitted for review.
5. The Superintendent will prohibit the athlete from participating in the sport or relevant activity should the athlete not meet the eligibility requirement.
6. The Superintendent may impose reasonable sanctions against a person who challenges the eligibility of an athlete in bad faith.
7. Challenges and decisions on eligibility are to be provided to the Minister of Education as per the timelines outlined in the Fairness and Safety in Sport Act.
8. Any individuals seeking information on the application of the Government of Alberta's Act and Regulation may contact the Ministry of Tourism and Sport at SPAR@gov.ab.ca for assistance.

Reference: Bill 29, Fairness and Safety in Sport Act, Fairness and Safety in Sport Regulation
Approved: April 22, 2026
Revised:

Administrative Procedure 340

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 Superintendent and Principal 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 special needs.

Procedures

1. In order to minimize duplication of effort and improve access for, and responsiveness to, children and families in need, the Superintendent is committed to working together with other community agencies, organizations and associations; other local School authorities, 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 the School community, the Principal 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. Procedures in working together with members of the community will be consistent with provincial policies and procedures, including the Standards for Special Education.

Legal Reference: Section 11, 25, 26, 33, 52, 53, 196, 197, 222, 225 Education Act Public Health Act
Guide to Education: ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education

Approved: September 21, 2022
Revised:

Administrative Procedure 350

STUDENT DISCIPLINE

Background

The long-range purpose of discipline is to encourage students to exercise self-control, while the short range purpose may be to maintain a satisfactory learning environment in the School. Consistent and clear communication home to parents is helpful in maintaining positive relationships and effective student discipline. The staff are therefore encouraged to keep the long range purpose in mind while dealing daily with the short range challenges. The following procedures are to be followed in that regard.

Procedures

1. School personnel are to deal with all discipline matters in a calm, objective and professional manner reflecting individual differences and situations.

2. The Principal is to develop School procedures which will guide and assist staff with student discipline.

3. The Principal, in administering discipline procedures, shall be patient and courteous to students, teachers and parents, at the same time encouraging staff to deal with the problem as near to source as possible as often as possible.

4. The teacher shall be responsible for discipline in the classroom and is to communicate expectations to students early in the school year. The teacher would be justified in employing tactics such as those listed below in enforcing expectations:

    4.1 Restraining by force any individual attempting to inflict harm.

    4.2 Removing from class for a brief period of time, a student who despite warnings, disrupts the work of other students.

    4.3 Communicating clearly the unacceptable practices of the student, and this is done usually in privacy.

    4.4 Maintaining classroom awareness acute enough to spot potential problems and deal with them before they become major problems.

5. Actions that cannot be supported by the Superintendent include:

    5.1 Physical contact by the teacher upon a student except as outlined in clause 4.1 or Administrative Procedure 354.

    5.2 Use of corporal punishment.

    5.3 Mass detention where non-guilty are punished with the guilty.

    5.4 Inappropriate verbal or written communications.

6. Teachers may detain individual student(s) for disciplinary reasons; however, a cooling off period is recommended so that the teacher can deal with the matter in a calm and professional manner.

7. Teachers are to involve the parent(s) in dealing with continuing behavioural problems in the School.

8. When matters are referred to the Principal, teachers are not to expect to dictate resolutions for the problem.

Legal Reference: Section 8, 11, 25, 26, 31, 32, 33, 35.1, 36, 37, 52, 53, 196, 197, 222, 225, 257 Education Act Occupational Health and Safety
Tobacco, Smoking and Vaping Reduction Act
Review by the Minister Information Bulletin 3.5.1
Board Policy 13 – Appeals and Hearings Regarding Student Matters

Approved: September 21, 2022
Revised:

Administrative Procedure 351

STUDENT CONDUCT ON BUSES

Background

The Superintendent views all approved transportation to be an extension of the School, and the same rules and procedures that apply to students in the School would apply on the bus as well. It is essential that the safety of the student be the primary consideration at all times and the following procedures are intended to provide a safe and stress-free environment on the bus.

Procedures

1. The bus operator is in full charge of the bus. Students are expected to obey the bus operator or an assigned monitor as they would any School official.

2. The bus operator may assign students a seat for which they are responsible.

3. Students are expected to be seated while the bus is in motion and to keep arms and legs within the seating area. Under no circumstances shall any part of the body be extended out of the window.

4. Students are to be punctual arriving at their pick-up point and shall be prompt in getting to the bus after School is dismissed. Excessive tardiness shall be reported to the Principal for further action.

5. Students are permitted to bring regular School items (books, lunch kits, etc.) on board and these are to be held on the student's lap where possible. Exceptional items (ice skates, band instruments, etc.) are to be approved with the bus operator and are to be safely stowed.

6. Unnecessary conversation with the bus operator or any action, which might divert the bus operator's attention, is to be avoided.

7. There is to be no use of tobacco on any school bus, nor is possession or use of alcohol or drugs permitted.

8. Students are to avoid littering the bus and are to remove any wrappers or other garbage they are personally responsible for.

9. Eating on the bus shall be at the discretion of the bus operator.

10. Students will be dropped off at their regular location unless the parent(s) has informed, in writing when possible, the bus operator otherwise.

11. Students wishing to ride a bus to which they are not assigned shall present proof of parental permission to obtain an authorization slip from the office and will only be allowed on the bus if there is adequate seating at that time.

12. When entering or exiting, students and or parents shall follow the direction of the bus operator and shall always pass in front of the bus.

13. The students or parents are responsible to notify the bus operator on mornings when service is not required.

14. The student and/or the parent shall be held responsible for any wilful damage done to the bus.

15. On school buses where seat belts have been installed, all passengers are required by law to wear seat belts.

16. The passenger/parent will be responsible for the payment of any fines incurred for non-compliance.

Legal Reference: Section 11, 25, 26, 31, 32, 33, 36, 37, 52, 53, 59, 197, 222, 257 Education Act Traffic Safety Act
School Transportation Regulation 96/2019

Approved: September 21, 2022
Revised:

Administrative Procedure 352

INTERVIEWS/SEARCHES BY EXTERNAL PERSONNEL

Background

From time to time it may be necessary for students to be interviewed or searched by other community agents, however at no time is this to infringe upon the rights of the student(s) or the delegated responsibility of the School towards the student(s).

Procedures

1. Whenever possible, arrangements are to be made to have all interviews or searches by external personnel conducted outside of School hours and off school premises.

2. Students shall be released for interview or search to external personnel who have identified themselves as being duly authorized.

    2.1 Police officers

        2.1.1 If a police interview is required, the Principal may inform the student of:

            2.1.1.1 The right not to say anything.

            2.1.1.2 The right to have a parent or staff member present.

            2.1.1.3 The right to have counsel retained.

    2.2 Children's services caseworker

        2.2.1 If a children's services case worker interview is required:

            2.2.1.1 The Principal will be provided with the reason for interviewing at the School.

            2.2.1.2 The Principal will be informed of the nature of the investigation on a "need to know" basis.

        2.2.2 If the child requests the support of a School staff member during the interview, the Principal will determine with the case worker whether or not to have School personnel present. The case worker has the authority to make the decision.

        2.2.3 The Principal will request the plan of action from the case worker.

        2.2.4 If the Principal receives an inquiry from the parent, the Principal will refer the parent to the case worker, giving only the case worker's name and phone number.

Legal Reference: Section 11, 25, 26, 32, 33, 52, 53, 197, 222 Education Act Child, Youth and Family Enhancement Act
Controlled Drugs and Substances Act
Youth Criminal Justice Act
Criminal Code (Canada)

Approved: September 21, 2022
Revised:

Administrative Procedure 354

PHYSICAL RESTRAINT OF STUDENTS

Background

The Superintendent directs that staff shall seek to utilize positive means in dealing with student behaviour (Administrative Procedure 350). However, when physical restraints are appropriate, the Superintendent directs that the least restrictive measure which is likely to be effective be used to control the situation.

Definition

Physical restraint refers to action taken by a staff member that results in the restraint of a student for the purposes of immobilizing the student and subduing unacceptable behaviour until such time as there are indications that the student is capable of self-control.

Procedures

1. Appropriate physical restraint may be used by School employees in crisis situations in which a student is causing, or is likely to cause, physical harm to himself or others.

2. The Superintendent understands that specific students may require individualized programs designed to change their behaviour that incorporate the use of physical restraint procedures. These however shall be in the best interests of the students and in strict compliance with the following procedures.

3. Planned Behavioural Programs Involving the Use of Physical Restraint

    3.1 An individual program shall be jointly developed by the home, the School, the Superintendent and an outside agency or professional competent in behaviour management.

    3.2 Each program shall address, as its primary goal, the development of new behaviours through positive means that will reduce the likelihood of severe inappropriate behaviour.

    3.3 Each program shall outline, in strict behavioural terms, when and how physical restraint procedures are to be used. The least restrictive physical restraint procedure which will be effective shall be used in the program.

    3.4 Each program shall specify the type of individualized documentation it requires.

    3.5 Each program shall be approved prior to being implemented by the Superintendent who may at any time terminate the program.

    3.6 The informed consent of the parent(s) must be obtained in writing prior to implementation of the program.

        3.6.1 This consent may be terminated at any time upon submission of written notice by the parent(s).

        3.6.2 In the event that parental consent is refused it may be necessary to excuse or expel the student from School.

3.7 Each program shall be supervised on a regular basis by a professional named by the Superintendent. This supervision shall include routine evaluation of the effectiveness and of the appropriateness of the program.

3.8 All staff members who may, as part of their responsibilities in the program, be required to use physical restraint procedures shall be properly trained in these procedures prior to implementation of the program.

3.9 It is the responsibility of the Principal to ensure that the above procedures are adhered to. If the Principal has concerns regarding the effectiveness of appropriateness of the program, the Superintendent shall be informed.

Legal Reference: Section 8, 11, 25, 26, 31, 32, 33, 35.1, 36, 37, 52, 53, 196, 197, 222, 225, 257 Education Act Occupational Health and Safety
Tobacco, Smoking and Vaping Reduction Act
Review by the Minister Information Bulletin 3.5.1
Board Policy 13 – Appeals and Hearings Regarding Student Matters

Approved: September 21, 2022
Revised:

Administrative Procedure 355

SUSPENSION OR EXPULSION

Background

Any student(s) who is excessively violating the responsibilities of a student as outlined in Section 31 of the Education Act or for any other reason deemed appropriate by a teacher, Principal or Superintendent may be suspended from classes, courses, programs and buses and suspended or expelled from the School, subject to the following procedures.

Definitions

Expulsion implies an extended or permanent withdrawal of privileges, generally geared toward the end of a semester, the end of the school year or even longer if reviewed annually by the Charter Board, but always includes the loss of School credit or recognition of achievement for that extended time period.

Suspension implies a withdrawal of privileges for a specific number of days to a maximum of four (4) school days with privileges restored at a certain time or upon completion of certain requirements.

Procedures

1. A teacher may suspend a student for one (1) class period.
    1.1 A teacher who removes a student from a class period shall within one (1) day either:
        1.1.1 Reinstate the student prior to the next class period, or
        1.1.2 Refer the student to the Principal for further action.

2. A Principal may suspend a student for:

2.1 One (1) or more class periods,

2.2 One (1) or more courses or programs,

2.3 School, or

2.4 Riding in a school bus.

3. A Principal who suspends a student or has a suspended student referred to him/her may:
    3.1 Reinstate the student within five (5) days;
    3.2 Suspend the student for no more than four (4) days;
    3.3 Refer the student to the Superintendent with a recommendation for reinstatement or expulsion.

4. A student may be considered for suspension or expulsion for
    4.1 Failure to comply with section 31 of the Education Act, specifically failure to:
        4.1.1 Be diligent in pursuing his/her studies.

4.1.2 Attend the School regularly and punctually.

4.1.3 Cooperate fully with everyone authorized by the Superintendent to provide education programs and other services.

4.1.4 Comply with the rules of the School.

4.1.5 Account to his/her teacher(s) for his/her conduct.

4.1.6 Respect the rights of others.

4.2 Any other reason the teacher(s), the Principal or the Charter Board considers appropriate.

5. The Principal is responsible to:

5.1 Notify the parent(s) or, in the case of a student sixteen (16) years or older, the student, in writing of all circumstances of a school Suspension; and

5.2 If the suspension is to be referred to the Charter Board, include a recommendation.

6. The Superintendent shall be authorized to deal with all referrals from the Principal and may:

6.1 Reinstate the student within ten (10) days of the first day of the suspension, or

6.2 Refer the student to the Charter Board early enough that the Charter Board may deal with the matter within ten (10) days of the first day of the suspension.

7. The Charter Board shall upon a referral from the Superintendent within ten (10) days of the first day of the original suspension:

7.1 Reinstate the student, or

7.2 Expel the student from the School and notify the parent and in the case of a student sixteen (16) years of age or older, the student, in writing of the decision and the right of appeal to the Minister of Education.

8. If the student is to be expelled, the Charter Board shall provide to the student and/or parent(s) a list of referral agencies and a recommendation regarding possible alternative programs.

Legal Reference: Section 8, 11, 25, 26, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 196, 197, 222, 225 Education Act Criminal Code (Canada)
Review by the Minister – Information Bulletin 3.5.1

Approved: September 21, 2022
Revised:

Administrative Procedure 356

USE OF CONTROLLED SUBSTANCES

Background

All School facilities, School property and school buses are to be illegal substance–free environments and prohibit the use of tobacco, alcohol and/or controlled drugs.

Procedures

1. Reasonable consideration shall be given to the safety of individuals.

2. The Principal is authorized to deal with any violation of this Administrative Procedure as necessary. This may include a contact with/or involvement of parents, doctors, or the police and the use of breathalyzer where accessible.

3. Students who violate this Administrative Procedure during the day shall be suspended and/or recommended for expulsion.

4. Students who violate this Administrative Procedure at School activities or on School grounds outside school hours may be suspended or recommended for expulsion from School.

Legal Reference: Section 8, 11, 25, 26, 31, 32, 33, 36, 37, 41, 42, 43, 44, 52, 53, 196, 197, 222, 225 Education Act Criminal Code (Canada)
Review by the Minister – Information Bulletin 3.5.1

Approved: September 21, 2022
Revised:

Administrative Procedure 359

DAMAGE TO OR THEFT OF SCHOOL PROPERTY

Background

The Superintendent reserves the right to declare the student and/or parent(s), if not an independent student, liable for any damage to, or theft of any school property and initiate action to have such damage or theft repaired or paid for by the guilty party.

Procedures

1. The student(s) responsible shall be held accountable for all theft or damage to School property.

2. The Principal, after full investigation of all damage or theft to School property and consultation with the Superintendent may:

   2.1 Waive replacement costs or

   2.2 Assess a reasonable figure and either collect said amount from the student(s) and/or student's parent(s), if not an independent student, or

   2.3 Provide for alternate means to have the amount of the damage repaired, and theft recovered.

3. The Principal, having interviewed the student(s) and if deemed necessary, the parent(s), and having determined that restitution needs to be made, shall inform them of the amount of money and /or process required for reparation.

4. If the responsible party does not make any effort to make restitution within two (2) weeks of the assessment, the matter shall then be referred to the Charter Board for collection and/or further legal steps.

5. In the case of extensive vandalism or theft, the matter may be reported to the local police.

   5.1 In the case of extensive vandalism where the Principal is unable to discover the cause or involved party, the Superintendent may authorize the advertisement of a reward for information leading to the arrest of the guilty party subject to:

      5.1.1 Recommendation from the police investigating the incident;

      5.1.2 An amount not to exceed ten percent (10%) of the estimated damage.

6. The Principal shall provide a report to the Superintendent on all incidents of intentional damage or theft exceeding one thousand dollars ($1,000.00).

7. If the guilty party is a student, the Principal may consider taking action in accordance with Administrative Procedure 355.

Legal Reference: Section 25, 26, 31, 32, 33, 52, 53, 68, 197, 222, 257 Education Act

Approved: September 21, 2022
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Administrative Procedure 360

STUDENT EVALUATION

Background

All students in all programs in the School shall be evaluated on a regular and systematic basis as outlined in the procedures that follow.

Procedures

1. Student evaluation is the responsibility of the classroom teacher in harmony with the expectations of Alberta Education and School procedures.

2. The Principal is responsible for monitoring and supervising student evaluation in the School.

3. The reporting of student achievement to the student and parent(s) shall be carried out at least three (3) times a year or two (2) times a semester.

4. The opportunity for parents to come to the School to discuss student programs and achievement shall be provided at least two (2) times a year.

5. Final examinations are to be administered in all secondary courses and fall within the following guidelines:

   5.1 High school finals are to cover a complete course, except for Career and Technology Studies (C.T.S.) subjects.

   5.2 Finals are not to count for more than fifty percent (50%) of the course mark. (See section 8)

   5.3 Length will vary with course expectations, generally however a recommended minimum time would be one (1) hour. Most finals are to be between one to two (1 to 2) hours.

   5.4 Student exams are to be kept for at least three (3) school weeks, excluding summer break, after the administration of the examination.

   5.5 Exceptions must be approved by the Principal.

6. Documents for Career Technology Studies (C.T.S.) and other special courses must be kept for the duration of the student's high school experience.

7. Access to individual student marks is limited to the student, the parent(s) and School professional staff.

8. At the beginning of each School year, or course, each teacher shall provide to the student and make available to the parent(s) the criteria upon which the evaluation will be based, including course objectives, content, and weighting of the various components.

   8.1 The detail of explanation will vary with the level of the grade being taught.

8.2 These criteria are to be on file in the Principal's office.

9. Students have the right to appeal any final grade received in a class in accordance with Administrative Procedure 390 – Student Appeals.

Legal Reference: Section 11, 18, 25, 26, 31, 32, 33, 41, 52, 53, 55, 56, 196, 197, 222, 225 Education Act Freedom of Information and Protection of Privacy Act
Practice Review of Teachers and Teacher Leaders Regulation 92/2019
Student Record Regulation 97/2019
Ministerial Order 015/2004 – Standards for Special Education
Ministerial Order 001/2013 – Student Learning
Teaching Quality Standard
Guide to Education ECS to Grade 12
Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin
Diploma Examinations Program General Information Bulletin
Principles for Fair Student Assessment Practices for Education in Canada

Approved: September 21, 2022
Revised:

Administrative Procedure 361

STUDENT PROMOTION/RETENTION

Background

Student promotion/retention shall be determined after careful consideration of many factors and a decision arrived at with the long-range welfare of the student as the main priority.

Procedures

1. The ultimate decision as to the retention of a student rests with the Principal and the teacher; however, such decision shall not be made without parental consultation.

2. Factors to be considered in the promotion/retention of any student include:
   - 2.1 Academic achievement and skill;
   - 2.2 Age;
   - 2.3 Social adjustment;
   - 2.4 Health;
   - 2.5 General intelligence;
   - 2.6 Attendance.

3. Promotion and retention of students will be based on information gained from:
   - 3.1 Achievement on regular assignments and projects;
   - 3.2 Teacher observations;
   - 3.3 Standardized tests, both local and provincial;
   - 3.4 Parent interviews;
   - 3.5 Extent to which the basic fundamentals have been mastered.

4. In matters of retention, as a general rule, a student will not be retained for more than one (1) extra year during elementary grades, and not more than one (1) extra year during junior high grades.

5. Any recommendation for student acceleration must be approved by the Superintendent.

6. In the case of a student failing to apply him/herself in a reasonable manner, steps shall be taken to frequently counsel the student with regard to his/her academic performance, attitude and behaviour and to modify the program as necessary and possible to meet their abilities.

7. In cases where the student is clearly unable to handle the regular school program, the student shall be referred for consideration under special programming (Administrative Procedure 213 – Inclusive Education) as soon as the problem becomes apparent.

8. In cases where it becomes apparent that a student may not be ready for promotion at the end of a school year, the parent(s) shall be advised of that possibility at a reasonable time and a discussion of the alternatives undertaken by the Principal, the teacher(s) and the parent(s).

9. The final decision shall be announced by the Principal by the end of the school year, and may be appealed to the Board.

Legal Reference: Section 4, 7, 11, 21, 25, 26, 32, 33, 41, 52, 53, 59, 196, 197, 222, 225 Education Act Guide to Education ECS to Grade 12

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Administrative Procedure 363

SPECIALIZED ASSESSMENT

Background

The School supports the use of specialized assessments.

Definitions

Informed consent means the parent/independent student has been provided with all information relevant to the activity for which consent is sought, understands and agrees, in writing, to the carrying out of the activity and understands that the granting of consent is voluntary and may be withdrawn at any time.

Specialized assessment means individualized measurement across a variety of domains for the purpose of developing and providing individualized programming for students. Specialized assessment includes assessment of intellectual abilities, academic performance, emotional and behavioural development and physical development relevant to students' educational performance.

Procedures

1. Written informed consent of the parent or independent student shall be obtained for a specialized assessment or referral.

2. Qualified professionals shall conduct specialized assessments, interpret results and provide programming recommendations to parents, teachers, and other appropriate personnel.

3. Specialized assessments shall be conducted in accordance with the expectations outlined in Alberta Education's Standards for Psycho-educational Assessment and by the standards and guidelines set by each professional organization for its members.

4. A notation shall be made in the Student Record of any specialized assessment of a student provided by the School, which includes the name of the person who conducted the assessment and the date of the assessment.

5. Specialized assessment results shall be stored in the Student Record.

6. Release of information from a specialized assessment to a third party shall only be released with written informed consent of the parent or independent student, or in compliance with a court order.

7. Parents or independent students are responsible for costs of specialized assessments obtained outside the School, unless the decision to obtain an outside specialized assessment is made by the Superintendent.

Reference: Section 11, 18, 25, 26, 31, 32, 33, 41, 52, 53, 55, 56, 196, 197, 222, 225 Education Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers and Teacher Leaders Regulation 92/2019
Student Record Regulation 97/2019
Ministerial Order 015/2004 – Standards for Special Education
Ministerial Order 028/2020 – Student Learning
Teaching Quality Standard
Guide to Education ECS to Grade 12
Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin
Diploma Examinations Program General Information Bulletin
Principles for Fair Student Assessment Practices for Education in Canada

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Administrative Procedure 364

HOMEWORK

Background

The Superintendent supports the assignment of homework as a necessary part of the learning process, as a legitimate demand on the non-class time of the student, as contributory to the provision of an opportunity to meet the standard of education set by the Minister, and as contributory to the achievement of the learning competencies as determined by the School.

Procedures

1. Homework assignments will have a clearly defined purpose, offer an opportunity for growth, and enhance the School's ability to meet the needs of the student.

2. The purpose of homework shall be to:
   - 2.1 Reinforce school learning by providing practice and application;
   - 2.2 Develop mature reading ability;
   - 2.3 Offer practice in budgeting time and in using knowledge for some practical purpose;
   - 2.4 Help students learn how to learn by reinforcing the study skills and techniques taught in the School;
   - 2.5 Offer opportunities for enriching the School experience through related home activities;
   - 2.6 Stimulate voluntary effort, initiative, independence, responsibility and self-direction;
   - 2.7 Include creative work and primary research, which require more time than is available in class and which may be opportunities for purposeful use of leisure time;
   - 2.8 Help students make up work lost through absence;
   - 2.9 Meet a need for extra study or drill in subjects where students are having difficulty; and
   - 2.10 Help students complete assignments not completed in class time after they have been given a reasonable length of time to complete them.

3. Adequate time shall be provided by the teacher for appraisal of completed assignments.

4. Homework assignments will be appropriate to the age, placement and ability of the student.
   - 4.1 Homework assignments shall be clearly explained and understood by the students and be within their ability to work independently.
   - 4.2 Homework assignments through the grades shall reflect the skill development and the maturity of the student and shall contribute to the development of a student's study habits, time management skills, organizational skills, and self-reliance. This reflects a continuum of homework expectations from Early Childhood programs

where homework would take the form of skill development and background enrichment through such things as Home Reading programs where the time demand is kept to a minimum and the activity is highly motivating through to senior high school where independent study skills contribute to the mastery of course objectives.

5. Homework assignments will be given with due consideration for the time demands students may have after School hours.

   5.1 Where students meet different teachers for different subject areas, coordination of homework assignments shall occur to avoid unreasonable study loads.

   5.2 The Principal shall develop procedures that reflect appropriate practices with respect to the assignment of homework to students.

Legal Reference: Section 25, 26, 31, 32, 33, 52, 53, 196, 197, 222, 225 Education Act

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Administrative Procedure 365

HIGH SCHOOL COURSE CHALLENGE ASSESSMENT

Background

High school students must have the opportunity to enroll in courses appropriate to their background and learning rate. Students who can demonstrate that they already possess the expected knowledge, skills and attitudes as defined by the Programs of Study for a given course shall receive credits for that course and will be able to move on to more challenging material. The Superintendent, therefore, expects the Principal high school to develop a course challenge assessment process for high school students.

Procedures

1. The Principal shall ensure that procedures regarding course challenges are developed for the School. Such procedures shall be consistent with the course challenge provisions contained in the Guide to Education ECS to Grade 12.
    - 1.1 School course challenge procedures shall be communicated to students and the parents of students enrolled in the school.
    - 1.2 The high school procedures regarding course challenges will be approved and filed with the Superintendent prior to the beginning of the school year.
    - 1.3 Course challenges shall be administered by the School according to its procedures, only after the student is registered in high school.
    - 1.4 The Principal shall ensure that, at the time of the decision, information is provided to the student on appeal procedures in relation to:
        - 1.4.1 The refusal of the student's application for a course challenge assessment.
        - 1.4.2 The final standing or grade awarded as a result of a completed challenge assessment.
2. High school procedures regarding course challenges will be consistent with Alberta Education policy.

Legal Reference: Section 18, 25, 26, 31, 33, 52, 53, 56, 196, 197, 222, 225 Education Act Guide to Education ECS to Grade 12

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Administrative Procedure 370

STUDENT AWARDS

Background

The Superintendent believes in the School acknowledging outstanding student achievement and personal accomplishments as a public demonstration of their commitment to excellence. The Superintendent encourages the Principal to use a comprehensive system of awards, prizes, and opportunities for public recognition to further demonstrate their commitment.

Procedures

1. Outstanding achievement by students shall be recognized and appropriately honored within the School and all students shall be informed of the achievement awards for which they are eligible.
    1.1 Information about School awards shall be communicated by the Principal at the beginning of each term to students, parents, and the community.

2. The Principal shall develop procedures governing student awards and scholarships.
    2.1 School-developed procedures shall ensure that outstanding student performance is appropriately recognized within each school.
    2.2 The School student awards procedures shall specify the purpose and structure, qualification criteria, selection process, presentation procedures, funding arrangements, and criterion for review for all School and private awards.
    2.3 The School is considered an agent of the Government of Alberta for purposes of the Alberta Human Rights Act and therefore School staff shall not discriminate when selecting winners of awards.

3. The Principal shall ensure recognition on an ongoing basis, of outstanding student performance in areas such as academic achievement, athletic achievement, fine arts achievement, citizenship, community service, or exemplary behaviour.
    3.1 The Principal shall recommend individuals or groups to be recognized at the School level.
        3.1.1 Appropriate recognition of individuals or groups may occur through Charter Board meetings, special events, Director attendance at School functions, staff bulletins, or community media.
        3.1.2 This public recognition is to occur throughout the year.
    3.2 Students receiving recognition at the municipal, provincial, national or international level for outstanding performance shall be appropriately acknowledged by the School.

4. The Principal will cooperate with private donors who wish to reward outstanding student performance through the provision of awards.

4.1 Awards offered by private donors shall be consistent with the School's student awards procedures.

4.1.1 The awards may consist of cash, trophies, plaques, certificates, or other forms of recognition.

4.1.2 The awards shall be considered and defined in terms of:

4.1.2.1 Purpose and structure,

4.1.2.2 Qualification criteria,

4.1.2.3 Selection process,

4.1.2.4 Presentation procedures,

4.1.2.5 Funding arrangements, and

4.1.2.6 Criteria for review.

4.2 All applications to establish an award by a private donor shall be submitted to the Principal.

4.3 The Principal shall ensure that the award is administered in accordance with the terms and conditions as established.

4.4 The Principal shall ensure that private donors are acknowledged on a regular basis for their contribution towards the recognition of outstanding student achievement.

4.5 Documentation describing awards provided by private donors shall be attached to the School procedures as appendices.

Legal Reference: Section 25, 26, 31, 33, 52, 53, 197, 222 Education Act Alberta Human Rights Act

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Administrative Procedure 380

STUDENTS' COUNCIL

Background

The experience of participation in Students' Councils and Students' Council activities within the School 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 Superintendent, therefore, encourages the formation of a Students' Council in the School.

Procedures

1. The Principal has final authority over all Students' Council activities.

2. Students' Councils will operate according to an acceptable constitution.
   - 2.1 The Students' Council shall develop a constitution.
   - 2.2 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.

Legal Reference: Section 11, 25, 26, 31, 33, 52, 53, 196, 197, 222, 225 Education Act Alberta Human Rights Act

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Administrative Procedure 390

APPEALS CONCERNING STUDENT MATTERS

Background

In accordance with the principles of fundamental justice, the laws of due process, section 44 of the Education Act, and the Alberta Human Rights Act, the Superintendent provides for an appeal process for parents and for students over the age of sixteen (16) years to review any decision of any staff member that significantly affects the education of the student concerned.

Procedures

1. Appeals may be made regarding any decision by any staff member which significantly affects the education of a student.
   - 1.1 The levels and direction in which appeals proceed under the Administrative Procedure are from:
     - 1.1.1 Student and/or Parent(s); to
     - 1.1.2 Teacher; to
     - 1.1.3 Principal, to
     - 1.1.4 Superintendent.
   - 1.2 The decision of the Superintendent may be appealed to the Charter Board. Charter Board Policy 13 – Appeals and Hearings Regarding Student Matters identifies the processes for this to occur.
   - 1.3 In accordance with section 43(1) of the Education Act, decisions with respect to the following, may be appealed in writing to the Minister of Education:
     - 1.3.1 The provision of specialized supports and services to a student or child;
     - 1.3.2 The expulsion of a student; or
     - 1.3.3 The access to or the accuracy or completeness of student records.
   - 1.4 In accordance with section 58.2 of the Education Act, decisions with respect to student exclusion from controversial issues in the classroom may be appealed.
   - 1.5 An appeal must be filed in writing to the appropriate level of administration within the limits set out in Administrative Procedure 205 – Controversial Issues, Administrative Procedure 350 – Student Discipline, Administrative Procedure 360 – Student Evaluation and in the Education Act, sections 36 and 44.
   - 1.6 In areas where appeals are presented and for which no time limits are specified, appeals must be filed in writing within ten (10) days of the time the original decision was made.

2. Effective communication to a parent and/or a student sixteen (16) years of age or older regarding the right to appeal and the appeal process is essential.

3. Appropriate appeal procedures ensure full opportunity for the parties to be heard.

4. The party making a decision in response to an appeal will notify the parent and/or student of the decision forthwith and of the right to appeal, where applicable.

Legal Reference: Section 25, 26, 31, 32, 33, 41, 42, 43, 44, 52, 53, 56, 58, 58.1, 58.2, 196, 197, 222, 225 Education Act

Alberta Human Rights Act

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Administrative Procedure 400

STAFF RECRUITMENT

Background

The employment of qualified professional and support personnel is one of the most important factors in providing excellent educational opportunities for students in the School. To this end, every effort will be made to recruit the best possible candidate for each position in harmony with the following procedures.

Procedures

1. General Hiring Screening
    - 1.1 All candidates are subject to an intervention record check pursuant to the Child, Youth and Family Enhancement Act and a criminal record check.
    - 1.2 The Superintendent is responsible for the advertising of staff vacancies. The Superintendent may choose not to advertise certain vacancies at his/her discretion.
    - 1.3 Applications for all advertised positions in the School shall be sent to the Superintendent.
    - 1.4 The best applicant, as determined by the Superintendent, shall have first priority at the position, unless that hiring would violate Administrative Procedure 401 – Nepotism.
    - 1.5 In the event a vacancy arises for a position that was previously advertised within the past six (6) months, the Superintendent has the option of making the selection from the original applicants instead of re-advertising for the position.

2. Instructional Staff (Certificated Teachers, Educational Assistants)
    - 2.1 The Superintendent, in consultation with the Principal, shall be responsible for developing the selection criteria.
    - 2.2 The Superintendent shall establish and chair an interview panel, composed of the Superintendent, members of the school staff and other members as deemed appropriate by the Superintendent.
    - 2.3 The interview panel, excepting the Superintendent, serves in an advisory role, and the final decision and appointment will be made by the Superintendent.

3. Support Staff (Non-Teaching)
    - 3.1 The hiring of support staff shall be the responsibility of the Superintendent in consultation with the immediate supervisor over the area for which the staff member is being hired.
    - 3.2 The Superintendent shall establish, in consultation with the appropriate supervisor, the selection criteria for all non-teaching support staff.

3.3 The Superintendent will establish and chair an interview panel consisting of the immediate supervisor and any others as deemed appropriate by the Superintendent. The interview panel, excepting the Superintendent, serves in an advisory role, and the final decision and appointment will be made by the Superintendent.

4. Substitute Instructional (Day-to-Day) Staff

4.1 The approval of substitute instructional staff shall be the responsibility of the Superintendent in consultation with the immediate supervisor over the area for which the staff member is being hired.

4.2 The Superintendent shall establish, in consultation with the appropriate supervisor, the selection criteria for all substitute instructional staff.

4.3 The day-to-day hiring of approved substitute personnel, whether instructional or non-instructional, shall be the responsibility of the Principal.

5. Offers of Employment

5.1 Offers of employment for instructional staff and support staff positions shall be the responsibility of the Superintendent.

Legal Reference: Section 25, 26, 33, 52, 53, 55, 68, 196, 197, 198, 199, 203, 205, 222, 225 Education Act Child, Youth and Family Enhancement Act

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Administrative Procedure 400 Appendix

CRIMINAL RECORD AND CHILD INTERVENTION RECORD CHECKS

Background

It is important to provide a safe and secure environment for students and staff.

Procedures

1. The screening process for new employees will include a current (within six (6) months) Criminal Record Check and a Child Intervention Record Check. These record checks will be at the expense of the prospective employee.

2. When an employee is charged with or convicted of an offense, under the Criminal Code of Canada, the Controlled Drugs and Substances Act, the Child Youth and Family Enhancement Act or similar legislation, the employee is required to immediately inform the Superintendent. A written explanation may accompany the notification.

3. An employee who is subject to any prohibitions, restrictions or orders; including but not limited to probation, recognizance or similar orders; issued or imposed by the court, a law enforcement agency or other government agency, that restrict or forbid the employee from having contact with minor children or that are otherwise relevant to the position held by the employee, shall immediately inform the Superintendent of such limitations.

4. Failure by an employee to notify the Superintendent as required under this Administrative Procedure may justify termination of the employee's employment with the School.

5. The Superintendent may require an employee to provide a current (within six (6) months) Criminal Record Check and/or Child Intervention Record Check at any time during the employment period.

Legal Reference: Section 25, 26, 33, 52, 53, 197, 222 Education Act Alberta Human Rights Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
Controlled Drugs and Substances Act
Criminal Code
Criminal Records Act
Food and Drugs Act

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Administrative Procedure 401

NEPOTISM

Background

Nepotism is prohibited unless otherwise approved by the Deputy Superintendent.

Definitions

Nepotism is defined as: employees working in direct supervisory relationships with immediate family members.

Immediate family is defined as the spouse, sibling, sibling's spouse, spouse's sibling(s), children or spouse of the children of the individual, the individual's or spouse's grandparent(s) or grandchildren, or the parent(s) of either the spouse or the individual.

Procedures

1. No appointment of an immediate family member to any contractual or substitute assignment where the employee shall be under the direct administrative supervision of immediate family will be allowed unless approved by the Superintendent.

2. Substitutes will not be appointed who are immediate family members of the staff member for whom they are substituting unless otherwise approved by the Superintendent.

3. In the event that a change in direct supervisory relationship with immediate family members occurs, resulting in nepotism, the supervised employee shall be re-assigned at the end of the school year unless otherwise approved by the Superintendent.

Legal Reference: Section 25, 26, 33, 52, 53, 222 Education Act Alberta Human Rights Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Canadian Human Rights Act
Canadian Multiculturalism Act

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Revised:

Administrative Procedure 402

PERSONNEL RECORDS

Background

For the official purposes of the School, the Superintendent and designate shall maintain a personnel file on each employee.

Procedures

1. The employee's personnel file may contain:
    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 School actions respecting the employee, including initial appointment, sabbatical leaves, leaves of absence, administrative appointments;
    1.3 Correspondence between the employee and the Principal or Superintendent;
    1.4 Materials respecting professional development and performance; or
    1.5 Materials used for payroll purposes.
2. A personnel file shall not contain any anonymous items.
3. Upon request to the Superintendent, the employee shall have the right to examine the contents of his/her personnel file.
    3.1 Such examination shall be in the presence of the Superintendent.
    3.2 The employee shall not be allowed to remove the personnel file, or any original part thereof, from the School Office.
4. Access to personnel files is restricted to the Superintendent.
5. The employee shall have the right to include written comments on the accuracy of the meaning of any of the contents of the personnel file.
6. The employee may add relevant documents to the file.
7. Requests for access to a personnel file, or to information contained in a personnel file, shall be dealt with in accordance with this Administrative Procedure and the Freedom of Information and Protection of Privacy Act to the extent that it may apply.

Legal Reference: Section 25, 26, 33, 52, 53, 197, 222 Education
Act Alberta Human Rights Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Canadian Charter of Rights and Freedom
Access to Information Bulletin 3.2.5
Administrative Records Disposition Authority by the Government of Alberta (ARDA)

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Administrative Procedure 403

PUBLIC INTEREST DISCLOSURES BY EMPLOYEES

Background

The Superintendent is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the School, and to promote public confidence in the administration of the School. To ensure this, the Superintendent 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.

The Superintendent expects that all employees will notify their Principal of any potential wrongdoing within the operation of the School and that the Principal will investigate such reports without impedance, providing a summary of their findings to the Superintendent, Charter Board Chair or the Commissioner of Public Interest as appropriate.

Under the Public Interest Disclosure (Whistleblower Protection) Act (PIDA), an employee of the School may make a disclosure of wrongdoing, which the Superintendent 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.

The Superintendent 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. Those written procedures are set out herein.

Definitions

Chief officer means the Superintendent.

Commissioner means the Public Interest Commissioner appointed under PIDA.

Designated officer means person designated below to manage and investigate disclosures under PIDA.

Disclosure means a disclosure of wrongdoing made in good faith by an employee under PIDA and this procedure.

Employee means an individual employed by the School.

PIDA means the Public Interest Disclosure (Whistleblower Protection) Act.

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 an wrongdoing in accordance with PIDA. Examples of reprisal include

dismissal, layoff, suspension, demotion or transfer, discontinuation or elimination of a job, transfer, reduction in wages, change in hours of work or reprimand, any other measure that adversely affects the employee's employment or working conditions (e.g., bullying), and threats to do any of the above.

Wrongdoing means:

- A contravention of an Act, a regulation made pursuant to an Act, an Act of the Parliament of Canada or a regulation made pursuant to an Act of the Parliament of Canada.
- An act or omission that creates:
    - 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, or
    - A substantial and specific danger to the environment,
- Gross mismanagement of public funds or a public asset, and
- Knowingly directing or counselling an individual to commit a wrongdoing mentioned above.

Procedures

1. The Principal is designated as the designated officer for the purpose of PIDA.

2. Process for Managing and Investigating Disclosures

    2.1 Receipt of Disclosures

    2.1.1 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 procedure, the requirements of PIDA and this procedure, and other alternative processes for resolution of the employee's concern.

    2.1.2 Employees shall make disclosures for the purposes of PIDA and this procedure to the designated officer, utilizing the PIDA Disclosure Form (Form 403-1).

    2.1.3 Disclosures shall provide:

    2.1.3.1 The name of the disclosing employee;

    2.1.3.2 A description of the wrongdoing;

    2.1.3.3 The name of the individual or individuals alleged:

    2.1.3.3.1 To have committed the wrongdoing, or

    2.1.3.3.2 To be about to commit the wrongdoing;

    2.1.3.4 The date of the wrongdoing.

    2.1.4 The designated officer shall acknowledge receipt of the disclosure to the employee making the disclosure within five (5) business days from receipt of the disclosure.

2.2 Preliminary Handling of Disclosures

2.2.1 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.

2.2.2 Where an alternative process exists for the handling of the subject matter of the disclosure under:

2.2.2.1 Another procedure of the School for example, Administrative Procedure 170 – Discrimination or Harassment; or Administrative Procedure 422 – Teacher Growth, Supervision and Evaluation;

2.2.2.2 Another Act or regulation (for example, human rights or occupational health and safety legislation); or

2.2.2.3 Procedures under an employment contract;

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.

2.2.3 The designated officer may decline to investigate the disclosure where the disclosure:

2.2.3.1 Is clearly frivolous or vexatious, has not been made in good faith, has not been made in a timely enough manner to permit an investigation, or does not deal with a wrongdoing,

2.2.3.2 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

2.2.3.3 Does not provide adequate particulars about the wrongdoing to permit the conduct of a fair and effective investigation.

2.2.4 If more than one (1) disclosure is made of a single wrongdoing, the designated officer may conduct a single investigation into the wrongdoing.

2.2.5 The designated officer shall advise the employee making the disclosure whether the disclosure will or will not be investigated within ten (10) business days from receipt of the disclosure.

2.3 Mandatory Disclosures to Others

2.3.1 If the designated officer reasonably believes that the matter to which the disclosure relates constitutes an imminent risk of a substantial or specific danger to the life, health or safety of individuals, or to the environment, the designated officer shall as soon as reasonably practicable refer the disclosure to the Commissioner.

2.3.2 Notwithstanding whether a disclosure is referred to the Commissioner, the designated officer shall also ensure that appropriate persons within the School have sufficient information to act to abate that risk, where the designated officer is aware:

2.3.2.1 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

2.3.2.2 That the alleged wrongdoing, if true, may threaten the welfare of students, staff, or the safe and caring environment of the School.

2.3.3 At any point following a disclosure, if 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 213(2) of the Education Act.

2.3.4 Where in the course of an investigation the designated officer has reason to believe that an offense 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 offense to the appropriate law enforcement authorities.

2.4 Investigations

2.4.1 The designated officer shall conduct all investigations in accordance with the principles of natural justice and procedural fairness.

2.4.2 The designated officer may utilize internal personnel and resources, and may retain outside personnel or resources, for the purpose of conducting the investigation.

2.4.3 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 Division necessary for the investigation.

2.4.4 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.

2.5 Report

2.5.1 The designated officer shall provide a written investigation report to the chief officer detailing whether the disclosure was substantiated, and providing recommendations on corrective action.

2.5.2 The investigation shall be completed and the written investigation report provided to the chief officer no later than one hundred and ten (110) business days from the date the disclosure was received.

2.5.3 Where the designated officer is considering a recommendation to the Superintendent that the Superintendent exercise authority delegated to him/her by the Charter Board to suspend or terminate a teacher or administrative designation, under the Education Act, the designated officer shall consult with other 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 Education Act for the Superintendent to consider that recommendation.

2.5.4 The chief officer shall consider the recommendations 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 Charter Board. The chief officer shall follow-up with the employees responsible to ensure those actions are taken.

2.5.5 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.

2.6 Extensions of Timelines

2.6.1 The designated officer may request the chief officer, and the chief officer may grant extensions of timelines within this Administrative 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 thirty (30) business days.

2.6.2 The chief officer may request permission from the Commissioner to extend timelines for a longer period.

2.6.3 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/she may expect the next procedural step to occur or be completed.

3. Conflicts of Interest / Disclosures About the Officers

3.1 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.

3.2 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:

3.2.1 Advise the Charter Board Chair of the nature of the disclosure, whereupon the Charter Board may authorize an investigation into the disclosure;

3.2.2 Advise the Commissioner of the disclosure and its referral to the Charter Board, and seek advice from the Commissioner concerning whether the disclosure is to be referred to the Commissioner.

4. Confidentiality

4.1 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:

4.1.1 As necessary for this Administrative Procedure and to conduct the investigation in accordance with the principles of procedural fairness and

natural justice;

4.1.2 In accordance with PIDA or any other statute;

4.1.3 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.

5. Reprisals

5.1 If an employee has alleged that a reprisal as described by PIDA has taken place or been directed, they are to immediately report this to the designated officer.

5.2 The employee may:

5.2.1 Request that the designated officer offer a resolution; or

5.2.2 Pursue recourse actions under PIDA.

6. Annual Reporting

6.1 The Annual Education Results Report of the School will include the following statistics on this Administrative Procedure:

6.1.1 The number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;

6.1.2 The number of investigations commenced by the designated officer as a result of disclosures;

6.1.3 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.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Public Interest Disclosure (Whistleblower Protection) Act Teaching Profession Act
Public Interest Disclosure (Whistleblower Protection) Regulation

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Revised:

Administrative Procedure 404

STAFF CONFLICT OF INTEREST

Background

The effective management of the School is facilitated by employees avoiding situations which could be construed as placing themselves in a conflict of interest. This obligation demands that there not exist, nor seem to exist, conflict between the private interests of employees and their responsibility to the School and the community.

Procedures

1. The Superintendent is responsible to:
    1.1 Ensure that all employees are familiar with and adhere to this Administrative Procedure;
    1.2 Review conflict of interest situations and interpret and apply this Administrative Procedure as appropriate; and
    1.3 Keep the Charter Board informed on all conflict of interest situations and their resolution.

2. Employees are responsible for exercising reasonable care to ensure that they avoid conflict of interest situations.

3. Where employees find themselves in an actual, perceived or potential conflict of interest, the individual employee must:
    3.1 Disclose in writing to their supervisor and the Superintendent the nature and extent of the conflict of interest; and
    3.2 Refrain from acting in connection with the conflict of interest unless, and to the extent that, the Superintendent may in writing otherwise permit.

4. An employee who is in breach of this Administrative Procedure may be subject to disciplinary action.

5. A conflict of interest arises when an employee, because of knowledge, responsibilities or authority associated with the employee's position with the School is perceived as, directly or indirectly, providing benefit to:
    5.1 Themselves personally; or
    5.2 A member of the employee's family, or
    5.3 A business or an organization in which that employee, or a member of the employee's family, has an interest or holds a position.

6. Employees of the School are deemed to be in conflict of interest if they are party to a subsisting contract with the School other than a contract of employment under which money of the School

is payable or may become payable, unless such a contract is permitted under the Education Act.

6.1 Where a contract of employment and a subsisting contract exist between the School and an employee, the employee shall be given a choice to either retain their contract of employment or the subsisting contract.

6.2 A contract between the School and an employee in which the employee has a pecuniary interest, unless permitted under section 229(2) of the Education Act, shall be deemed to be void in accordance with section 229(3) of the Education Act.

7. Examples of situations that may be construed as a conflict of interest are as follows:

7.1 Accepting lavish meals, entertainment, trips, flights, hotel accommodation or car rentals from any individual or organization with which the School does business;

7.2 Giving a gift or favour of other than nominal value to any individual or organization with which the School does business or plans to do business;

7.3 Soliciting or receiving any gift, prize, donation or sponsorship of any amount from any third party as a participant in, or organizer of, a charitable, recreational, cultural or social activity which is associated with, or uses the name of the School;

7.4 Using School time, facilities or information for one's personal gain;

7.5 Pursuing personal gain by using the time, materials or facilities of those doing business, or seeking to do business, with the School;

7.6 Acquiring ownership or any significant financial interest in an organization with which the School does business, or in anticipation of its doing business with the School;

7.7 Using one's influence or authority to gain a benefit for any relative or friend, including an offer of employment; and

7.8 Using one's influence or authority as an employee of the School to solicit from organizations, with which the School does business, contributions to charitable, recreational, cultural or social associations.

Legal Reference: Section 25, 26, 33, 52, 53, 55, 68, 197, 198, 199, 222, 225, 229 Education Act Alberta Human Rights Act
Child, Youth and Family Enhancement Act
Employment Standards Code
Freedom of Information and Protection of Privacy Act
Labour Relations Code
Personal Information Protection Act
Teaching Profession Act

Approved: September 21, 2022
Revised:

Administrative Procedure 405

WORKING ALONE

Background

The Superintendent recognizes that there are times and circumstances when employees will be working alone at the School and further recognizes the need for the safety of employees working alone at the School site.

Procedures

1. The Superintendent and designate will conduct a hazard assessment to identify existing or potential hazards.
    1.1. The Superintendent and designate will ensure that employees have the opportunity to participate in the hazard assessment and the elimination or control of any hazard identified.
    1.2. The Superintendent and designate will take all reasonable steps to control or eliminate hazards.
    1.3. The Superintendent and designate will maintain a written hazard assessment document, including review dates and measures taken to eliminate or control hazards.
    1.4. On an annual basis, the Superintendent and designate will review and update the hazard assessment with staff.

2. The Superintendent and designate will communicate the hazard assessment to all employees affected by the assessment.

3. When working alone, an employee will have access to tools that minimize the risk of working alone. These tools include but are not limited to:
    3.1. Regular and cellular phones, and other means of communication.
    3.2. Keys and codes so that doors can be secured.
    3.3. Establishing a personal ‘check-in’ or ‘overdue’ plan with a household member, colleague, or someone else when planning to be working alone.

4. The Superintendent and designate will ensure that all employees receive training and are competent to work alone safely.
    4.1. Details of the training provided will be included in the risk assessment document.

5. The Superintendent and designate will ensure that first aid supplies are available in accordance with applicable regulations.

6. Employees are expected to know the location address of the School facility in case of emergency.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 197, 222 Education Act Occupational Health and Safety Act
Working Alone Safety: A Guide for Employers and Employees

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Revised:

Administrative Procedure 406

STAFF DRUG AND ALCOHOL CONSUMPTION

Background

The Charter Board is committed to ensuring the health and safety of its employees, students, contractors, and the public at large. The Superintendent recognizes and accepts the responsibility to provide employees with a safe, healthy, and productive work environment. Employees have the responsibility to report to work capable of performing their tasks productively and safely. The use of drugs, including controlled drugs, the improper use of prescription or non-prescription medication, and the use of alcohol, cannabis, or other intoxicants can have serious adverse effects on the safety of the workplace for employees, students, contractors, and the public.

The purpose of this Administrative Procedure is to establish the Superintendent's expectations for appropriate behaviour, the consequences for non-compliance, to provide consistent guidelines for all employees, and to clearly communicate to employees suffering from drug and/or alcohol dependency the accommodation and support available to them.

Definitions

Drugs means any substance, inclusive of illicit drugs, restricted drugs, and medication, as defined by this Administrative Procedure, the use of which has the potential to cause impairment or intoxication, changing or affecting the way a person thinks, feels, or acts. For the purposes of this Administrative Procedure, drugs of concern are those that inhibit a worker's ability to perform his or her job safely and productively.

Illicit Drug means any drug or substance that is not legally obtainable and whose use, sale, possession, purchase or transfer is prohibited by law (for example, street drugs such as heroin and cocaine).

Restricted Drug means any drug or substance capable of causing intoxication or impairment which is legally obtainable for recreational use and whose sale, purchase, possession, or transfer are restricted by law (such as cannabis).

Medication refers to a drug obtained legally by an employee and used as indicated or directed, including but not limited to those obtained by the employee with a doctor's prescription or medical document, as contemplated by the Access to Cannabis for Medical Purposes Regulation (as amended, repealed and replaced from time to time), and non-prescription or over-the-counter products.

Under the influence of drugs, alcohol, intoxicants or any controlled or uncontrolled substance for the purpose of this Administrative Procedure is defined as the use of one or more of these substances to an extent that an employee is:

- Unable to perform in a productive manner;
- In a physical or mental condition that creates a risk to the safety and well- being of the individual, other employees, or the property of the School or any member of the public;

or

- Displaying signs or symptoms of impairing substance use, including but not limited to the smell of alcohol or drugs, slurred speech, and/or atypical behaviour.

Drug or alcohol dependence A mental, physical, or psychological dependence on drugs, alcohol, or other impairing substances which is considered by a physician to be a medical condition/disability as contemplated by Human Rights law.

Recreational drug/alcohol or other substance use With recreational use of drugs, alcohol, or other impairing substances, there is no mental, physical or psychological dependence; therefore, this is not considered a medical condition or mental, physical, or psychological disability as contemplated by Human Rights law.

Safety-sensitive positions shall include any position where the performance of duties with impaired physical or mental abilities creates a reasonably foreseeable risk of injury, physical harm, or danger, including, but not limited to those employees who are required or permitted to operate the School's vehicles or their own personal vehicles for employment-related purposes and maintenance staff.

Procedures

1. Treatment and Accommodation
    1.1. Any employee actively suffering from a drug or alcohol dependence which may impair or restrict the performance of their duties is required to disclose the dependence to the Superintendent. The Principal recognizes responsibility to assist and accommodate employees suffering from a drug or alcohol dependence to the point of undue hardship, including providing access to our Employee Assistance Program ("EAP") and sick leave as with any other illness. The Principal will take appropriate precautions to protect the employee's confidentiality given the sensitive nature of the issue.
    1.2. Employees who are concerned that a fellow employee may be suffering from a drug or alcohol dependence are strongly encouraged to report their concerns to the employee's immediate supervisor or the Superintendent, as well as encouraging the fellow employee to disclose and seek assistance through the EAP. While the Principal will make best efforts to protect employees' confidentiality when a concern is reported, it may be necessary for the Principal to disclose certain information, including but not limited to the identity of the reporting employee, to the employee in question in order to properly investigate concerns.

2. Prohibitions
    2.1. During an employee's working hours, whether on the School's premises or while conducting employment-related activities off the School's premises, including during meal periods, scheduled breaks, on field trips, and on-call shifts, no employee shall:
        2.1.1. Use, consume, possess, distribute, sell or be under the influence of Illicit Drugs;
        2.1.2. Use, consume, possess, distribute, sell or be under the influence of Restricted Drugs;
        2.1.3. Use, consume, possess, distribute, sell or be under the influence of alcohol,

unless authorized by the Principal for a specific limited purpose (while the Principal expects that all employees will comply with this rule on a day to day basis, it is recognized that for some employees approved and appropriate social functions within the course and scope of their work hours will occur at which reasonably limited consumption of alcohol is customary and appropriate without express authorization. Some common examples for illustration purposes would include: professional conference cocktail reception, external work related teaching conferences, School approved social dinner, or a promotional activity or event such as a Christmas party. However it is critically important that all employees understand that even at these events where alcohol consumption is permitted, alcohol is only to be consumed on a social basis to reasonable levels which ensure professional and responsible behavior by School employees at all times.); or

2.1.4. Use, consume, possess, distribute, sell or be under the influence of any other intoxicants, whether a controlled or uncontrolled substance.

2.2. An employee shall not, under any circumstances, consume alcohol or use, consume, ingest, or inhale illicit drugs, restricted drugs or other intoxicants while in care and control of or responsible for any School vehicle or equipment, or while using the employee's personal vehicle for work-related purposes.

2.3. If an employee is called back after regular working hours to perform work-related duties and has been consuming alcohol or using drugs or other intoxicants, and impairment has resulted, it is the employee's responsibility to:

2.3.1. Ensure that he or she does not perform any employment duties, including the operation of a motor vehicle, while under the influence of alcohol, illicit drugs, restricted drugs, medication or any other intoxicant or substance; and

2.3.2. Notify the Employer Representative who is attempting to call them in, that they are unable to perform their duties at that time.

2.4. The legal use of medication in compliance with physician directions is permitted at work only if it does not impair the employee's ability to perform his or her work effectively and in a safe manner. Employees are required to disclose to the Superintendent the use of medication which may reasonably be expected to affect their work performance or the safe execution of their duties. The Principal is committed to accommodating an employee's necessary use of medication without suffering undue hardship. When prescribed medications are on School or School's property due to an employee's needs and following the above rules, such medication must be monitored vigilantly and kept in a secure place that is out of harm's reach and inaccessible to students (e.g. the Employee's pocket, or locked cabinet, etc.)

3. Testing

3.1. Reasonable Cause Testing

3.1.1. The Principal may conduct testing for the presence of alcohol, or drugs when there is reasonable cause to believe that the actions, appearance or conduct of an employee while on duty (including while on-call) indicates that the employee is under the influence of restricted or illicit drugs or alcohol.

3.1.1.1. While the Principal reserves this right for all employees, employees are to understand that the necessary threshold to establish

reasonable cause in the eyes of the Principal will be lower for employees in safety-sensitive positions, given the potential consequences involved.

3.1.2. The basis for the decision to test will be documented as soon as possible after the action has taken place and identified to the employee prior to the test being conducted. The employee will be invited and have the opportunity to speak to or refute the basis for the decision to test, and the Principal shall consider the employee's position prior to proceeding with the test. The referral for the test will be based on specific, personal observations resulting from, but not limited to:

3.1.2.1. Observed use or evidence of use of restricted or illicit drugs or alcohol (e.g. smell of alcohol or cannabis);

3.1.2.2. Erratic or atypical behaviour of the employee;

3.1.2.3. Changes in physical appearance of the employee;

3.1.2.4. Changes in behaviour of the employee;

3.1.2.5. Changes in speech patterns of the employee;

3.1.2.6. Discovery of drugs, inclusive of medication capable of causing impairment, alcohol, intoxicants or related paraphernalia found in locations to which an employee has sole or primary access, including employees' lockers or assigned vehicles; or

3.1.2.7. Following a serious incident or accident where the possibility of drug or alcohol impairment cannot be easily ruled out from review of the circumstances, including a "significant incident" as defined by Occupational Health and Safety legislation, and a situation which created significant potential or risk for an incident or accident, even if an incident or accident did not ultimately result (a "near miss").

3.1.3. In addition, the Principal may conduct reasonable cause testing upon receipt of a complaint or concern by a co-worker or third party that an employee may be using drugs, alcohol or other substances contrary to this Administrative Procedure. In such circumstances, the Principal shall record the name and contact information of the complainant as well as the details of the concern or complaint. The Principal shall provide the details of the concern or complaint to the accused employee and, in appropriate circumstances, shall also provide the complainant's identity to the accused employee to allow him/her the opportunity to provide a full and complete response to the allegations. The Principal shall also reasonably consider the surrounding circumstances, and the presence or absence of any other evidence or indicators of drug or alcohol impairment prior to making a final decision on reasonable cause to test in these circumstances.

3.1.4. In all situations where the Principal believes an employee is unfit to be at the workplace, a responsible escort will be used to escort the employee home.

3.2. Return to Work Testing

3.2.1. When an employee returns to work following a disclosure that the employee suffers from a drug/alcohol dependency and subsequent treatment, the Principal may require the employee to undergo a return to work test. Further random, unannounced testing may be required for up to one year after the employee returns to work.

3.2.2. Prior to implementing return to work testing pursuant to clause 3.2.1 above, the Principal will consider all the surrounding facts and circumstances on a case by case basis, and provide the opportunity for discussion and input on this decision for return to work testing by the employee.

3.3. Testing Procedures

3.3.1. Any testing undertaken pursuant to this Administrative Procedure, including analysis of results, shall be performed by a qualified professional. Where appropriate, results shall be confirmed by laboratory testing, which shall be performed at an accredited laboratory.

3.3.2. Where reasonably possible, all testing conducted pursuant to this Administrative Procedure shall be conducted respectfully and in a manner to minimize the intrusive nature of the tests. The Superintendent will contact the alcohol and drug testing provider to schedule a test. The process is to be completed as soon as possible after the incident or observation which is deemed within the guidelines of this Administrative Procedure. The drug testing will be performed in compliance with the testing procedures as defined by the drug and/or alcohol testing facility. The Superintendent will also ensure arrangements for transportation of the employee to be tested, to and from the testing facility by a School representative, to ensure the employee does not operate a vehicle.

3.3.3. The employee shall be notified of the result of the test, and given an opportunity to address those results, including by providing them to and discussing them with the employee's own physician. For employees with positive test results the Principal shall consider on a case by case basis all of the surrounding facts and circumstances, including input from the employee and make a determination of further steps, requirements, or recommendations that may be necessary to refer the employee to of their own or independent physician to assess whether a drug or alcohol dependency exists.

3.3.4. The Principal will store test results in a secure location with access restricted to the Superintendent or Secretary-Treasurer, or employees with a demonstrable need for access to test results, in order to preserve employee privacy. Test results will not be disclosed to third parties without prior written consent of the employee, subject only to a legal requirement for the Principal to produce employee test results.

4. Discipline

4.1. The Superintendent views the rules contained in this Administrative Procedure to be of the utmost importance. This is a zero-tolerance Administrative Procedure; any deviation from the above terms will result in disciplinary action that may include immediate termination. All employees will be provided with a copy of this Administrative Procedure as notification that any resulting dismissal will be considered

as “dismissal for just cause” and not subject to notice or pay in lieu of notice.

4.2. As indicated above, any employee actively suffering from a drug or alcohol dependence which may impair or restrict the performance of their duties is required to disclose the addiction, and the Superintendent recognizes his responsibility to assist and accommodate employees suffering from such a condition. However, if an employee neglects or refuses to disclose a drug or alcohol dependence to the Superintendent, in violation of this Administrative Procedure, the Superintendent may, where warranted in the circumstances, deal with breaches of this Administrative Procedure based on the understanding that the employee is not suffering from a drug or alcohol dependence, but has simply disregarded this Administrative Procedure, in which case immediate and strict disciplinary action will be taken. Further, failure to disclose a drug or alcohol dependence which may potentially interfere with the diligent and safe performance of an employee’s duties in the workplace, is itself a violation of this Administrative Procedure.

4.3. Notwithstanding the foregoing, any and all disciplinary action under this Administrative Procedure that is taken by the Principal against an employee will comply with the Education Act.

5. Return to Work

5.1. Seeking voluntary assistance for drug or alcohol dependence will not jeopardize an employee’s employment with the School, so long as the employee continues to cooperate and seek appropriate treatment for his or her disclosed problem and is able to treat and control the problem to facilitate a return to work within the reasonably foreseeable future.

5.2. Any employee violating this Administrative Procedure who is subsequently authorized and accepted by the Principal to return to the workplace shall (after the Principal has allowed reasonable opportunity for input and discussion by the employee, and/or the employee’s physician) receive a Return to Work Letter outlining conditions of the return to the workplace which will normally include, but is not limited to, the following:

5.2.1. Requirement to continue treatment, counselling, and assistance programs or procedures recommended by the employee’s advising physician or addiction counsellor;

5.2.2. Express obligation to immediately cease performance of duties and notify a Supervisor in the event the employee finds themselves under the influence at any time during work hours following a return to the workplace;

5.2.3. Requirement to provide written medical confirmation that the employee has any condition under control and is able to safely return to the workplace without danger to the employee or others;

5.2.4. Requirement to provide reasonably regular updates from the employee’s physician or addiction counsellor confirming that the employee continues to follow recommended treatment programs and continues to be fit for performance of duties without danger to themselves or others; and

5.2.5. An express warning to the employee that future violations of the Administrative Procedure will lead to further discipline and serious consideration of immediate termination for just cause.

5.3. Employees suffering from drug or alcohol dependence who fail to cooperate with assistance or treatment programs or engage in repeated infractions of this Administrative Procedure, will be subject to the normal disciplinary sanctions, up to and including immediate termination for just cause.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 213, 214, 214.1, 215, 222, 225 Education Act Access to Cannabis for Medical Purposes Regulation

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Administrative Procedure 407

EMPLOYEE ASSISTANCE PROGRAM

Background

The Superintendent believes in promoting and assisting in maintaining the well-being of staff. To this end, the Charter Board will support the provision of an Employee Assistance Program, which includes consultation, wellness seminars, counselling and referral services.

Procedures

1. All employees are eligible to receive services under the Employee Assistance Program (EAP) contracted by the Charter Board.

2. The Charter Board will contract the services of a third party to provide an EAP.

3. The Superintendent is responsible for the coordination, promotion, monitoring and evaluation of the Employee Assistance Program.

4. To ensure confidentiality, the contracted outside service provider will invoice the School directly for staff having such insurance coverage and accessing the program.

5. Statistical information will be provided by the service provider in coded form to ensure confidentiality.

6. The Superintendent will provide information reports annually to the Charter Board on operations, monitoring, and evaluation of the Employee Assistance Program.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 197, 222, 225 Education Act Employment Standards Act
Freedom of Information and Protection of Privacy Act

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Administrative Procedure 409

LEAVES OF ABSENCE

Background

The Superintendent believes that a staff member's primary responsibility is to attend to their duties regularly and punctually. The Superintendent recognizes, however, that there are occasions where a staff member will require a leave of absence from duties. The Superintendent has the authority to grant leaves of absence for specified reasons. However, a prime consideration for the approval of leaves of choice will be the impact of the absence upon students.

Procedures

1. All leaves require prior approval by the Superintendent.
    1.1 Staff members shall apply to the Superintendent, through their immediate Supervisor, for any leave of absence under this Administrative Procedure. In emergent situations, the application may be made by telephone with written confirmation to follow.
    1.2 A leave of absence may be granted:
        1.2.1 With pay;
        1.2.2 With partial loss of pay;
            1.2.2.1 Partial loss of pay shall be defined as deduction of the cost of a substitute teacher for teaching staff and deduction of forty percent (40%) of the applicable rate for non-teaching staff.
        1.2.3 With loss of pay without loss of benefits; or,
        1.2.4 With loss of pay and benefits.
    1.3 Unless expressly stated herein, a leave of absence granted under this Administrative Procedure shall be a leave from a staff member's position.
    1.4 A staff member who has been absent without leave shall be subject to appropriate disciplinary action.
    1.5 All records related to the application of this Administrative Procedure shall be retained in accordance with Administrative Procedure 180 – Freedom of Information and Protection of Privacy, and Administrative Procedure 185 – Records Management.

2. Staff members may be granted compassionate leave for specified compassionate reasons.
    2.1 The compassionate leave procedures of this Administrative Procedure shall apply to only those staff members who do not have a compassionate leave clause in their contract.
    2.2 In any application for compassionate leave pursuant to clause 1.1, the staff member shall identify the relationship of the family member, the nature of the affliction and the

location to which the staff member is required to travel.

2.3 For the purpose of determining eligibility for compassionate leave the definition of a staff member's family shall be interpreted as consisting of the following relationships:

2.3.1 Group "A" Relationships

2.3.1.1 Spouse;

2.3.1.2 Fiancé;

2.3.1.3 Common-law-spouse;

2.3.1.4 Parent;

2.3.1.5 Child;

2.3.1.6 Former Guardian;

2.3.1.7 Sibling;

2.3.1.8 Grandchild;

2.3.1.9 Mother/Father-in-law;

2.3.1.10 Son/Daughter-in-law;

2.3.1.11 Any relative residing in the same household;

2.3.1.12 Any other individual for whom the staff member is required to administer bereavement responsibilities.

2.3.2 Group "B" Relationships

2.3.2.1 Grandparent;

2.3.2.2 Grand Father/Mother-in-law;

2.3.2.3 Brother/Sister-in-law;

2.3.2.4 Niece/Nephew;

2.3.2.5 Aunt/Uncle.

2.4 Compassionate leave with full pay shall be granted according to the following schedule:

2.4.1 Group "A" Relationships – up to five (5) days;

2.4.2 Group "B" Relationships – up to three (3) days.

2.4.3 In addition, up to two (2) days leave of absence with full pay may be granted for the purpose of travel.

2.4.4 At the discretion of the Superintendent, an additional leave of up to five (5) days may be granted with partial loss of pay.

3. Staff members may be granted a family medical leave of absence to transport a family member to obtain medical care.

3.1 For the purpose of this section, a staff member's family is defined as being limited to parents, spouse, and children.

4. Female staff members may be granted maternity leave in relation to the birth or adoption of a child.

    4.1 Staff members shall be granted maternity leave in accordance with the Employment Standards Code, Part 2, Division 7, excepting that during the currency of the statutory maternity leave the School will maintain the staff member's participation in the various fringe benefit and insurance plans in accordance with the provisions of the plan.

    4.2 At the conclusion of the statutory maternity leave, a staff member may, on application, be granted a leave of absence without pay and without benefits for such period as may be agreed to by the staff member and the Superintendent.

    4.3 A leave of absence granted pursuant to clause 4.2 above shall be from the general staff of the School. While the Superintendent undertakes to try to ensure placement in the same position at the conclusion of the leave, such placements are not guaranteed.

    4.4 On application, a female staff member shall be granted one (1) day of leave with pay on the occasion of surrogate motherhood or legal adoption.

        4.4.1 A staff member may, on application, be granted a leave of absence without pay and without benefits for such period as may be agreed to by the staff member and the Superintendent.

        4.4.2 The staff member shall have the option of maintaining participation, at her own expense, in the various fringe benefit and insurance plans in accordance with the provisions of the plans.

5. Male staff members may be granted paternity leave in relation to the birth or adoption of a child.

    5.1 On application, a male staff member shall be granted one (1) day of paternity leave with pay on the occasion of the staff member's spouse giving birth.

    5.2 The provision of paternity leave shall apply equally to birth by a surrogate mother or to legal adoption.

6. Staff members may be granted personal leave for acceptable personal reasons.

    6.1 A staff member may be granted a leave of absence with loss of pay without loss of benefits or a leave of absence with loss of pay and benefits for any reason or term acceptable to the Superintendent.

    6.2 Any leave of absence granted for a term exceeding two (2) months shall be from the general staff of the Division and there will be no guarantee of a return to the position from which leave was taken.

    6.3 A staff member who is granted a leave of absence for a term greater than six (6) months shall sign the Division's Leave of Absence Agreement (Form 409-1).

7. Staff members who aspire to local, provincial, or national elected office may be granted Political Activities Leave to attend to those activities.

    7.1 A staff member nominated for local, provincial, or federal government seats will be granted leave of absence with loss of pay without loss of benefits for the purpose of campaigning following the issuance of the writ of election.

    7.2 Staff members elected to local government councils or committees will be granted

leave of absence with partial loss of pay for the purpose of fulfilling the duties required by their elected positions.

7.3 A staff member elected to a provincial or federal government seat shall not be granted a leave of absence.

8. Staff members may be granted emergency measures organizations leave related to their participation in emergency measures organizations and volunteer fire departments.

8.1 On application, a staff member shall be granted a leave of absence with partial loss of pay, when they are members of local emergency measures organizations or local volunteer fire departments, for the purpose of taking a required course or to upgrade rescue or fire-fighting skills.

8.2 A staff member called to render emergency service shall be granted leave with pay for time away from his/her duties. The staff member shall advise his/her supervisor before leaving the workplace.

9. Staff members may be granted jury and witness leave to respond to subpoenas as jurors or witnesses.

9.1 A staff member shall be granted a leave of absence with pay to attend as required, on application supported by a copy of:

9.1.1 A notice requiring attendance for jury selection; or

9.1.2 Written confirmation by the court of having been selected as a juror.

9.2 A staff member, on application supported by a copy of the subpoena, the order or a notice to attend, shall be granted a leave of absence with pay to act as a witness only, in circumstances where the staff member is not a party to the action or proceeding in a civil, criminal or other context, or where the staff member who is called as a witness is not directly affected by the outcome. Where the staff member is a party to the action or is directly affected by the outcome the leave shall be without pay.

10. Staff members may be granted defendant leave to appear as the defendant in a criminal or civil proceeding.

10.1 A staff member shall be granted a leave with pay when required to act as the defendant in a criminal or civil proceeding where the staff member has been charged for an action committed while performing his/her duties as a Division employee or while acting as an agent of the Board.

10.2 A staff member shall be granted a leave without pay when required to act as the defendant in a criminal or civil proceeding where the staff member has been charged for an action committed outside of the performance of his/her duties as a Division employee.

11. Staff members may be granted competitive activities leave to participate in competitive activities.

11.1 Staff members will not be granted a leave of absence to participate in any capacity in local competitive events.

11.2 Staff members may be granted leave of absence for up to five (5) days per school year to participate in competitive events at the provincial, national, or international

level.

11.2.1 If the staff member is participating as a planner/organizer of the event, the leave shall be without pay.

11.2.2 If the staff member is participating as a judge or official of the event, the leave shall be without pay.

11.2.3 If the staff member is participating as a competitor in the event, the leave shall be a leave without pay.

12. Where provisions of this Administrative Procedure conflict with a contract of employment, the contract of employment will prevail.

13. Notwithstanding the preceding procedures, the Superintendent expects that all staff members keep their absences from their duties to a minimum and keep their obligation to perform their duties first and foremost.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196 197, 222, 225 Education Act Employment Standards Act
Labour Relations Act
Section 248L, Canada Tax Act
Canada Income Tax Regulation 6801
Collective Agreements

Approved: September 21, 2022
Revised:

Administrative Procedure 413

STAFF MEETINGS

Background

School staff meetings provide a valuable means of communication on all matters pertaining to the educational process.

Procedures

1. The Principal shall hold staff meetings at regular intervals.

2. All teachers shall attend all staff meetings unless excused by the Principal.

3. Support staff may be requested by the Principal to attend school staff meetings on a regular or periodic basis.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196 197, 222, 225 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 414

STAFF CONFLICT RESOLUTION PROCEDURES

Background

At NHCS, we value a respectful, supportive workplace where concerns are addressed openly, fairly, and in a timely way. Strong relationships among staff support a positive learning environment for students.

Procedure

1. Resolve early whenever possible:
    a. Speak directly with the person involved
    b. Choose a private, appropriate time
    c. Focus on the concern, not the individual
    d. Listen and work toward understanding

    Most concerns can be resolved through respectful conversation.

2. If you need support, or if the issue is not resolved or a direct conversation is not appropriate:
    a. Speak with the Supervisor/Principal (or designate). The Supervisor/Principal may:
        i. Help clarify the situation
        ii. Support a conversation
        iii. Facilitate a solution-focused meeting

3. If the issue continues the Supervisor/Principal will:
    a. Meet with those involved
    b. Gather information
    c. Support a fair and respectful resolution
    d. Clarify expectations and next steps

4. If the issue is not resolved, or has not been dealt with in a timely manner, the concern can then be brought to the attention of the Superintendent or Designate who may utilize/repeat the steps above or proceed at their discretion to bring resolution to the issue.

5. If your concern Involves the Supervisor or Principal:
    a. If appropriate, you may speak directly with the Supervisor or Principal
    b. If this is not comfortable or does not resolve the issue contact the Superintendent or Designate who will:
        i. Review the concern with all parties as required
        ii. Determine next steps (e.g., mediation or review)
        iii. Communicate outcomes as appropriate

6. If the concern remains unresolved after initiating steps 1 through 5 you may request a further review through the NHCS Board of Directors (through appropriate channels) who proceed at their discretion.

7. Throughout the staff conflict resolution process all staff will:
    a. Act professionally and respectfully
    b. Participate in good faith
    c. Maintain confidentiality
    d. Focus on solutions

8. While all concerns are to be handled in a fair and confidential manner, anonymity cannot be maintained when a third party is involved. In order to review and resolve concerns appropriately, information may need to be shared with the Principal/supervisor, or the Superintendent, and between the parties involved.

    Address concerns early, assume positive intent, and seek support when needed. Healthy working relationships strengthen our entire school community.

Reference: NHCS Supplementary Terms and Conditions for Teaching Staff, Classified Staff Handbook, School Handbook, Code of Professional Conduct for Teachers and Teacher Leaders
Approved: April 22, 2026
Revised:

Administrative Procedure 415

PROGRESSIVE STAFF DISCIPLINE

Background

Most employees want to do what is expected of them and want to perform their duties well. However, the Superintendent periodically needs to deal with problems caused by the conduct or performance of an employee. The Superintendent subscribes to the philosophy of progressive discipline which is premised on the hope that the employee will correct any conduct or performance problems that may arise so as to avert having disciplinary measures escalate to subsequent steps. Progressive discipline provides an opportunity to uphold the Charter Board's mission and belief statements, alleviate any feelings of unjust treatment, and offer guidance and support to employees. The goal of progressive discipline is to correct poor behaviour or performance so as to create a better and more productive employee. The Superintendent has established a set of reasonable procedures for supervisors to follow. These procedures are put in place in consideration of the overall proper and optimal functioning of the School.

Procedures

1. These procedures apply to all employees that work for the School.

2. In the event that an employee violates administrative procedures or exhibits problematic behaviour, in most circumstances the Superintendent will consider progressive discipline. This Administrative Procedure in no way fetters the Superintendent, from taking any action, disciplinary or administrative measure, or exercising any right or power under the Education Act where employment related action is warranted.

3. Letters of Concern and Expectation or Reprimand issued to the employee will:
   - 3.1 State the type of letter being issued,
   - 3.2 Alert the employee to the problem and specify the problem behaviour,
   - 3.3 Remind the employee of any previous verbal or written admonitions provided relating to the issue,
   - 3.4 Reiterate the expectations,
   - 3.5 Advise the employee of the consequences associated with further disciplinary infractions,
   - 3.6 Contain other information deemed pertinent.

4. All concerns will be investigated by appropriate personnel before determining if discipline will result. Letters of Concern and Expectation are not deemed disciplinary letters.

5. Supervisors must obtain advice from the Superintendent relative to the contents and wording of any Letter of Concern and Expectation or Reprimand prior to the letter being issued.

6. Any letter issued shall be discussed with the employee by the Supervisor upon issuance.

7. Supervisors reserve discretion in determining whether to forward a copy of a Letter of Concern and Expectation to the Superintendent for inclusion on the employee's personnel file. The letter shall indicate a copy has been so forwarded if that is the case.

8. Any Letters of Reprimand must be forwarded to the Superintendent for inclusion in the employee's personnel file, and the letter shall indicate a copy has been so forwarded.

9. Employees who have a letter placed on their personnel file have the right to provide a written response to the letter and that response shall be attached to the letter and kept in the personnel file.

10. The Supervisor is to document to their own working file the date and description of any conversations with, or verbal warnings given to, the employee relative to behaviour of concern.

11. Suspensions and terminations shall be carried out in accordance with applicable legislation and only by the Superintendent.

12. No decision made under this Administrative Procedure is appealable to the Board.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 197, 213, 214, 214.1, 215, 222, 225 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 417

RECOGNITION OF EMPLOYEE SERVICE

Background

The Division recognizes long-term employment service and the service of retiring employees.

Procedures

1. Types of employment that will be recognized shall include:
   1.1 Long-term employment.
   1.2 Retiring employees.
2. The Superintendent shall arrange for an opportunity to honour employees as follows:
   2.1 At a regular or specially-called Charter Board meeting.
   2.2 At a school staff function lunch.
3. Long term service awards shall be in the form of School pins inscribed with years of service recognized by the School and shall be awarded for five (5) years of service and every five (5) years thereafter.
4. Retiring employees shall receive an appropriate gift from the Charter Board if they meet the eligibility requirements:
   4.1 Served in the School at least five (5) full years.
   4.2 Be at least fifty-five (55) years of age.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 419

EMPLOYEE RESIGNATIONS

Background

The Superintendent requires that employees wishing to resign from the employ of the School do so in accordance with the provisions of provincial statutes and administrative procedures.

Procedures

1. The employee wishing to resign from employment with the School 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 shall:
   - 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; and
   - 2.3 Forward a copy of the letter accepting the resignation to the Secretary-Treasurer.

3. If, upon receiving a letter of resignation, the Superintendent believes that 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; or
   - 3.2 Accept the resignation as offered; and
   - 3.3 Forward a copy of the letter accepting the resignation to the Secretary-Treasurer.

4. In the event an employee is absent from work for undisclosed reasons for a period of five (5) consecutive days, the position will be considered abandoned and therefore vacant.

5. On their last day of work, employees must return to their immediate supervisor the following:
   - 5.1 Keys;
   - 5.2 School-owned electronic devices;
   - 5.3 School resources.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 214, 215, 216, 222, 225 Education Act Employment Standards Code

Approved: September 21, 2022
Revised:

Administrative Procedure 420

ROLE OF TEACHERS

Teachers employed within the School are primarily charged with maximizing student learning through their work in collaborative teams in a defined, disciplined process.

Procedures

1. At all times, the dignity, safety, and well-being of the student shall be the priority consideration. It is expected that mutual respect and understanding shall exist between student and teacher.

2. Parents are an important partner in student learning and teachers will engage with them in the best interest of students.

3. Teachers shall in their practice demonstrate:
   - 3.1 Knowledge and application of the current curriculum and learning outcomes.
   - 3.2 The application of current research-based lesson design and pedagogy.
   - 3.3 The understanding and use of a variety of high yield instructional and intervention strategies.
   - 3.4 A positive educational environment that is inclusive of all students.
   - 3.5 A variety of on-going research/evidence-based formative assessments of student learning to inform daily instruction.
   - 3.6 The use of research/evidence-based summative assessments in evaluating student performance.
   - 3.7 Shall use appropriate social media as per Administrative Procedure 140 – Information Technology Use and Administrative Procedure 146 – Responsible Use of Electronic Social Media.
   - 3.8 Support for School-based initiatives.

4. The teacher shall be involved as a member of a School staff by:

4.1 Attending all staff meetings and committee assignments.

- 4.2 Collaborating with colleagues to achieve educational goals and in fulfilling requirements as outlined by Charter Board policy and administrative procedures.
- 4.3 Accepting responsibility for supervision of students both as assigned and required at the School and School events.
- 4.4 Contributing to the whole School experience for students.

5. Teachers shall demonstrate professionalism by:
   - 5.1 Arriving early enough to receive students at School and remaining a reasonable time

until student(s) have left in the afternoon.

5.2 Demonstrating to student(s) a conduct, appearance and vocabulary that inspires respect from all and adheres to staff and School procedures.

5.3 Actively participating in in-service and professional development opportunities to ensure alignment with current research on teaching and learning, so that instructional techniques and effective utilization of technology are aligned with provincial and School expectations/goals.

5.4 Developing appropriate relationships with students, parents, colleagues and other stakeholders.

5.5 Treating all staff members with respect regardless of their position or assignment.

5.6 Being available/accessible to students to meet the learning needs of students

Legal Reference: Section 18, 25, 26, 33, 52, 53, 196, 197, 214, 215, 216, 222, 225 Education Act Teaching Profession Act
Ministerial Order 028/2020 – Student Learning
Teaching Quality Standard
Guide to Education – ECS to Grade 12
Collective Agreement

Approved: September 21, 2022
Revised:

Administrative Procedure 421

CODE OF PROFESSIONAL RELATIONSHIPS

Background

The Superintendent recognizes the professionalism of teachers and the need for staff to work together for the common interest of the children. As such, the Superintendent believes that the rights of professional staff are accompanied by essential responsibilities, both of which define the code of professional relationships in the School.

Procedures

The professionals employed by the School, on behalf of its students, acknowledge the following responsibilities and relationships:

1. The obligation to orient services towards the continuous intellectual development, career development, physical development, and human and social development of students in accordance with the mandate for schools and the vision and values of the Charter Board.

2. The requirement to fulfill the obligations of the Education Act, statutory regulations, Charter Board policy and contracts with the School.

3. The need to make decisions based on student welfare and to cooperate with other professionals to this end.

4. The maintenance, individually and collectively, of a high standard of professional ethics, conduct and practice.

5. The duty to speak and act toward students with respect and dignity, and deal judiciously with them, mindful of their individual rights and sensibilities.

6. The obligation to cooperate with agencies that provide social services that contribute to the welfare of students.

7. The necessity to respect the confidential nature of information concerning students and share it only with authorized persons or agencies directly concerned with their welfare.

8. The obligation to work towards the highest possible current educational standards and practices through professional development, personal growth plans and in-service opportunities.

9. The duty to direct any criticism or concern to a fellow professional before sharing information with appropriate officials or a professional organization, except where legal provisions or Inter-Ministry protocols require otherwise.

10. The need for teachers to exercise their professional mandates, obligations and rights when fulfilling the primary responsibilities of:

10.1 Managing the teaching/learning environment.

10.2 Providing instruction, including the determination of needed outcomes, methods of instruction and assessment.

10.3 Communicating and interpreting evaluation data and progress information on students.

10.4 Executing provincial and local curriculum mandates.

10.5 Employing cooperative, consultative or collaborative decision-making processes as applicable when addressing issues.

10.6 Enhancing expertise through personal growth plans.

Legal Reference: Section 18, 25, 26, 33, 52, 53, 196, 197, 214, 215, 216, 222, 225 Education Act Teaching Profession Act

Approved: September 21, 2022
Revised:

Administrative Procedure 422

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

The Charter Board recognizes that it is responsible for ensuring that the highest possible quality of education is provided for the students. A key factor in discharging this responsibility is the maintenance of a high quality teaching staff to ensure that teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. The Superintendent believes that the Principal and teachers must work together to achieve the Teaching Quality Standard determined by the Minister. This objective can be achieved by providing opportunities for the professional growth of teachers, by having the expectation that teachers will utilize the opportunities for professional growth, and by providing for effective teacher supervision and evaluation.

Procedures

1. The Teacher Growth, Supervision and Evaluation Administrative Procedure will comply with related Ministerial Orders and Alberta Education policies and regulations.

    1.1 The results of the implementation of the provisions of this Administrative Procedure shall be incorporated in the Annual Education Results Report.

2. All teachers employed by the School will be held responsible for their professional growth.

    2.1 All teachers employed by the School shall complete during each school year an annual teacher professional growth plan that:

        2.1.1 Reflects goals and objectives based on a self-assessment of learning needs by the individual teacher;

        2.1.2 Shows a demonstrable relationship to the Teaching Quality Standard; and

        2.1.3 Takes into consideration the education plans of the School and Alberta Education.

    2.2 An annual teacher professional growth plan:

        2.2.1 May be a component of a multi-year plan; and

        2.2.2 May consist of a planned program of supervising a student teacher or monitoring a teacher.

    2.3 All teachers employed by the School shall submit an annual teacher professional growth plan to the Principal by October 30 of each school year.

        2.3.1 Any modifications to the annual teacher professional development plan that are made by teachers due to changes in identified needs or circumstances shall be submitted to the Principal at the time of the changes.

    2.4 The Principal shall review the annual teacher professional growth plan and, in consultation with the teacher, make a finding whether the teacher has completed an

annual professional growth plan that complies with clauses 2.1, 2.2 and 2.3.

2.5 The teacher's annual teacher professional growth plan shall be kept in the possession of the teacher. The teacher shall provide the Principal with a copy of the annual teacher professional growth plan as required in clause 2.3 and the Principal shall return it to the teacher at the end of the school year.

2.6 The teacher shall implement her/his annual teacher professional growth plan and shall collaborate with her/his Principal to evaluate the progress in the implementation of the plan.

2.7 If a review under clause 2.4 finds that a teacher has not completed and implemented an annual teacher professional growth plan as required, the teacher shall be subject to disciplinary action as determined by the Superintendent.

3. There will be ongoing supervision of all teachers in the School in the performance of their professional duties.

3.1 The Principal shall develop a plan for the supervision of teachers in the School and such a plan shall be incorporated as part of the annual School education plan and the results of the implementation of the supervision plan shall be reported in the Annual Education Results Report.

3.2 Supervision of teachers shall be an ongoing process carried out by the Principal to:

3.2.1 Recognize the teacher's success and achievement in meeting the Teaching Quality Standard;

3.2.2 Provide support and guidance to teachers;

3.2.3 Observe and receive information about the quality of teaching a teacher provides to students; and

3.2.4 Identify the behaviours or practices of a teacher that for any reason may require evaluation.

4. All teachers in the School will be subject to evaluation procedures as required for specific purposes.

4.1 The evaluation of a teacher by a Principal shall be conducted:

4.1.1 Upon the written request of the teacher;

4.1.2 For the purposes of gathering information related to a specific employment decision;

4.1.3 For the purposes of assessing the growth of the teacher in specific areas of practice; and

4.1.4 When, on the basis of information received through supervision, the Principal has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard.

4.2 A recommendation by a Principal that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two (2) or more evaluations of the teacher.

4.3 The Principal shall develop a plan for the evaluations required as a result of needs identified in clauses 4.1 and 4.2, and such a plan shall be incorporated in the annual

school education plan and the results of the implementation of the evaluation plan shall be reported in the Annual Education Results Report.

4.4 On initiating an evaluation, the Principal shall meet and communicate explicitly in writing to the teacher:

4.4.1 The reasons for and purposes of the evaluation;

4.4.2 The process, criteria and standards to be used;

4.4.3 The timelines to be applied; and

4.4.4 The possible outcomes of the evaluation.

4.5 On completion of an evaluation, the Principal shall:

4.5.1 Complete a written report in a format specified by the Superintendent which shall provide:

4.5.1.1 Space for the teacher's comments and/or reactions,

4.5.1.2 The appeal procedures,

4.5.1.3 The signatures of both the evaluator and the teacher, and

4.5.1.4 The date.

4.5.2 Provide the teacher with the original copy of the completed evaluation report;

4.5.3 Provide the Superintendent with a copy of the completed report which shall be retained in the teacher's personnel file; and

4.5.4 Keep a copy of the completed report in the Principal's Office.

4.6 Where, as a result of an evaluation, a Principal determines that a change in the behaviour or practice of a teacher is required, the Principal must provide to the teacher a notice of remediation.

4.7 A notice of remediation issued by the Principal shall be a written statement to the teacher where the Principal has determined that a teacher's teaching does not meet the Teaching Quality Standard, and such a statement shall describe:

4.7.1 The behaviours and practices that do not meet the Teaching Quality Standard and the changes required;

4.7.2 The remediation strategies the teacher is required to pursue; and

4.7.3 How the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment.

5. Subsequent to an evaluation the teacher has the right to appeal.

5.1 A teacher shall have the right to appeal an evaluation of his/her teaching performance.

5.2 An appeal shall be made, in writing, directly to the Superintendent within ten (10) teaching days of receipt of the written evaluation report. The teacher shall state clearly the reason(s) the evaluation is being contested.

5.3 Within ten (10) operational days of receipt of an appeal, the Superintendent shall consider the appeal, review relevant documents, and conduct a hearing if the

Superintendent so chooses.

5.4 The Superintendent shall determine whether or not a re-evaluation is warranted, and respond in writing to the teacher within five (5) days of the hearing. The Superintendent's decision is final.

5.5 In the event that the Superintendent finds that a re-evaluation is warranted, the Superintendent shall identify a new evaluator, and the time and manner of any re-evaluation.

5.5.1 The new evaluator shall not be given the particulars of the previous evaluation.

5.5.2 The Superintendent's decision in choosing a new evaluator is final.

6. Information obtained as a result of the processes involved in teacher growth, supervision and evaluation will be managed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act.

6.1 Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under procedures resulting from section 4.

6.2 Provision for secure storage shall be made for any document used to prepare a teacher evaluation report and for any required copies of the teacher evaluation report.

Legal Reference: Section 18, 25, 26, 33, 52, 53, 196, 197, 213, 214, 215, 218, 222 Education Act Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
Certification of Teachers and Teacher Leaders Regulation 84/2019
Practice Review of Teachers and Teacher Leaders Regulation 92/2019
Student Learning – Ministerial Order 028/2020
Teaching Quality Standard
Teacher Growth, Supervision and Evaluation Policy
Guide to Education ECS to Grade 12
Practice Review of Teachers Information Bulletin 3.3.2

Approved: September 21, 2022
Revised:

Administrative Procedure 429

STUDENT TEACHING

Background

Full cooperation with teacher training institutions who wish to provide student teaching experiences for their students is encouraged.

Procedures

1. Certificated teachers are encouraged to function as Faculty Consultants or Cooperating Teachers in teacher training programs.

2. Honoraria for Faculty Consultants and Cooperating Teachers shall be the responsibility of the teacher training institution. School staff are entitled to accept and retain such honoraria.

3. The Superintendent will coordinate requests from teacher training institutions for the placement of student teachers.

4. Placements of student teachers shall be made by the Principal in consultation with the Cooperating Teacher(s).

Legal Reference: Section 18, 25, 26, 33, 52, 53, 196, 197, 222 Education Act Teaching Profession Act
Teaching Quality Standard
Ministerial Order 028/2020 – Student Learning
Guide to Education – ECS to Grade 12

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Revised:

Administrative Procedure 430

ROLE OF THE PRINCIPAL

Background

As outlined in the Education Act, the Principal is the educational leader and chief administrator in the School and is directly accountable to the Superintendent.

Procedure

1. The Principal of a school must:
   - 1.1 Meet the standards in the Leadership Quality Standard.
   - 1.2 Provide instructional leadership in the school.
   - 1.3 Ensure that the instruction provided by the teachers employed in the School is consistent with the courses of study and education programs prescribed, approved, or authorized pursuant to the Education Act.
   - 1.4 Evaluate or provide for the evaluation of programs offered in the school.
   - 1.5 Ensure that students in the School have the opportunity to meet the standards of education set by the Minister.
   - 1.6 Direct the management of the School.
   - 1.7 Maintain order and discipline in the School and on the School grounds and during activities sponsored by the School.
   - 1.8 Promote cooperation between the School and the community that it serves.
   - 1.9 Supervise the evaluation and advancement of students.
   - 1.10 Evaluate the teachers employed in the School.
   - 1.11 Subject to the Principal's contract of employment, carry out those duties that are assigned to the Principal by the Superintendent.
2. The Principal must also:
   - 2.1 Exhibit exemplary teaching skills.
   - 2.2 Enhance the teaching skills of their professional staff.
   - 2.3 Provide support for staff and develop an effective learning climate.
   - 2.4 Facilitate the placement of students and the assignment of staff.
   - 2.5 Be responsible for the evaluation of support staff.
   - 2.6 Be responsible for maintaining School records.

2.7 Collaboratively develop and monitor the professional development program for all School staff.

2.8 Facilitate effective communication with School stakeholders.

2.9 Pursuant to the Education Act, establish a School Council and advise the School Council on its operation.

2.10 Collaboratively develop the annual School budgets.

2.11 Mediate conflicts between School stakeholders.

2.12 Establish procedures and practices to meaningfully involve others as full members of the leadership team.

3. The Principal will provide the Superintendent with a copy of timetables by September 30 of each School year to facilitate the scheduling of meetings.

Legal Reference: Section 25, 26, 32, 33, 52, 53, 55, 197, 222 Education Act Leadership Quality Practice

Approved: September 21, 2022
Revised:

Administrative Procedure 432

PRINCIPAL GROWTH, SUPERVISION AND EVALUATION

Background

Principals play a vital role in assisting the Superintendent to make the Charter Board's will a reality.

Procedures

1. Principals are required to assist the Superintendent in fulfilling his/her assigned role, including achievement of the following quality indicators:

    1.1 Educational Leadership

        1.1.1 Conducts an analysis of student success; uses appropriate data sources and develops action plans to address issues;

        1.1.2 Identifies trends and issues related to student achievement to inform the school's three-year planning (3YEP) process, including recommendations for innovative means to improve measurable student achievement;

        1.1.3 Strives to ensure satisfaction with levels of achievement;

        1.1.4 Demonstrates measurable improved student achievement over time.

    1.2 Fiscal Responsibility

        1.2.1 Ensures that the annual internal audit report of School generated funds reveals no deficiencies or deficiencies are remedied in a timely manner;

        1.2.2 Expends School based funds as per approved budgets.

    1.3 Personnel Management and Growth

        1.3.1 Consistently models high ethical standards of conduct;

        1.3.2 Consistently models commitment to personal and professional growth;

        1.3.3 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes in consultation and collaboration with the Superintendent;

        1.3.4 Provides professional growth opportunities for all staff;

        1.3.5 Fosters high standards of instruction and professional improvement (Teaching Quality Standard) through approval and monitoring of teacher professional growth plans and the placement of teachers on remediation plans;

        1.3.6 Enhances leadership capacity through the training of other school based leaders;

        1.3.7 Evaluates staff as required by the Superintendent and provides ongoing supervision to ensure quality performance.

1.4 Policy and Administrative Procedures

1.4.1 Adheres to policy and administrative procedures;

1.4.2 Assists in timely revisions to administrative procedures.

1.5 Superintendent-Principal Relations

1.5.1 Implements Superintendent directions with integrity in a timely fashion;

1.5.2 Provides support to the Superintendent;

1.5.3 Informs the Superintendent about School operations;

1.5.4 Interacts with the Superintendent in an open, honest, ethical, proactive and professional manner.

1.6 Planning and Reporting

1.6.1 Involves appropriate stakeholder input in the School Continuous Improvement Plan (SCIP) process and that results in high stakeholder satisfaction;

1.6.2 Develops short and long-range plans to meet the needs of the School and to provide for continuous improvement;

1.6.3 Reports key results in the Annual Education Results Review (AERR) as identified by the SCIP process.

1.7 Organizational Management

1.7.1 Ensures School compliance with all Alberta Education, Charter Board and Superintendent mandates in terms of meeting timelines and quality expectations;

1.7.2 Manages time and resources effectively.

1.8 Communications and Community Relations

1.8.1 Implements the School communication plan to ensure positive, accurate and timely internal and external communications;

1.8.2 Facilitates effective home-School relations;

1.8.3 Works cooperatively with the media to positively represent the School;

1.8.4 Promotes public engagement in the School and builds positive community relations and partnerships;

1.8.5 Represents the School in a positive, professional manner;

1.8.6 Manages conflict effectively;

1.8.7 Improves the School's public image.

1.9 Student Well Being

1.9.1 Ensures behavioural expectations for students are known and followed;

1.9.2 Promotes a School culture that is conducive to the achievement of academic goals, and the development of positive character and work habits;

1.9.3 Establishes a safe and caring environment and fosters and maintains respectful and responsible behaviours.

2. Professional Growth

2.1 The Charter Board aspires to provide the highest possible quality of education and to ensure that all students have the opportunity to meet the standards set by the Minister. The Superintendent believes that the Superintendency staff and Principal are jointly responsible for making this a reality.

2.2 The Charter Board believes that this objective can best be achieved through a School- wide commitment to continuous improvement.

2.2.1 The Principal is expected to have in place at all times a current professional growth plan approved by the Superintendent.

2.2.2 Such a professional growth plan will identify measurable results to be achieved, strategies to be employed to achieve those results, and specific timelines.

2.2.3 It is understood that the strategies will need to be changed from time to time in order to achieve the desired results. Therefore, the growth process is viewed as one which has fixed results, but variable strategies.

2.3 It is further recognized that the Principal's growth is closely connected to the SCIP, and data from the SCIP may be relevant information to consider relative to the Principal's professional growth plan.

2.4 The Superintendent believes that most accountability is affirmation. It is the Principal's responsibility to provide the Superintendent with measurable progress, or the lack thereof, so that appropriate feedback can be provided.

2.5 At least twice yearly feedback from the Superintendent will be provided to the Principal regarding the professional growth plan; once at the beginning of the year to approve the plan, and once at the end of the year, to provide accountability regarding achievement of the plan.

2.6 Unless a Principal agrees, the content of a Principal's annual professional growth plan must not be part of the evaluation process of a Principal.

2.7 Information obtained as a result of the processes involved in Principal growth, supervision and evaluation will be managed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act.

2.8 Provision for secure storage shall be made for any document used to prepare a Principal's evaluation report and for any required copies of the Principal's evaluation report.

3. Supervision

3.1 Supervisory activity, in most instances, enhances professional growth. Supervision is the ongoing oversight by the Superintendent of the work of the Principal, as defined in Administrative Procedure 430 – Role of the Principal. Such supervisory work entails the review and monitoring of required documentation such as the SCIP, AERR, financial audits and professional growth plans.

3.2 Supervisory activity may lead to the identification of exemplary performers to act as mentors, to share best practice or some other form of recognition or celebration.

3.3 Supervisory activity may also result in a requirement for the Principal to undergo increased in-service, address identified deficiencies, undergo an evaluation, and/or

take required actions directed by the Superintendent.

4. Evaluation

4.1 The Principal will be evaluated in relation to her assigned roles and responsibilities and any other duties and responsibilities specifically assigned by the Superintendent.

4.2 The Superintendent's evaluation of the Principal will take into consideration the evidence brought forward by the Principal to demonstrate that the quality indicators and roles above have been completed to the required standard.

4.2.1 Evaluation reports will be in writing and shall be retained in the Principal's personnel file.

4.3 Principals new to their position may be evaluated during the first year. In addition, Principals may be evaluated upon written notification by the Superintendent or an evaluation may be requested by a Principal.

Legal Reference: Section 25, 26, 33, 52, 53, 55, 197, 222 Education Act
Freedom of Information and Protection of Privacy Act
Leadership Quality Practice

Approved: September 21, 2022
Revised:

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 the competencies required in their positions, and to support School services to recognize the uniqueness of every student in the school.

Procedures

1. In recruiting support staff, the following criteria shall be considered:
   - 1.1 Needs of School students, and program needs, as perceived by the Principal;
   - 1.2 Provisions of current terms and conditions of employment;
   - 1.3 Candidate interests, knowledge, education, ability and skills;
   - 1.4 Candidate suitability and compatibility based upon past performance and experience; and
   - 1.5 Willingness to continue professional development growth.

2. In deploying and, when necessary, transferring support staff members, the following criteria shall be considered:
   - 2.1 Student and program needs as perceived by the Principal;
   - 2.2 Experience, interests and training of support staff members; and
   - 2.3 Staff request;

3. Transfers of currently employed support staff members will be considered before appointments are made from outside candidates.

4. The Superintendent is responsible for coordinating the transfer of all support staff members.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Employment Standards Code
Labour Relations Code

Approved: September 21, 2022
Revised:

Administrative Procedure 442

SUPPORT STAFF GROWTH, SUPERVISION AND EVALUATION

Background

The Charter Board recognizes that it is responsible for ensuring that the highest quality of education is provided for the students. An important factor in discharging this responsibility is the maintenance of a high quality support staff to ensure that teachers have the support and resources to deliver quality educational programs. The Superintendent, therefore, believes that all staff must work together to enhance the quality of support staff resources and that this can be achieved by providing opportunities for and expecting growth in the ability of each support staff member to provide the required support services.

Procedures

1. All support staff members employed by the School will be held accountable for growth in the skills required to discharge their responsibilities.

    1.1 All support staff shall complete, as required by the Principal, an annual support staff growth plan. The plan shall identify goals and objectives based on an assessment of learning needs identified by the support staff member in consultation with the Principal or the staff member's supervisor.

    1.2 All support staff shall submit an annual support staff growth plan as required to their Principal or their supervisor by September 30 of each school year or within thirty (30) days of a transfer during the school year. Any modifications to the plan, due to changes in identified needs or circumstances, shall be made with the approval of the Principal or supervisor.

    1.3 The Principal or the supervisor shall review the annual support staff growth plan and, in consultation with the support staff member, verify that the support staff member has completed an annual support staff growth plan as required in clause 1.1.

    1.4 The support staff member's annual support staff growth plan shall be kept in the possession of the support staff member. The support staff member shall provide a copy of the annual support staff growth plan to the Principal or supervisor by the date identified in clause 1.2 and the Principal or supervisor shall return it to the support staff member at the end of the school year.

    1.5 The annual support staff growth plan shall be kept by the support staff member for at least one (1) year following the effective date of the plan.

    1.6 The support staff member shall implement the provisions of his/her annual support staff growth plan. The support staff member shall collaborate with the Principal or supervisor to evaluate the progress in the implementation of the plan at times identified by the Principal or supervisor.

    1.7 If a review under clause 1.3 finds that a support staff member has not completed and implemented a growth plan as required, the support staff member shall be subject to disciplinary action as determined by the Superintendent.

2. There will be ongoing supervision of all support staff members in the performance of their duties.

   2.1 The Principal or supervisor shall develop a plan for the supervision of support staff members in the School or department, and such a plan shall be incorporated as part of the annual School Education Plan and the results of the implementation of the supervision plan shall be reported in the Annual Education Results Report.

   2.2 Supervision of support staff shall be an ongoing process carried out by the Principal or supervisor to:

      2.2.1 Provide support and guidance to support staff members;

      2.2.2 Observe and receive information about the quality of the performance of the duties of the support staff member;

      2.2.3 Identify the behaviours or practices of a support staff member that for any reason may require evaluation; and

      2.2.4 Identify and encourage opportunities for professional growth and improvement (i.e. training opportunities, workshops, seminars, etc.).

3. All support staff members will be subject to evaluation procedures as required for specific purposes.

   3.1 The evaluation of a support staff member by a Principal shall be conducted:

      3.1.1 Upon the written request of the support staff member;

      3.1.2 For the purposes of gathering information related to a specific employment decision;

      3.1.3 For the purposes of assessing the growth of the support staff member in specific areas of practice;

      3.1.4 When, on the basis of information received through supervision, the Principal or supervisor has reason to believe that the performance of duties by the support staff member does not meet the quality standard expected by the School.

   3.2 The Principal or supervisor shall develop a plan for the evaluations required as a result of needs identified in clause 3.1.4 and such a plan shall be incorporated in the annual School Education Plan and the results of the implementation of the evaluation plan shall be reported in the Annual Education Results Report.

   3.3 On initiating an evaluation, the Principal or supervisor shall communicate explicitly to the support staff member:

      3.3.1 The reasons for and purposes of the evaluation;

      3.3.2 The process, criteria and standards to be used;

      3.3.3 The timelines to be applied; and

      3.3.4 The possible outcomes of the evaluation.

   3.4 On completion of an evaluation, the Principal or supervisor shall:

      3.4.1 Complete a written report in a format specified by the Superintendent which shall:

3.4.1.1 Provide space for the support staff members comments and/or reactions,

3.4.1.2 Appeal procedures,

3.4.1.3 The signatures of both the evaluator and the support staff member, and

3.4.1.4 The date.

3.4.2 Provide the support staff member with a copy of the completed evaluation report;

3.4.3 Provide the Superintendent with a copy of the completed report which shall be retained in the support staff member's personnel file; and

3.4.4 Keep a copy of the completed report in the Principal's office.

3.5 Where, as a result of an evaluation, a Principal or supervisor determines that a change in the behaviour or practice of a support staff member is required, the Principal or supervisor must provide to the support staff member a notice of remediation.

3.6 A notice of remediation, issued by the Principal or supervisor, shall be a written statement to the support staff member where the Principal or supervisor has determined that a support staff member's performance does not meet the quality standard expected by the Superintendent, and such a statement shall describe:

3.6.1 The behaviours and practices that do not meet the quality standard, and the changes required;

3.6.2 The remediation strategies the support staff member is required to pursue; and

3.6.3 How the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a support staff member's employment.

4. Subsequent to an evaluation, the support staff member has the right to appeal.

4.1 A support staff member shall have the right to appeal an evaluation of her/his performance.

4.2 An appeal shall be made, in writing, directly to the Superintendent within ten (10) operational days of the receipt of the written evaluation report. The support staff member shall state clearly the reason(s) the evaluation is being contested.

4.3 Within ten (10) operational days of the receipt of an appeal, the Superintendent shall consider the appeal, review the relevant documents, and conduct a hearing attended by the evaluator and the support staff member.

4.4 The Superintendent shall determine whether or not a re-evaluation is warranted, and respond in writing to the support staff member within five (5) days of the hearing. The decision of the Superintendent is final.

4.5 In the event that the Superintendent finds that a re-evaluation is warranted the Superintendent shall identify a new evaluator, and the time and the manner of any re- evaluation.

4.5.1 The new evaluator shall not have access to the particulars of the previous

evaluation.

4.5.2 The Superintendent's decision in choosing a new evaluator is final.

5. Information obtained as a result of the process involved in the growth, supervision and evaluation of support staff will be managed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act.

   5.1 Provision for secure storage shall be made for any document used to prepare an evaluation report on a support staff member and for any required copies of the evaluation report.

Legal Reference: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Employment Standards Code
Freedom of Information and Protection of Privacy Act Labour Relations Code

Approved: September 21, 2022
Revised:

Administrative Procedure 450

ORGANIZATIONAL STRUCTURE

Background

The Superintendent believes in establishing a clear organizational structure.

Procedures

1. The Superintendent as the Board's Chief Executive Officer will annually develop an organizational structure, to facilitate the effective and efficient operation of the School.

2. The structure shall outline working relations, where each employee will have a direct supervisor.

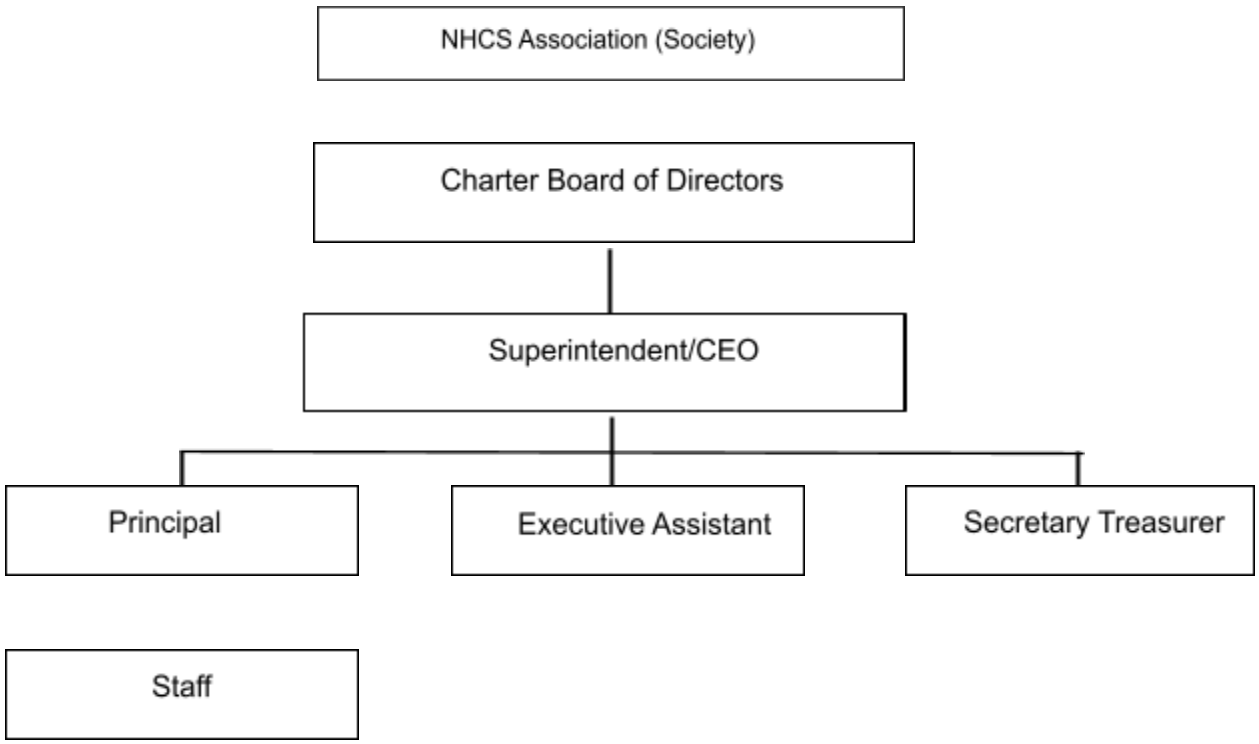
3. Formal direction shall follow the organizational structure.

Legal Reference: Section 33, 52, 53, 68, 197, 222, 225 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 450 Appendix

ORGANIZATIONAL CHART



Legal Reference: Section 33, 52, 53, 68, 197, 222, 225 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 453

ROLE OF SECRETARY-TREASURER

Background

Guided by the Charter Board's vision, mission, guiding philosophy and guiding 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 Education Act and Charter Board policy.

Procedures

The Secretary-Treasurer is directly responsible and accountable to the Superintendent.

The Secretary-Treasurer will have specific responsibilities for:

1. Corporate Secretary
    - 1.1 Arranges and provides public notice of all Charter Board meetings and other proceedings as required in the operation of the School.
    - 1.2 Attends all Charter Board meetings; ensures accuracy of recording of Charter Board proceedings in minutes.
    - 1.3 Ensures the maintenance, access and protection of records in accordance with the FOIP Act and Regulations.
    - 1.4 Provides for the interpretation of legislation affecting the operation of the School, as directed by the Superintendent.
2. Corporate Treasurer
    - 2.1 Ensures the accuracy of funding received by the Charter Board.
    - 2.2 Ensures the fiscal management of the Charter Board is in accordance with the terms or conditions of any funding received.
    - 2.3 Ensures the operation of the Charter Board is fiscally responsible.
    - 2.4 Produces financial accountability and other reports in compliance with all legal and Ministerial mandates and timelines, and Superintendent directives.
    - 2.5 Designs budget cycles that meet provincial requirements and provide for stakeholder input.
    - 2.6 Prepares the draft Charter Board budget, aligned with the proposed three-year education plan, for the Superintendent's consideration.
    - 2.7 Refines the draft Three Year Capital Plan and brings it forward for the Superintendent's consideration.
    - 2.8 Manages the purchasing function for the Charter Board.

2.9 Maintains appropriate inventory and appraisal records.

2.10 Provides oversight to the payroll program and ensures the program is consistent with Charter Board values.

2.11 Ensures proper completion of contracts, agreements and partnerships with outside corporations and agencies.

2.12 Assists the Principal with preparation of budget and the management of financial affairs.

2.13 Ensures appropriate insurance policies are in place.

3. Facility Services

3.1 Provides leadership in the development of annual updates to the Three Year Capital Plan, including provisions for instructional and support services.

3.2 Ensures that building assets are maintained in an appropriate manner.

3.3 Ensures School compliance with the requirements of Occupational Health and Safety legislation.

4. Student Transportation Services

4.1 Ensures the safety and welfare of students while being transported to and from school programs in transportation provided by the Contractor.

5. Fiscal Responsibility

5.1 Makes recommendations to the Superintendent regarding the administration component of the Charter Board budget.

5.2 In collaboration with the Superintendent, develops an administration budget within the parameters and constraints of the Charter Board budget.

5.3 In collaboration with the Superintendent, ensures the proper fiscal management of the administration budget.

5.4 Makes recommendations to the Superintendent regarding possible actions to increase the effective and efficient operation of programs within the School.

5.5 Operates in a fiscally prudent and responsible manner.

6. Policy/Administrative Procedures

6.1 Assists the Superintendent in the planning, development, implementation and evaluation of Charter Board policy within areas of responsibility.

6.2 Provides leadership and quality assurance in the planning, development, implementation and evaluation of administrative procedures, within areas of responsibility.

6.3 Ensures the application of Charter Board policies and administrative procedures as required in the performance of duties.

7. Organizational Management

7.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Charter Board mandates and timelines, and

adherence to Superintendent directives.

7.2 Contributes to a School culture which facilitates positive results, effectively handles emergencies, and supports crisis management efforts in a team-oriented, collaborative and cohesive fashion.

8. Communications and Community Relations

8.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained within areas of responsibility.

8.2 Ensures students, staff and parents have a high level of satisfaction with the services provided.

8.3 Ensures Freedom of Information and Protection of Privacy Act processes are effectively implemented.

8.4 Arranges meetings for the Charter Board with locally elected politicians.

9. Superintendent Relations

9.1 Establishes and maintains positive, professional working relations with the Superintendent.

9.2 Honours and facilitates the implementation of the Charter Board's roles and responsibilities as defined in Charter Board policy and encourages staff to do the same.

9.3 Provides information which the Superintendent requires to perform his/her role in an exemplary fashion.

10. Leadership Practices

10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom they work in carrying out the Superintendent's expectations.

10.2 Exhibits a high level of personal, professional and organizational integrity.

References: Section 11, 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Employment Standards Code
Freedom of Information and Protection of Privacy Act
Labour Relations Code
Occupational Health and Safety Act
Funding Manual for School Authorities

Approved: September 21, 2022
Revised:

Administrative Procedure 460

SUBSTITUTE TEACHERS

Background

Teachers may occasionally be absent from their official duties. Students must have access to continued instruction and supervision. Accordingly, the hiring of qualified substitute teachers is supported.

Procedures

1. The Superintendent shall develop and maintain a list of approved substitute teachers.

2. Teachers wishing to be considered for the School Substitute Roster must provide the following:
   - 2.1 An Alberta Teacher Certificate or Letter of Authority.
   - 2.2 A Teacher Qualification Statement.
   - 2.3 Statement of teaching experience from other jurisdiction.
   - 2.4 A Criminal Record Check and Child Intervention Check.
   - 2.5 Evidence of the subjects and grades qualified to teach.
   - 2.6 Cover letter, resume, and two current references.

3. An information package will be made available to teachers requesting placement on the School roster.

4. When substitute teachers are deployed, they are responsible to the Principal.

5. Teachers requiring a substitute have the following responsibilities:
   - 5.1 Arrange for a substitute.
   - 5.2 Contact the Principal with substitute information, or ask for assistance finding a substitute.
   - 5.3 Providing details of the assignment, including date(s) required and the expected arrival time of the substitute.
   - 5.4 Making appropriate lesson and seating plans available to the substitute teacher.

6. Teachers may request a specific teacher be engaged, but the Principal has the ultimate responsibility.

7. Substitute teachers have the following responsibilities:
   - 7.1 Establishing, and maintaining an atmosphere conducive to learning.
   - 7.2 Supervising student activities as outlined by the absent teacher and/or the Principal.
   - 7.3 Carrying out their duties in accordance with the policies and procedures of Alberta Education and the School.

7.4 Reporting to the Principal upon arrival at the School.

7.5 Carrying out the activities as outlined in the plans prepared by the regular teacher.

7.6 Informing the Principal when lesson plans or appropriate activities have not been made available.

7.7 Providing a written report for the regular teacher, describing significant developments or accomplishments.

7.8 Completing the forms provided by the Principal, which are associated with payroll procedures.

8. Principals have the following responsibilities:

8.1 Providing the substitute teachers with relevant information regarding the operation of the School.

8.2 Providing appropriate support for all substitutes deployed at the School.

8.3 Ensuring that teachers file appropriate classroom materials to be provided to a substitute when lesson plans are not immediately available.

9. Unsatisfactory Performance by a Substitute Teacher

9.1 The teacher shall inform the substitute teacher of the nature of the complaint, and if the teacher intends to forward the complaint to the Principal then the substitute must be informed, in writing, of the intent.

9.2 When a Principal believes the performance of a substitute teacher has been unsatisfactory, a written report shall be filed with the Superintendent, and a copy provided to the substitute teacher.

References: Section 18, 25, 26, 33, 52, 53, 68, 196, 197, 208, 222 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 461

SUBSTITUTE PERSONNEL FOR SCHOOL BASED SUPPORT STAFF

Background

Support staff provide an integral part of effective program delivery; extended absences in these positions have a serious effect on School operation.

Procedures

1. When an instructional support staff person is absent from work for three (3) or more consecutive school days the Principal may arrange for temporary replacement by a suitably qualified person.

   1.1 In cases where the aide provides one to one service to a special needs program, temporary replacement may be immediate rather than after three (3) days.

2. Where the School Secretary is absent, the Principal may arrange for replacement by a suitably qualified person.

3. Payment for such a replacement shall be on the basis of the starting rate for the position in accordance with the School's current salary schedule prorated on a day by day basis.

4. If this arrangement is implemented, the Principal shall report the details to the Superintendent to support personnel and payroll records.

References: Section 25, 26, 33, 52, 53, 68, 196, 197, 222 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 470

POSITION DESCRIPTIONS

Background

The Superintendent will make provision for position descriptions for employees in the School.

Procedures

1. The duties of employees will be drafted in cooperation with the appropriate staff members and will be incorporated in the Position Description Appendix to this Administrative Procedure.

2. The Superintendent 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.

References: Section 25, 26, 33, 52, 53, 68, 222, 225 Education Act

Approved: August 26,
2022 Revised:

Administrative Procedure 480

WORKER CONTRACT STATUS DETERMINATION

Background

The purpose of this Administrative Procedure is to assist the School in determining the relationship between a worker and the School, in accordance with the Canada Revenue Agency guidelines, the Employment Insurance Act, Income Tax Act and the Canada Pension Plan.

The Superintendent has a legal obligation to determine the status of workers and to ensure that appropriate contractual or employment terms and actions are consequently applied when hiring contractors or employees because the rights and obligations of workers depend on the nature of the working relationship between the worker and the School.

Definitions

Accountable Individual means the person responsible for hiring or retaining a worker and establishing a contract or determining the worker's relationship to the School.

Employee means an employee of the New Humble Community School Association hired to perform service at the School.

Four-fold Test determines who in the relationship has Control, Ownership of Tools, Chance of Profit, and Risk of Loss.

Independent Contractor means a person (individual or other entity) retained by the Charter Board, either directly or through a corporation to perform services for the School.

Worker means either an employee or Independent Contractor.

Procedures

1. Revenue Canada has issued the document RC4110 – Employee or Self-Employed which provides guidance in determining a worker's employment status.

2. An individual is considered an employee by the level of:

    2.1 Control: the nature and degree of control exercised by the School on how, when, and/or where the work is done. The "control test" determines whether the organization is in a position to order not only what is to be done, but also how it is to be done. Where such control exists, the courts have generally regarded the relationship as that of an employer and employee. The more control the organization has, the more likely the worker is an employee. Four factors are used in the control test:

        2.1.1 Selection – who has the power to select the worker?

        2.1.2 Dismissal – who has the right to suspend or dismiss the worker?

2.1.3 Method of work – who controls the method in which the job is carried out?

2.1.4 Remuneration – who sets the payment scale for wages or other remuneration to the worker?

2.2 Ownership of Tools: the tools necessary to perform work are typically provided to an employee. An independent contractor will usually supply their own tools. Tools may include cell phones, computers, and trade specific tools such as those for carpenters or electricians.

2.3 Opportunity for Profit: if the opportunity for profit does not change in relationship to the work performed by the worker, it indicates an employee relationship,

2.4 Risk of Loss: if the worker bears no risk of loss and will be paid regardless of the work they complete in a certain period of time, this is likely an employee relationship. If the individual assumes a high degree of financial risk and will not receive payment unless certain work is completed, the more likely the worker is an independent contractor.

3. Consequences

3.1 Workers who are employees have Canada Pension Plan contributions, Employment Insurance (EI) premiums, and income tax deducted from the worker's pay. The School is required to remit these deductions, together with the employer's share of CPP contributions and EI premiums to Canada Revenue Agency. These deductions and remittances are not made for Independent Contractors.

3.2 If a worker is incorrectly identified as an independent contractor, then the School would be responsible for paying both the employee's share and employer's share of CPP contributions, EI premiums, plus interest and penalties under the Income Tax Act and/or the entitlement the worker would have otherwise received under respective terms and conditions as an employee.

3.3 Where a worker is to be hired or retained, the Superintendent shall determine whether the worker is an employee or an independent contractor. Once the relationship is determined, employees will be hired in accordance with Human Resources processes and procedures; independent contractors will be contracted in accordance with purchasing and contract services.

References: Section 25, 26, 33, 52, 53, 68, 222 Education Act Canada Pension Plan
Employment Insurance Act
Income Tax Act
Revenue Canada RC4110

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Administrative Procedure 490

VOLUNTEERS

Background

Volunteers provide an important contribution in supporting classroom teachers with activities inside and outside the School. The School community is strengthened through active and purposeful volunteer involvement.

The Superintendent recognizes the value of volunteers and supports their role in maintaining the School's capacity to deliver dynamic educational experiences for students, while ensuring that safety is a foremost consideration.

Definition

A volunteer is someone who freely offers their time for a service or undertaking at the School.

Procedures

1. With support and engagement of the teachers and staff, the Superintendent will ensure adequate procedures and will exercise discretion in determining the eligibility of a volunteer.

2. Volunteers participating in the activities of schools are required to provide a criminal record check with the vulnerable sector check completed for all volunteers whose service at the school over the course of the year is likely to exceed ten (10) hours of volunteer activity. This must be completed every three years, with a 'Volunteer Offense Declaration Form" (Form 490-3) to be completed annually.

3. Court issued documents relating to access and custody of children attending the School take precedence over other forms of documentation in determining volunteer eligibility.

4. All volunteers are expected to maintain confidentiality in all matters relating to their role working with students, teachers, and other parents and will comply with the Freedom of Information and Protection of Privacy Act (FOIPP).

5. The collection of all information under this Administrative Procedure complies with the Freedom of Information and Protection of Privacy Act (FOIPP).

References: Section 11, 25, 26, 33, 52, 53, 196, 197, 222, 252 Education Act Freedom of Information and Protection of Privacy Act Criminal Code

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Administrative Procedure 500

ANNUAL CHARTER BOARD BUDGET

Background

The annual budget is the financial component of the Charter Board's operating plan. The budget is not the plan itself but a mechanism to achieve the goals and objectives of the Three Year Education Plan.

Each school year the Superintendent, with the assistance of the Secretary-Treasurer, shall prepare for Charter Board consideration and adoption of a detailed estimate of the revenues and expenditures required to operate the programs of the Charter Board.

Procedures

1. Budget planning is the responsibility of the Secretary-Treasurer and will be undertaken to conform to the budget timelines established by the Charter Board.

2. The Secretary-Treasurer will prepare a draft budget based on the priorities set out in the Three-Year Education Plan and the budget assumptions established annually by the Charter Board.

3. The Secretary-Treasurer will present the draft budget to the Principal and staff, and all educational partners in a consultative process.

4. The Superintendent will present the final draft budget to the Charter Board.

5. On or before May 31 in each year, the Charter Board shall approve a budget for the next school year.

6. The annual budget shall identify any new programs to be implemented, as well as programs that are being discontinued.

7. Following Charter Board review and adoption, a final budget in the form prescribed by the Minister will be submitted to Alberta Education.

8. Under the general supervision of the Superintendent, the Secretary-Treasurer shall administer the budget of the Charter Board.

9. Subsequent to the receipt of the September 30 enrolment count, a revised budget is prepared and presented to the Charter Board for approval.

10. The Secretary-Treasurer is accountable to the Superintendent for the effective control of expenditures within the budgetary limits established for the Charter Board and for the School.

References: Section 25, 26, 33, 52, 53, 67, 68, 137, 138, 139, 140, 141, 143, 197, 222 Education Act Fiscal Planning and Transparency Act
Guide to Education ECS to Grade 12

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Administrative Procedure 501

ANNUAL SCHOOL BUDGET

Background

The Charter Board's budget allocation to the School establishes and maintains principles of equity in material and human resources based on the number of students being served, and their diverse learning needs. Additionally, retained School generated funds are part of the annual School budget.

Procedures

1. The Principal shall develop budgeting procedures which ensure consultation and discussion with staff and the School Council.

2. The Principal shall prepare an annual school budget.

3. When allocating the funds within the school budget, the Principal is to consider factors such as:
   - 3.1 Three Year Education Plan,
   - 3.2 Student needs,
   - 3.3 Community expectations and support,
   - 3.4 Staff strengths,
   - 3.5 Physical facilities,
   - 3.6 Past expenditures, and
   - 3.7 Provincial and School goals.

4. Principals are expected to operate within their budget allocations.
   - 4.1 A monthly review of financial results in comparison to budgeted figures is to be performed by the Principal.
   - 4.2 Principals are to review school budget results with the Secretary-Treasurer in January and June. Variance explanations are to be documented for future reference.

5. Surpluses and deficits will be carried forward. On occasions which result in a deficit position for the fiscal year, such deficits are to be eliminated in the following year.

6. The Superintendent reserves the right to revise or modify the School budget.

References: Section 25, 26, 33, 52, 53, 55, 68, 137, 139, 140, 143, 197, 222 Education Act Funding Manual for School Authorities
Guide to Education ECS to Grade 12

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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 the Charter Board. Accordingly, a capital plan is required whereby the Charter Board can allocate funds each year into capital reserves to distribute these costs more evenly over several budget years. The Charter 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 Charter Board:
   - 1.1 Land and land improvements;
   - 1.2 Buildings and building improvements;
   - 1.3 Equipment; and
   - 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 Three-Year Capital Building Plan and Ten-Year Facilities Master Plan;
   - 2.4 Debenture Debt — both interest and principle and, specifically, the unsupported amounts.
   - 2.5 Current Charter Board budget plans and the financial plan of the provincial government; and
   - 2.6 Current level of educational services being provided.

3. The Superintendent, in consultation with the Secretary-Treasurer, will make recommendations to the Charter 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.

References: Section 25, 26, 33, 52, 53, 68, 137, 138, 139, 140, 141, 143, 197, 222 Education Act Fiscal Planning and Transparency Act
Guide to Education ECS to Grade 12

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Administrative Procedure 505

SCHOOL FEES

Background

The Charter Board may authorize the collection of school fees from parents in accordance with the Education Act and regulations governing such matters.

Fees will not be charged for goods or services that are considered "basic", including such things as textbooks, workbooks, photocopying and paper.

Fees may be charged for goods and services considered to be for the purpose of providing "Enhanced Education Services" and "Non-Curricular Services"

The Charter Board will ensure that a consultation, proposal and approval process are undertaken annually in the school year prior to the fees being implemented.

Definitions

Fees for basic educational goods and services are fees for the services, supports and materials required for a student to be successful in meeting the required curriculum outcomes of the program of studies successfully at a basic level. Examples include such things as textbooks, workbooks, photocopying and paper that are collectively required by all students. This excludes personal consumable items such as pens and pencils etc.

Fees for enhanced educational services are fees for services, supports and materials that are not required for students to meet the required curriculum outcomes successfully at a basic level but that if accessed through the payment of additional fees would enhance the student's learning opportunities. Examples may include curricular field trips, programs of choice, cultural activities, technology user fees, enhanced projects, and fees for options and CTS courses.

Fees for non-curricular services are fees for optional services, supports, and materials that are outside of the curricular program of the School. Examples include sports teams, musical instrument rental, clubs, agendas, athletic wear, lockers and transportation, subsistence and accommodation for various travel requests.

Procedures

1. The School shall not charge fees for basic educational services, as defined from time to time by the Education Act, regulations, and/or Charter Board policy and/or administrative procedures.

2. Fees for enhanced educational services and fees for non-curricular services may be charged upon approval by the Charter Board and in keeping with the relevant legislation and regulations.

3. The Principal shall consult with parents and will annually submit a proposed fee schedule of fees for enhanced education services and fees for non-curricular services at a time designated by the Superintendent.

4. The Principal shall be responsible for demonstrating the reasonableness of the proposed fees in a manner established by the Superintendent.

5. Fees that are collected and charges that are made to parents for the provision of goods or services for students may only be used for the purposes for which they are collected.

6. Any portion of fees collected that are not expended must be refunded to the payee in a manner clearly articulated in the proposals submitted to the Board and subsequently approved by the Superintendent.

7. The Principal may waive the payment of fees in circumstances where parents demonstrate undue financial hardship.

8. Responsibility for the collection and financial accounting for enhanced educational services and non-curricular services shall rest with the School. The Principal is responsible to make every reasonable effort to collect outstanding fees.

9. Dispute Resolution Process

    9.1 The resolution of disputes and appeals arising from the administration of this Administrative Procedure shall be addressed in accordance with Administrative Procedure 152 – Charter Board and Policy 13 – Appeals and Hearings Regarding Student Matters.

10. The Superintendent has the responsibility to develop protocols and procedures for establishing criteria, consultation, proposals, documentation and communication with respect to school fees.

References: Section 13, 19, 21, 23, 25, 26, 32, 33, 52, 53, 59, 68, 196, 197, 222, 225, 257 Education Act
School Fees Regulation 029/2019

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Administrative Procedure 510

FINANCIAL ACCOUNTABILITY AND AUDITS

Background

The Superintendent believes that its financial affairs must be managed in a manner consistent with the trust placed in the Charter Board by the Society members. Adequate accounting records and procedures for verifying those records through audits are seen as an integral part of the Charter Board's operations.

Procedures

1. The Charter Board's financial systems and records are subject to an external audit.

2. Charter Board and School accounts and accounting practices will be subject to internal or external audit at the discretion of the Secretary-Treasurer and/or Superintendent.
   - 2.1 Periodic internal audits of School accounts are to be conducted to identify potential procedural non-compliance, weaknesses and areas for further examination. Such audits must specifically assess the effectiveness of administrative procedures in place by performing compliance testing and examining key controls.
   - 2.2 School financial records may be subject to internal audit in the event of a change of school administration or school administrative assistant.
   - 2.3 Special financial reviews may be conducted upon request by the Principal.
   - 2.4 All computerized financial records and essential financial documents shall be on file and current for financial audit purposes, which include but are not limited to:
     - 2.4.1 Contracts and Agreements,
     - 2.4.2 Fund journal,
     - 2.4.3 Fund account ledgers,
     - 2.4.4 Bank statements,
     - 2.4.5 Canceled cheques,
     - 2.4.6 Cheque requisitions,
     - 2.4.7 Duplicate deposit slips,
     - 2.4.8 Numbered receipt books or approved substitute documents,
     - 2.4.9 Invoices,
     - 2.4.10 Other related source documents.

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 Charter Board's financial transactions and records.

    4.1 Segregation of incompatible duties, such as purchase and payment, must be maintained in School operations.

5. Financial records of School funds will be maintained in accordance with the format prescribed by the Secretary-Treasurer.

6. The external auditor's report will be discussed at a public Charter Board meeting.

7. On or before November 30 in each year, copies of the audited financial statements, the auditor's report on the financial statements and any written communication respecting the systems of internal control and accounting procedures of the Charter Board will be submitted to the Minister.

8. All banking shall be carried out at a recognized financial institution.

9. Charter Board audited financial statements and annual budget reports will be made available on the School website.

References: Section 25, 26, 33, 52, 53, 55, 68, 137, 138, 139, 140, 141, 143, 197, 222 Education Act Funding Manual for School Authorities
Guide to Education ECS to Grade 12

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Administrative Procedure 511

SCHOOL GENERATED FUNDS

Background

The Superintendent supports the use of School generated funds to supplement the non-instructional operations of the School program. All School generated funds are assets of the Charter Board and subject to this Administrative Procedure.

Definition

School Generated Funds are defined as funds collected and disbursed at the School level that are subject to the control and significant influence of a Charter Board employee at the School level. Funds include all student association operations and School Council funds if any Charter Board employee has control or influence over the expenditure of the funds.

Procedures

1. School Generated Funds (SGF) are to only be considered for specific purposes and must be used only for the purpose they were raised. Secondary uses are to be designated at the outset of the fund raising program to be applicable in the event that the funds raised may exceed requirements.

2. The Principal must account for SGF and report in the format prescribed by the Secretary-Treasurer. The Principal must maintain full SGF records and keep them on file for seven years.

3. SGF shall be subject to internal audit at least once in a five-year period.

4. All SGF bank accounts must be registered in the name of the Charter Board with the School listed as a secondary name on the account. All bank accounts must provide for two signatures on all cheques, one of which must be the Principal.

5. All purchases must be made in accordance with Administrative Procedure 515 – Purchasing and are subject to the limits contained therein.

6. All capital assets purchased with SGF are assets of the Charter Board and must be purchased through the Charter Board financial system.

7. SGF bank account balances are limited to $10,000 plus the estimated expenditures to be made from SGF for the following 30-day period. Surplus funds must be deposited to the School's general account and accounted for in the Charter Board financial records as a trust asset for the particular SGF.

8. The Principal must provide detailed analysis of all surplus SGF including details of the specific purposes that the SGF will be used for. In general, SGF surpluses are to be kept to a minimum amount required for cash flow. SGF are to be used only for the purpose they were intended.

9. SGF must not be used to provide salary or expense reimbursement to any Charter Board employees including casual employees. All employee's salaries and expense reimbursement must be processed through the Charter Board financial system.

10. Funds received through donations (including scholarships) and grants must be processed through the Charter Board financial system as must all purchases made with these funds.

11. Failure to adhere to this Administrative Procedure may result in removal of the School's SGF privileges.

References: Section 25, 26, 33, 52, 53, 55, 68, 137, 138, 139, 140, 141, 143, 197, 222, 225 Education Act
Societies Act
Funding Manual for School Authorities
Guide to Education ECS to Grade 12

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Administrative Procedure 512

CASH IN SCHOOL

The Principal shall ensure that all School funds are handled with good and prudent business procedures. All money collected shall be receipted, recorded, accounted for, and directed as soon as possible to the proper location of deposit. The following procedures are established for the safekeeping of money on School property, and the deposit of such funds.

Procedures

1. The Principal shall provide for making bank deposits as frequently as possible, in order to avoid leaving money in School overnight.

2. During School Hours

   2.1 Cash shall be kept in a cash register, lockable drawer, or lockable cash box, and access must be restricted to individuals designated by the Principal.

   2.2 Cash boxes shall be kept locked and out of sight in a secure place when not in visual custody of the person responsible for the money.

3. After Normal School Hours

   3.1 Cash remaining in the School shall be locked in the vault or in as secure a location as possible within the School.

   3.2 Cash shall not be taken home by staff members, nor carried on staff members' persons for safekeeping.

4. All money collected for School purposes shall be counted, recorded, and turned over to the Principal so that a formal record of all funds received can be prepared. In this way, any differences between the teachers' and office's totals can be resolved immediately.

5. All money collected by the School, while in the School or in transit to the bank for deposit, is insured against theft subject to a deductible of five hundred dollars ($500.00). This means the School would absorb the first five hundred dollars ($500.00) of any loss of cash. Losses beyond the deductible, due to theft, shall be reimbursed upon application to the Secretary-Treasurer, and proper documentation of the circumstances of the theft. This normally requires a police report.

6. All employees are to keep personal money, purses, and other property in a safe place during working hours.

7. Under no circumstances is money to be left in an employee's desks.

8. No reimbursements will be made for losses as a result of failing to adhere to this Administrative Procedure.

References: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Societies Act
Funding Manual for School Authorities
Guide to Education ECS to Grade 12

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Administrative Procedure 513

REIMBURSEMENT OF EXPENSES

It is recognized that on occasion, staff members will be required to incur expenses as a result of work related activities. Staff members incurring such expenses shall be reimbursed in accordance with the following procedures.

Procedures

1. In order to facilitate the reimbursement of staff expenses, all travel claims are due monthly and must be submitted on the School expense claim form (Form 513-1) within thirty (30) calendar days after the expenses have been incurred.

2. Authorization of Travel

   2.1 Travel may be authorized when it is determined that the purpose for travel cannot be adequately met through correspondence, telephone or electronic communications.

   2.2 Air travel may be authorized by the immediate Supervisor of the employee when the matter is urgent or is necessary to utilize time efficiently.

   2.3 Car rentals require prior approval by the immediate Supervisor of the employee.

3. Accommodation and Meals

   3.1 When an employee is required to travel on School business expenses may be claimed in accordance with the reimbursement rates established by the Charter Board.

      3.1.1 Reimbursement up to a maximum established by the Charter Board plus applicable tax, per night for receipted accommodation.

      3.1.2 The Superintendent may authorize payment of amounts in excess of the maximum established by the Charter Board upon review of extenuating circumstances. These over-expenditures will be reported to the Charter Board as information.

      3.1.3 Un-receipted claims will be reimbursed at a rate established by the Charter Board.

   3.2 Reimbursement for meals shall be at the rates established by the Charter Board.

4. Transportation

   4.1 An employee who travels on Charter Board business may claim the following expenses provided receipts are submitted:

      4.1.1 Bus fare.

      4.1.2 Taxi fare.

      4.1.3 Parking charges.

      4.1.4 Airfare.

4.1.5 Excess baggage charges where extra equipment is required because of the duties being performed.

4.1.6 Charges for official phone calls with receipts attached to the claim.

4.1.7 Automobile rentals, if prior approval for rental has been obtained from the immediate Supervisor.

4.1.8 Travel insurance when traveling outside of Canada.

4.2 The Superintendent may authorize paying amounts for items not stated in items in clauses 4.1.1 to 4.1.8 upon review of extenuating circumstances.

5. Out of Province Travel

5.1 The allowance pursuant to clause 4.1 may apply for travel outside the province of Alberta or outside Canada.

5.2 Travel must be approved by the Superintendent prior to traveling.

5.3 Reimbursement will be provided in Canadian dollars.

6. Mileage

6.1 Employees are expected to arrive each day at the designated location of work at their own expense.

6.2 Whenever the Charter Board provides transportation, no reimbursement shall be made for the use of a private vehicle.

6.3 Where transportation is not provided by the Charter Board the following shall apply:

6.3.1 The rate shall be the same as determined annually by the Charter Board in Board Policy 7.

6.3.2 The Principal reserves the right to pay for only one (1) vehicle unless the number of staff invited exceeds the passenger limit.

6.3.3 Mileage expenses shall be paid for the lesser of the return distance from the School or home, and the meeting site.

7. Hospitality and Community Relations Expenditures

7.1 The Charter Board will pay expenses necessarily incurred during the course of participating in community relations, hosting of guests, working meetings, or maintaining teamwork and morale within a working group.

7.1.1 The Superintendent and Secretary-Treasurer may claim hospitality expenses for working meeting expenses and hosting or community relations expenses.

7.1.1.1 Working meeting expenses are expenses incurred for non-alcoholic beverages and/or reasonable meals ordered for School employees during meetings which involve the conduct of Charter Board business. Working meeting expenses also include expenses incurred for luncheon or dinner meetings involving staff or established Charter Board committees for the purpose of maintaining teamwork and morale.

7.1.1.2 Hosting or community relations expenses are incurred where staff host guests not employed by the Charter Board and hospitality is

necessary or desirable as a matter of courtesy or to facilitate the conduct of Charter Board business.

7.1.2 Documentation is to include:

7.1.2.1 The business purpose of the expenses,

7.1.2.2 The names of persons involved, and

7.1.2.3 Include receipts for items purchased and the cost of meals and beverages, including a gratuity to a maximum of fifteen percent (15%) of the cost of the meal, and GST of five percent (5%).

8. Public Disclosure of Information

8.1 Expense reports for the Superintendent and the Secretary-Treasurer will be publicly accessible on a quarterly basis as follows:

8.1.1 September – November

8.1.2 December – February

8.1.3 March – May

8.1.4 June – August

within thirty (30) days after the end of a quarter for which a report must be disclosed.

8.2 Information that would normally be withheld under the Freedom of Information and Protection of Privacy Act (FOIP), such as personal information, must be redacted from the supporting documentation and will not be publicly disclosed.

8.3 Expense reports must, at a minimum, include the following information:

8.3.1 The name of the individual,

8.3.2 The position of the individual,

8.3.3 The reporting period,

8.3.4 The total amount of each individual's expenses for the reporting period.

8.4 The expensed item will be categorized in the following categories:

8.4.1 Travel/Hotel/Meals,

8.4.2 Phone,

8.4.3 Other.

8.5 Expenses must be attributable, meaning that expenses incurred by one individual on behalf of another must be attributable for disclosure purposes to the individual for whom those expenses are incurred.

References: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Section 248L, Canada Tax Act

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Administrative Procedure 515

PURCHASING

Background

The purchasing function must be administered prudently and with appropriate procedures ensuring that the highest possible value is received for funds expended and must comply with any federal or provincial trade agreements. Further, while the Charter Board believes that purchase decisions are to be made at a level as close as possible to program implementation, it recognizes that in some cases centralized purchasing is more appropriate.

Procedures

1. The Charter Board will adhere to legislative requirements for competitive buying practices as outlined in:

    1.1 The Annex 502.4 of the Agreement on Internal Trade signed by the provinces, territories and the federal government in February 1998.

        1.1.1 Goods and services purchases over one hundred thousand dollars ($100,000) and construction over two hundred fifty thousand dollars ($250,000) shall be posted on the National Electronic Tendering Service in compliance with Annex 502.4 of the Agreement on Internal Trade.

    1.2 The British Columbia – Alberta Trade, Investment, and Labour Mobility Agreement signed by the provinces of Alberta and British Columbia in April 2006.

        1.2.1 Goods and services purchases over seventy-five thousand dollars ($75,000) and construction over two hundred thousand dollars ($200,000) shall be posted on the National Electronic Tendering Service in compliance with the British Columbia – Alberta Trade, Investment, and Labour Mobility Agreement.

2. The Division will purchase goods and services required through competitive buying practices whenever feasible and practical.

    2.1 The employee responsible shall purchase goods and services through competitive buying practices as deemed appropriate.

    2.2 A minimum of three (3) quotations must be obtained for purchases between five thousand dollars ($5,000) and seventy-five thousand dollars ($75,000) unless exempted by the Secretary-Treasurer.

    2.3 In those cases where the tender or quotation process is utilized:

        2.3.1 Consideration will be given to prices, quality, and the vendor’s reputation, experience and previous record of performance and service.

        2.3.2 Tender documents will include:

            2.3.2.1 Specifications for the goods or services to be purchased;

2.3.2.2 Template contracts where appropriate;

2.3.2.3 Evaluative tool, which will determine the successful bidder;

2.3.2.4 Deadline for tender submissions;

2.3.2.5 Person to which tender documents, and queries are to be directed;

2.3.2.6 Person to which tender documents may be obtained;

2.3.2.7 Time and location of tender openings.

2.3.3 Tenders will be explicit and, if a vendor proposes an alternative that is acceptable to the Superintendent, then the tender will be re-advertised.

2.3.4 Tender documents, prior to advertising, are to be approved by the Secretary-Treasurer.

2.4 All goods purchased by the Charter Board are to be purchased through the use of a procedure authorized by the Secretary-Treasurer. The procedures used shall provide for accurate record keeping and accounting and shall comply with sound business practices.

2.5 The Charter Board's purchasing processes, forms and services shall be used only for authorized Charter Board business.

2.6 When utilizing a National Electronic Tendering Service, the full tender documents, prepared in accordance with appropriate protocol and careful business practice, shall be posted. This practice will avoid the needless copying and forwarding of hardcopy documents.

2.7 Postings to a National Electronic Tendering Service are to be coordinated through the Secretary-Treasurer.

2.8 Where no competitive supply market exists, or it is considered in the best interest of the Charter Board, purchasing practices shall employ such value analysis and negotiation methods considered appropriate for obtaining acceptable materials at the best possible price.

2.8.1 Approval from the Secretary-Treasurer is to be obtained before engaging in price negotiations.

2.9 The Secretary-Treasurer shall review arrangements with preferred or sole-provision vendors (including but not limited to banking, equipment maintenance, etc.) from time to time in order to assess changes that may be required, quality of service, and other relevant factors.

3. Term or Multiple Purchase Relationships

3.1 The purchase of materials and supplies may be more beneficial to the Charter Board through the establishment of a term or multiple purchase agreement.

3.2 A term or multiple purchase agreement must:

3.2.1 Adhere to the competitive purchasing practices outlined in section 2 when being established;

3.2.2 Be of a benefit to the entire Charter Board operation;

3.2.3 Be of a term not longer than five (5) years, including any period of extension;

and

3.2.4 Be approved by the Secretary-Treasurer.

3.3 A term or multiple purchase agreement may be held by an organization or group which the Charter Board is a member of. For the Charter Board to utilize these agreements, the practices of the organization must be competitive in nature.

4. Delegation of Purchasing Authority

4.1 Purchasing authority is delegated to: the Principal relative to the School budget; to the Secretary-Treasurer or Superintendent relative to their budgets.

4.2 The Principal shall develop internal procedures for the requisition of purchases by employees, which may include purchase orders or the use of credit cards.

4.2.1 When an employee submits a requisition, it is the responsibility of the Secretary-Treasurer or Principal to ensure that the item being ordered is in fact required and that there are funds available for the purchase.

4.3 Purchase Orders authorized by the Secretary-Treasurer or Principal shall be used for all purchases on a vendor account, where the product is not immediately obtained by the authorized employee.

4.4 Upon receipt of an order and invoice, the Principal is responsible for ensuring that the invoice is correct by checking the items received against the Purchase Order and against the invoice and verifying the total of the invoice.

4.5 The Secretary-Treasurer or Principal is the only person authorized to sign an invoice for payment.

4.5.1 Upon the Principal's authorization, the particulars of an invoice shall be recorded on the file copy of the purchase order.

4.5.2 The invoice shall then be forwarded to the Secretary-Treasurer for payment.

5. Petty Cash Funds

5.1 Petty Cash funds may be used for small local purchases where the aggregate cost for each item purchased is less than one hundred dollars ($100.00).

5.2 The Principal may, by purchase order, establish a Petty Cash account to accommodate small incidental purchases or payment of minor expenses.

5.3 Petty Cash accounts are replenished by issuing a purchase order to the Secretary-Treasurer, accompanied by the receipts for disbursements.

5.4 Petty Cash funds are to be recorded as a separate fund, within the School accounting program.

5.5 School generated funds are not to be used for petty cash purchases.

6. Purchases with Charter Board Issued Credit Cards

6.1 Charter Board issued credit cards are to be used for Charter Board business only; in the event that a personal purchase is made, the employee must reimburse the Charter Board at the time of submission of receipts.

6.2 The Principal may approve Charter Board issued credit card limits up to five thousand dollars ($5,000) per month for subordinate employees. Credit cards to be issued with

limits greater than five thousand dollars ($5,000) require the approval of the Secretary-Treasurer.

7. Conflict of Interest and Pecuniary Interests

   7.1 All purchases must adhere to Administrative Procedure 404 – Staff Conflict of Interest. Therefore, no purchases can be made by an employee who has a pecuniary interest in the transaction.

References: Section 25, 26, 33, 52, 53, 68, 85, 188, 196, 197, 222, 225, 229 Education Act Freedom of Information and Protection of Privacy Act
School Buildings and Tendering Regulation 383/88
Agreement on Internal Trade; Annex 502.4
New West Partnership Trade Agreement
Trade, Investment and Labour Mobility Agreement

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Administrative Procedure 517

INVENTORIES

Background

The Secretary-Treasurer shall develop timelines for maintaining School inventories.

Procedures

1. An equipment inventory shall be maintained by the Principal on all capital outlay items exceeding five thousand dollars ($5,000.00).

2. An inventory of furniture in each building will be taken annually by the Principal.

References: Section 25, 26, 33, 52, 53, 68, 192, 194, 197, 222, 225 Education Act

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Administrative Procedure 518

DISPOSAL OF EQUIPMENT/ MATERIALS

Background

All equipment, materials and real property are purchased with public funds or donated by private parties, thus becoming the property of the Charter Board. To this end, the Superintendent prescribes that the following steps be followed when the School wishes to dispose of excess or obsolete items.

Procedures

1. The Principal shall prepare a list of any items of which the School desires to dispose of and submit to the Secretary-Treasurer for approval.
   - 1.1 Items over five hundred dollars ($500.00) shall be disposed, as follows:
     - 1.1.1 Advertising the item,
     - 1.1.2 Accepting sealed bids,
     - 1.1.3 School garage sale,
     - 1.1.4 Establishing and accepting a “fair price” and selling to private parties, as approved by the Secretary-Treasurer and the Superintendent.
   - 1.2 Revenue from such sales shall be receipted at School Office and then returned to the School.

2. Where there is a need to dispose of School equipment or materials, the process defined for the School (above) shall be followed, with the receipts being credited to the Charter Board’s capital account.

3. Exceptions to this Administrative Procedure may be made in emergent situations, at the discretion of the Secretary-Treasurer and the Superintendent, where it is deemed to be in the best interests of the Charter Board.

4. Where the net salvage value of an item, as determined by the Secretary-Treasurer and the Superintendent, is deemed to be over five thousand dollars ($5,000.00), Alberta Regulation 181/2010 must be carefully followed.

References: Section 25, 26, 33, 52, 53, 68, 222 Education Act Disposition of Property Regulation 181/2010

Approved: September 21, 2022
Revised:

Administrative Procedure 520

SCHOOL FUNDRAISING

Background

The Superintendent supports the use of School-generated funds to supplement the non-instructional operation of the School program. All School-generated funds are assets of the Charter Board. It is the responsibility of the Principal to approve projects and account for the funds raised in harmony with the following procedures.

Procedures

1. Funds generated shall be used for projects approved by the Principal. Fundraising has always been used by schools to provide extra services and activities, such as additional playground equipment, field trips and uniforms. Fundraising is used for the extras that parents and staff want for the School.

2. Fundraising is not to be used for core items.

3. Fundraising efforts shall never involve any activity that would place the student(s) at risk.

4. The School Council is to be informed of fundraising efforts that impact the community.

5. Any new fundraising activities require application through the Principal to the Superintendent for approval.

References: Section 25, 26, 33, 52, 53, 55, 68, 197, 222, 256 Education Act Charitable Fund-Raising Act
Gaming and Liquor Act
Income Tax Act
Public Contributions Act
School Councils Regulation 94/2019

Approved: September 21, 2022
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PARTNERSHIPS

Background

The formation of partnerships with business and industry provides an opportunity for educators to work “in union 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 Charter Board level. All responsibilities for such a partnership shall remain at the Charter Board 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 the Secretary-Treasurer or Principal.
   - 1.3 The determination of the nature and intent of the system-based partnership shall be made between the partner and the Superintendent 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 Superintendent shall remain at the Superintendent level.
   - 1.7 Implementation of the operational plan for a system-based partnership shall be carried out by the Secretary-Treasurer or Principal.
   - 1.8 Evaluation of the system-based partnership shall be carried out by the Superintendent 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 to a member of School staff.

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 Secretary-Treasurer.

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 Implementation of the operational plan for a School-based partnership shall be carried out by School staff.

2.9 Evaluation of the School-based partnership shall be carried out by the Principal 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.

References: Section 25, 26, 33, 51, 52, 53, 68, 197, 222, 256 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 525 Appendix

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

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Information for Sound Decisions Since 1954

This document was developed by the Business–Education Partnerships Forum, a program of the National Business and Education Centre, The Conference Board of Canada.

References: Section 25, 26, 33, 51, 52, 53, 68, 197, 222, 256 Education Act

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Revised:

Administrative Procedure 526

GIFTS, DONATIONS AND SCHOLARSHIPS

Background

The Superintendent welcomes gifts or donations to the School or to the Charter Board if it is appropriate, useful and meets the standards of the Charter Board and such gifts or donations become immediately the property of the Charter Board.

Procedures

1. All donations are to be directed/addressed to the Charter Board.

2. All donations will be approved at the next Charter Board Meeting.

   2.1 The Superintendent may accept or reject any gift or donation as seen fit.

3. The Secretary-Treasurer shall apply for a registered charity number and where requested and appropriate provide a tax receipt for any cash donation.

4. After the Charter Board has approved a donation, the money will be forwarded to the School and a receipt and donation letter will be issued.

5. Donations shall generally refer to cash amounts presented to the School or to the Charter Board. Should the donations be in the form of a scholarship, this amount shall be kept separate and used solely for that purpose.

6. Scholarship endowment and trust funds are managed by the Secretary-Treasurer.

   6.1 All scholarship endowment funds shall be remitted to the Secretary-Treasurer for management. An understanding about the endowment fund and disbursements shall be mutually agreed upon in writing between the donor and the Secretary-Treasurer.

   6.2 An annual report providing detail about the scholarship funds and their disbursements will be provided to the School.

7. A gift generally shall refer to equipment or resource material provided by or paid for by individuals, community groups or student groups.

8. All gifts are to be officially acknowledged either by the Principal or by the Secretary-Treasurer.

9. The acceptance of any gift or donation does not imply any special considerations or privileges.

References: Section 25, 26, 33, 52, 53, 68, 188, 197, 222, 256 Education Act Societies Act
Income Tax Act

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Administrative Procedure 530

INSURANCE MANAGEMENT

Background

In order to ensure that the requirements of legislation are met and the Charter Board'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 Division.

2. The Charter Board shall provide insurance coverage for the following:
   - 2.1 Buildings,
   - 2.2 Contents,
   - 2.3 Liability – for individual Directors, staff members, student teachers and interns, and volunteers; all the foregoing while performing duties authorized by the Charter Board,
   - 2.4 Cyber Liability,
   - 2.5 Crime,
   - 2.6 Automobile fleet,
   - 2.7 Travel accident,
   - 2.8 Student accident,
   - 2.9 Boiler and machinery,
   - 2.10 Errors and omissions,
   - 2.11 Sexual molestation and abuse,
   - 2.12 Course of construction and wrap up, and
   - 2.13 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.

5. Travel accident insurance shall be obtained to cover staff members while traveling on Charter Board business.

6. On an annual basis, the Charter Board shall review its 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 Charter Board's insurance coverage.

References: Section 25, 26, 33, 52, 53, 68, 197, 222, 225 Education Act

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Administrative Procedure 531

STUDENT ACCIDENT INSURANCE

Background

The Superintendent endorses a program of group accident insurance which will be paid for by the student(s) and will provide for them a basic coverage during School hours and on School activities. Any additional coverage will be the responsibility of the parent(s).

Procedures

1. The amount for basic coverage shall be assessed as part of the School fee.

2. The Secretary-Treasurer shall be responsible for annual application for group insurance.

3. The Principal will provide for the distribution of insurance applications if the parent(s) desire to supplement the basic plan. Both the premium and the submission of the application shall be the responsibility of the parent(s) and not the School.

References: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act

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Administrative Procedure 540

PLANNING FOR SCHOOL FACILITIES

Background

Sound planning for the upgrading and/or modernization of the School, or for additions to the School and/or the construction of a new School is essential. In order to enhance the planning process, stakeholders are invited to participate. Well-designed facilities contribute to optimum learning environments for students.

Procedures

1. The Superintendent will ensure demographic data collection and will report on enrolment projections annually to the Charter Board.

2. The Secretary-Treasurer will conduct audits of all School facilities on a predetermined schedule. This audit will include:

   2.1 Enrollment and capacity statistics.

   2.2 Analysis of the structural, mechanical and electrical components of the School and other facilities.

3. In collaboration with the Principal, the Secretary-Treasurer is responsible for the efficient use of facility space.

4. The Charter Board will collaborate with municipal authorities to ensure that adequate and appropriate land is made available for School purposes.

5. The Superintendent will identify priorities for facility requirements and will bring forward a draft Capital Plan to the Charter Board for its consideration.

6. The Charter Board will determine updates to its Three Year Capital Plan and Facilities Master Plan annually and submit necessary documentation to Alberta Education.

7. Following an Alberta Government announcement, a Project Planning Committee will be established by the Superintendent.

   7.1 Meetings will be called by the Superintendent at appropriate times during the planning process and as often as necessary.

8. The Charter Board will consult with municipal authorities during the planning process for any modernization or new construction.

References: Section 25, 26, 33, 51, 52, 53, 55, 143, 180, 188, 190, 194, 195, 197, 222 Education Act Funding Manual for School Authorities

Approved: September 21, 2022
Revised:

Administrative Procedure 541

NAMING OF FACILITIES

Background

Naming the School, a portion of the School or an appended facility is a matter that deserves thoughtful attention.

Procedures

1. The Superintendent shall form a Committee for the naming of a School or a portion of a School.

2. The Committee may have representation from the community at large, the school, parents and students.

3. The names considered shall:
   - 3.1 Have significance for the students, parents and the community;
   - 3.2 Be easily identifiable with the facility;
   - 3.3 Not be in conflict with the names of other facilities in the surrounding district;
   - 3.4 Be appropriate in terms of copyright and trademark provisions.

4. Where possible, new facilities shall be assigned names before construction begins.

5. The Charter Board is responsible for approval of names of all facilities.

References: Section 25, 26, 33, 52, 53, 222 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 542

FACILITIES CONSTRUCTION

Background

This Administrative Procedure is applicable when the Charter Board assumes responsibility for construction of facilities. Facility construction may be required if the number and type of facilities owned by the Charter Board are determined by the Charter Board to be insufficient to meet educational and/or recreational goals set for the community.

Procedures

1. Construction Costs, Estimates and Determinations

    1.1 Before commencement of construction of facilities, the Superintendent shall endeavour to compile complete estimates of costs relating to the project. The Superintendent shall determine these costs by any manner deemed acceptable to the Charter Board in view of the project under consideration.

2. Tenders

    2.1 Public tenders shall be used for the construction of all new schools and additions unless the Charter Board engages itself in a scheme of construction, using its own forces.

    2.2 Tender calls will be made to best facilitate the schedule established for completion of the project.

    2.3 Tenders will be opened in public at a meeting following which the tenders will be reviewed by the Secretary-Treasurer and the project architect.

        2.3.1 A list of bidders will be prepared and the amounts of the bids identified.

        2.3.2 This list will be available for public viewing.

    2.4 The review of tenders will normally be undertaken prior to the next regular meeting of the Project Planning Committee so that a recommendation(s) can be reviewed by the Project Planning Committee prior to submission to the Charter Board through the Superintendent for final approval.

    2.5 The lowest tender will normally be accepted provided it meets the specifications and the firm submitting the tender is in good standing within the construction profession.

3. Construction Contracts

    3.1 The Secretary-Treasurer shall, before commencing construction, require a construction contract to be signed by the Charter Board and the Contractor for any facility contract undertaken. The terms and conditions of each contract shall encompass the terms of the tender calls for the project.

    3.2 The Secretary-Treasurer may delegate the drawing up of such a contract to outside professional advisors.

3.3 All new facilities contracts shall provide for a construction hold back, determined by the Secretary-Treasurer, which shall not be paid until the Charter Board receives satisfactory written proof of construction completion and inspection by a designated inspector of the Charter Board.

3.4 The primary construction contractor must ensure adherence to Occupational Health and Safety legislation.

4. Supervision of Construction

4.1 The Secretary-Treasurer may contract professional services to supervise the construction of any Charter Board owned facilities.

4.2 Buildings undergoing major changes where contractors are on the job will have no changes made in the plans or any additions made to old rooms except on the approval of the Secretary-Treasurer.

5. Inspection and Acceptance of New Facilities

5.1 The Secretary-Treasurer shall provide for an inspection, by contracted professional staff, of any new facility prior to acceptance of the facility.

5.2 Acceptance by the Charter Board will be conditional on a written inspection report being developed for the facility.

6. Public Dedication of New Facilities

6.1 The Charter Board recognizes and encourages the interest of the public in Charter Board facility development. The Superintendent, therefore, encourages public dedication of new facilities to inform and acquaint the public with School activities and facilities.

7. Memorials

7.1 No individual or group of individuals shall be permitted to erect any memorial or other structure of any kind in the School building or upon School grounds except by special permission of the Charter Board.

References: Section 25, 26, 33, 52, 53, 68, 143, 197, 222 Education Act Occupational Health and Safety Act
Funding Manual for School Authorities

Approved: September 21, 2022
Revised:

Administrative Procedure 543

BUILDINGS AND GROUNDS SECURITY

Background

The Principal is delegated the authority to issue school keys and security access codes to staff members. He/she, in turn, accepts responsibility for the security of the School and for ensuring that the School and grounds are used only for activities and purposes approved by the Charter Board.

Procedures

1. The Principal is to establish the level of access to grounds and/or buildings for each of the employees or users and to distribute keys and security access codes according to established procedures.

   1.1 The Principal shall maintain a key and code inventory for the School.

2. For purposes of security and maintenance, the Secretary-Treasurer and designate responsibility for having keys cut and codes changed. The supply of master keys is to be kept to a minimum.

3. Locks may be changed only by the Secretary-Treasurer and only after having received the concurrence of the Principal or the Superintendent.

4. The Secretary-Treasurer and designate shall maintain a key and code inventory for non-School buildings.

5. No person shall disturb or interrupt the proceedings of the School.

6. No person shall loiter or trespass in the School building or on property owned by the Charter Board.

References: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225, 256 Education Act Petty Trespass Act

Approved: September 21, 2022
Revised:

Administrative Procedure 544

FACILITIES MAINTENANCE

Background

The Charter Board has a responsibility to protect the community's capital investment in School facilities by ensuring School buildings are adequately maintained.

Procedures

1. School buildings will be maintained at a level consistent with provincial code requirements.

2. The Secretary-Treasurer will periodically evaluate the physical condition of Division facilities and identify both deficiencies and desired enhancements.

3. Each year, as part of the operational planning and budgeting process, the Secretary-Treasurer will prioritize facility maintenance projects and reflect these priorities in the recommended allocation of resources for budgeting purposes.

4. The School building maintenance program will include:

   4.1 Minor maintenance and repairs that are conducted on an ongoing basis by custodial staff.

      4.1.1 Maintenance and repair work orders initiated by the Secretary-Treasurer will serve as the required authority to effect routine maintenance and repair by contract force.

   4.2 Scheduled maintenance including such items as servicing air handling systems and furnaces, etc.

   4.3 Major scheduled maintenance activities such as painting, renovations not funded under IMR/CMR, etc.

      4.3.1 Major maintenance and repair projects will be undertaken in accordance with the annual estimate of revenue and expenditure approved by the Charter Board.

   4.4 Building modernization projects funded under IMR/CMR such as roof replacements and responses to building code requirements.

5. The Secretary-Treasurer is responsible for developing and implementing the building's maintenance program.

References: Section 25, 26, 33, 52, 53, 68, 197, 222, 225 Education Act

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Revised:

Administrative Procedure 545

CHEMICAL HAZARDS, CONTROLLED PRODUCTS AND HAZARDOUS WASTE

Background

For reasons of health, safety and the concern for the environment, the Superintendent must select, use, store, transport, handle and dispose of chemicals, controlled products and dangerous goods in a careful, cautious and responsible manner.

Definitions

Controlled products are products, materials and substances included in any of the classes listed in schedule II of the Hazardous Products Act (Canada).

Hazardous waste – is a controlled product that is intended for disposal, or sold for recycling or recovery.

Workplace Hazardous Materials Information System (WHMIS) is Canada's national hazard communication standard. The key elements of the system are cautionary labeling of containers of WHMIS controlled products, the provision of material safety data sheets (MSDS), and worker education and training programs. The supplier labels, workplace labels and MSDS are intended to ensure that controlled products are used, stored and handled safely.

Procedures

1. Chemical Hazards, Biological Hazards, and Harmful Substances.

    1.1 Category D Chemicals listed in Appendix K of Safety in the Science Classroom (Alberta Education 2006), or subsequent revisions of this document, must not be used in the School.

    1.2 Category C Chemicals listed in the Chemical Hazard Information Table (Chapter 9) of Safety in the Science Classroom (Alberta Education 2006), or subsequent revisions of the document, must be identified as not for use by students, and must be used, following a risk assessment, only by the Principal and authorized personnel. These chemicals must be stored safely in an area of restricted access with appropriate signage.

    1.3 Chemical Substances which are listed on Schedule 1 Table 1 of the Alberta Occupational Health and Safety Code must be identified, and a procedure developed to address the safe use, handling, restricted access, storage and disposal of the substance.

    1.4 The Principal must ensure that a staff member's exposure to any chemical substance listed in Schedule 1, Table 2 of the Alberta Occupational Health and Safety Code is kept as low as reasonably practicable and may not exceed the occupational exposure limit. Steps must be taken to ensure that workers have been informed of the hazards and appropriate controls associated with the use of such chemicals.

1.5 Chemical substances delivered to the School site must be clearly identified and the appropriate personnel notified of their arrival.

2. Controlled Products

2.1 Employees and contractors are responsible for the safe handling and storage of the controlled products that they bring onto the School site.

2.1.1 The Principal must be notified that the product is on site and ensure that current MSDS and WHMIS documentation are in place.

2.2 WHMIS training must be provided for all staff members who handle or work with controlled products.

2.2.1 Staff members must be informed of the hazards of the products, proper controls to use, what to do in the event of an emergency spill, and where to find the MSDS of the products that they are using.

3. Transportation and Handling of Dangerous Goods

3.1 The transportation of dangerous goods must be in accordance with the guidelines outlined in the Dangerous Goods Transportation and Handling Regulation.

3.2 Training in the transportation and handling of dangerous goods must be provided to employees who transport and handle dangerous goods.

4. Disposal of Hazardous Waste

4.1 The Principal must ensure that all hazardous wastes are properly labeled and stored. Arrangements shall be made with the Secretary-Treasurer for pick up from the site.

4.2 The Secretary-Treasurer is responsible for the storage and safe handling of hazardous waste until disposal has been completed by an environmental disposal company.

4.3 The Secretary-Treasurer is responsible to arrange for the safe removal and disposal of sump waste.

4.4 The Secretary-Treasurer is responsible for the disposal/recycling of used fluorescent tubes.

References: Section 25, 26, 33, 52, 53, 68, 197, 222, 225 Education Act Dangerous Goods Transportation and Handling Act
Environmental Protection and Enhancement Act
Hazardous Products Act
Occupational Health and Safety Act
Occupational Health and Safety Code
Potentially Hazardous Chemicals Information Guide (1981)
Safety in the Science Classroom
Alberta Users Guide for Waste Management

Approved: September 21, 2022
Revised:

Administrative Procedure 547

ENVIRONMENTAL CONSIDERATIONS

Background

The Superintendent is committed to fostering procedures, practices and education programs which will protect and preserve the environment.

Procedures

1. The Superintendent will endeavour to purchase “environmentally friendly” products which will provide the highest possible level of performance.

2. The Superintendent will endeavor to operate school facilities and equipment in the most energy efficient manner consistent with human needs for safety and comfort.

   2.1 The Superintendent encourages all employees to practice energy conservation measures.

   2.2 The Secretary-Treasurer will keep in order a monitoring system of energy utilization.

   2.3 The efficient use of energy and water will be guiding principles in all renovations, new construction and operations.

3. The Superintendent encourages and supports initiatives to reduce, recycle and recover waste materials in the School.

4. The Superintendent supports staff development initiatives designed to advance environmental awareness, environmental education and care for the environment within annual budget allocations for training and development.

5. Environmental education will continue to be incorporated into the content and methodology of the instructional program.

6. The Superintendent will continue to promote local habitat conservation and improvement on all Charter Board-owned properties, where possible.

References: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act Occupational Health and Safety Act
Public Health Act

Approved: September 21, 2022
Revised:

USE OF SCHOOL FACILITIES

Background

As a supporter of youth and community programs, New Humble Community School Association is prepared to make its school building available for use by community or “not for profit" organizations, groups of New Humble Community School students and employees, and partners in education. The rental or lease activity must not negatively impact upon the primary purpose of New Humble Community School Association Facilities -- the education of students.

Agreements with local governments or facility owners, that promote cooperative use of school and community facilities, are encouraged. Responsibility for managing community use of the schools is delegated to the School Administration. Community use of school facilities shall be in alignment with expectations of students and, therefore, shall be a smoke-free, drug-free, and alcohol-free environment unless otherwise determined in accordance with the procedure below.

Rental/lease rates will be determined on an incremental cost basis where incurred for school youth and community programs and at or near full market rates for all other profit oriented programs or uses. These rates are to be determined on an annual basis by the Secretary-Treasurer.

Procedures

1. School activities and events will take priority over all public use of school facilities.

2. In public use of school facilities, priority shall be given to local youth groups involved in an educational activity.

3. Applications for the use of all facilities shall be made in writing on approved forms to the Administration of the school.

4. Notwithstanding any supplemental fees that may be charged, where extra janitorial services are required, the group will be responsible to make payment for janitorial services through the school office.

5. The fee and/or rental charge schedule shall be reviewed and approved by the Secretary-Treasurer on an annual basis and shared with the Administration. The rate should reflect the current rental rates charged by the local municipalities as well as the hourly rates for the provision of a “School Host” and Custodial Services.

6. “School Hosts” will not be required for school activities or events as the Staff supervisor will assume the responsibilities of the “Host”. “School Hosts” open and secure the facility for youth and community user groups. The Host will be onsite for the duration of the rental and will support the group by allowing access to specific locations and equipment that have been agreed to in the application and rental agreement. The Host will not be responsible for the supervision of rental participants for liability purposes. Supervision of individuals using the

facility as part of the rental will be the responsibility of the individual signing off on the rental agreement on behalf of the user group.

7. When seventy-five percent (75%) or more of the participants in a non-school and non-profit activity are New Humble Community School Association students at the time of signing the agreement, no rental fees are applicable outside of the fees associated with the School Host and any additional janitorial costs.

8. The school is responsible for booking facilities, collecting any fees and security deposits, making arrangements for School Hosts to open and close the facility, and returning any security deposits in whole or in part

9. Liability: The user shall indemnify and save harmless New Humble Community School Association from all liabilities, damages, costs, claims, suits or actions arising from:
   9.1 Any damage to the property howsoever occasioned by the use and occupation of the premises; or
   9.2 Any injury to any person or persons including death resulting at any time therefrom occurs in or about the premises or any part thereof or resulting from the use and occupation of the premises.
   9.3 Insurance: Without limiting the generality of the renter ’s promise in the paragraph above, the renter shall maintain during the term of occupation of the rented premises comprehensive general liability insurance in an amount not less than $5,000,000.
   9.4 For groups or individuals that do not have insurance, it is possible to obtain cover age through the New Humble Community School Association insurance provider. In this instance, please notify the Secretary Treasurer who will provide additional information.

10. A representative of New Humble Community School Association and that of the organization leasing the space will sign a standard lease agreement.

    10.1 According to the provisions under the Education Act, lease agreements must contain exit clauses with 12 months notice or less, or not extend beyond 12 months.

11. The School prohibits the possession and/or the consumption of drugs and liquor on school premises and smoking or the use of tobacco products in schools or on school property. Exceptions to this rule, will be reviewed on a case by case basis, which will be approved by the Board of Directors or Superintendent, whose approval may be unreasonably withheld.

12. All special requests due to unique circumstances must have prior approval by the Superintendent.

13. Form 550-1 and 550-2 will be utilized when an individual or community group wants to use the facility.

References: Section 193 Education Act

Approved: August 26, 2022
Revised: October 21, 2026

Administrative Procedure 552

PLAYGROUND EQUIPMENT

Background

The Superintendent welcomes the assistance of parents and other persons or organizations from the community in developing plans for playground equipment on School land, and in acquiring and installing the equipment.

Procedures

1. A letter of intent to develop a playground on the School site must be forwarded from the School Council to the Secretary-Treasurer for approval.

2. The Principal must also be involved in planning on behalf of the Charter Board for the selection and placement of playground equipment on School grounds.

3. Prior to the installations of any new playground equipment, the approval of the Secretary-Treasurer and the Principal must be obtained in writing in order that such factors as the following will be taken into account:

   3.1 Location;

   3.2 Safety standards;

   3.3 Equipment maintenance;

   3.4 Grounds maintenance;

   3.5 Access to utility lines and other services;

   3.6 Student and vehicular traffic flow; and

   3.7 Fire lanes.

References: Section 25, 26, 33, 51, 52, 53, 68, 197, 222 Education Act CSA Standards

Approved: September 21, 2022
Revised:

Administrative Procedure 559

PERSONAL USE OF SCHOOL EQUIPMENT AND MATERIALS

Background

Equipment owned by the Charter Board has been purchased with public funds, on a tax exempt basis. As a result the Superintendent has a responsibility to ensure the equipment is used for the purpose for which it was intended.

Equipment and materials are to be used for educational purposes only.

Procedures

1. Use of equipment or materials by staff is not permitted unless this use directly supports the staff members' job related functions.

2. Staff members wishing to use School equipment for the preparation of lessons, materials, etc. are permitted to take such equipment home provided:

   2.1 Equipment is properly signed out;

   2.2 The Principal approves the out-of-School use;

   2.3 The equipment is returned promptly to the School to ensure its availability for use during the instructional day; and

   2.4 The person using the equipment is held liable for costs of repair or replacement required as a result of personal use.

References: Section 25, 26, 33, 52, 53, 68, 196, 197, 222, 225 Education Act

Approved: September 21, 2022
Revised:

Administrative Procedure 562

CO-CURRICULAR AND EXTRA-CURRICULAR TRANSPORTATION

Background

The Superintendent recognizes that both co-curricular and extracurricular programs enhance the School experience and will provide transportation services for such activities within the limits of the following procedures.

Definitions

Co-curricular refers to those activities, which have the classroom or the instructional program as their base. Commonly referred to as a "Field Trip", it is expected that there will be classroom preparation by the teacher and students for this type of activity and follow-up work relating the activity to the curriculum. In most cases these activities would take place during regular school time.

Extra-curricular refers to those activities sponsored by the School that provide opportunities for student(s) to participate in activities related to the School program and supervised by teachers or other authorized personnel. The majority of these activities are to take place outside regular school hours.

School bus operator is the driver of the bus. This individual will be responsible for the safe operation and safety of the school bus while on a School activity. This individual is directly responsible to the Transportation Supervisor.

Supervisor is an individual assigned by the Principal to be responsible for the safety and the conduct of the students while on a School activity.

Teaching/Support staff are individuals who are either employed or recognized as School personnel assigned to conduct and carry out specific programs of the School. These individuals may be assigned by the Principal to assume responsibility for the co/extra-curricular activity.

Procedures

1. The Superintendent strongly feels that all travel is to be by school bus and will assure that the School has access to a bus, which may be scheduled and used by the School for co-curricular or extra-curricular trips. In special cases, commercial carriers shall be approved, but if private vehicles are used, Administrative Procedure 565 must be carefully followed.

2. Supervision shall be provided at all times while student(s) are being transported to co-curricular or extracurricular activities.

   2.1 The younger the group, the more supervision shall be expected, but at no time shall a group be without a supervisor, nor can the bus operator be assigned as a supervisor.

   2.2 However, a School employee may supervise and drive the bus.

   2.3 The Supervisor and or bus operator will review the code of conduct with students and

it will be posted on the bus.

3. The Contractor shall assume all costs associated with licensing, maintaining, and certifying the bus.

   3.1 The Supervisor shall be responsible for maintaining the interior cleanliness of the bus and shall remit the per kilometer rate as set by the Contractor.

4. The Principal shall be authorized to approve all trips within 100 km of the School boundaries as well as all trips to regularly scheduled league games or tournaments hosted by league teams.

5. The Superintendent shall be authorized to approve all other trips within the Province of Alberta subject to a request at least forty-eight (48) hours before the trip.

6. All other trips must be approved by the Charter Board and the request must be submitted at least six (6) weeks prior to the trip.

7. If overnight stay is a necessity, guidelines of Administrative Procedure 260 shall be carefully followed.

8. Each trip shall be documented, with a copy on the bus as well as one at the School on Form 562-1, including date and time of trip, destination, bus/vehicle operator, purpose and a list of passengers and supervisor(s).

9. A teacher requiring transportation for a co-curricular trip shall present to the Principal:

   9.1 A request outlining the purpose of the trip,

   9.2 The plans for incorporating the trip into the curriculum,

   9.3 The date and destination of the trip; and

   9.4 The number of passengers going, including any extra supervisors.

   9.5 This request shall be submitted at least two (2) weeks before the planned activity.

10. Teachers desiring busing for extra-curricular activities shall submit to the Principal a schedule of play outlining the dates upon which busing is required as early in the school year as possible.

11. Students desiring a spectator bus shall make the request to the Principal at least one (1) week before the activity and shall be at least one (1) day before, present to the Principal a list of passengers and enough collected fees to cover the cost of the bus.

    11.1 The Principal shall make arrangements for the trip using first the bus assigned to the School.

    11.2 If other buses are required, the Transportation Supervisor shall be contacted as soon as possible with a request.

    11.3 The Principal may at his/her discretion and cost, contact a contract school bus operator or book commercial carriers, or in extreme circumstances, use private vehicles (Administrative Procedure 565).

11.4 The Principal will arrange for qualified and approved personnel to operate the bus and will be responsible to negotiate for their services.

11.5 Adequate supervision will be provided.

References: Section 11, 25, 26, 33, 36, 37, 52, 53, 59, 59.1, 68, 197, 222, 225 Education Act Traffic Safety Act
Commercial Vehicle Safety Regulation 121/2009
Student Transportation Regulation 96/2019
Use of Highway and Rules of the Road Regulation 304/2002
Vehicle Equipment Regulation 122/2009

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SCHOOL BUS ACCIDENT

Background

In the event of a school bus accident the primary responsibility of all staff is to ensure the safety of students, other personnel and the public. Mitigating loss and damage to property is a second concern. Because accident situations are variable, it is recognized that procedures must allow sufficient flexibility to accommodate this. Staff members are expected to act as a reasonable parent and exercise best judgment as to what is to be done. The following procedures are established to provide guidance for this decision making.

Procedures

1. Contact the Transportation Supervisor immediately. The Transportation Supervisor will contact all emergency personnel required, Superintendent, Principal and parents. Specific instructions will be issued.

2. The driver shall check for injuries and administer or arrange for first aid as quickly as possible.

3. If there is danger of fire, the driver shall remove all passengers to a safe distance from the vehicle, ensuring the ignition key is in off position. In the winter it is important to protect passengers from the cold weather.

4. In the event that the RCMP are not available, and another vehicle is involved in the accident, regardless of fault, the bus driver shall obtain the following from the other driver:
    - 4.1 Name,
    - 4.2 Driver's license number,
    - 4.3 Vehicle make,
    - 4.4 Serial number,
    - 4.5 License plate number, and
    - 4.6 Insurance agent and address.

5. Where medical attention is not required, passengers may be dispersed as follows:
    - 5.1 If enroute to School, passengers are to be delivered to School as soon as possible and the Principal is to be advised that they were involved in an accident.
    - 5.2 If enroute home, passengers are to be delivered home as soon as possible and the parents advised that they were involved in an accident.

6. Since it is not possible to foresee all circumstances which may occur in an accident, it may be necessary to deviate from some of these instructions. In any event good common sense and reasonable actions must be used.

References: Section 11, 25, 26, 33, 52, 53, 59, 68, 196, 197, 222, 225 Education Act Freedom of Information and Protection of Privacy Act
Traffic Safety Act
Commercial Vehicle Safety Regulation 121/2009
Student Transportation Regulation 96/2019
Use of Highway and Rules of the Road Regulation 304/2002
Vehicle Equipment Regulation 122/2009

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Revised:

USE OF PRIVATE VEHICLES BY THE SCHOOL

Background

The Superintendent affirms that wherever possible, student(s) are to be transported in fully licensed and safety-checked school buses. Under some circumstances it may be necessary to use a smaller, private vehicle and in such cases the following procedures shall apply.

Procedures

1. Any private vehicle used by a School group shall carry a liability clause covering up to two million dollars ($2,000,000).

2. The Charter Board assumes no responsibility for student(s) driving a private vehicle to any School function.

3. The designated, authorized driver shall be:
   - 3.1 At least twenty-three (23) years of age,
   - 3.2 Not a student in the School, and
   - 3.3 Possess a current, valid driver's license applicable to the vehicle being driven.
   - 3.4 A copy of the license and insurance is to be retained on file at the School.

4. Care shall be taken that nothing is done to imply an employment or contractual relationship between the driver and the School.

5. Owners of private vehicles used for field trips will be responsible for any liability claims that may result from such use.

6. 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 advise their insurance company.

7. Parents shall be notified in writing that a private vehicle will be used to transport their child and will be given the name of the driver.

References: Section 11, 25, 26, 32, 33, 52, 53, 59, 68, 197, 222, 225 Education Act
Societies Act
Traffic Safety Act
Student Transportation Regulation 96/2019
Use of Highway and Rules of the Road Regulation 304/2002
Section 569, Insurance Act

Approved: August 26, 2022
Revised: September 5, 2025

Administrative Procedure 580

USE OF CHARTER BOARD OWNED VEHICLES

Background

The Charter Board may provide vehicles to employees who require a vehicle to carry out their duties due to any of the following:

- Work assignment in various locations;
- Necessity of having tools and/or equipment in their possession at all times;
- Responsibility for transporting employees and/or materials to various sites; or
- Unusual circumstances that are approved by the Superintendent.

Procedures

1. Staff responsible for Charter Board owned vehicles shall ensure that the vehicles and/or parts reach their normal life-expectancy by making certain they receive regular service and maintenance.

   1.1 The Secretary-Treasurer may delegate this authority to the vehicle operator, although the Secretary-Treasurer is still responsible.

2. Staff are responsible to the Secretary-Treasurer for the care and operation of any Charter Board owned vehicles.

3. Charter Board owned vehicles are to be left at the location where the employee normally reports to work. Employees may take their vehicles home provided the Secretary-Treasurer is notified and has approved the action.

4. A Charter Board owned vehicle shall not be used for personal use.

References: Section 25, 26, 33, 52, 53, 68, 197, 222, 225 Education Act Traffic Safety Act
Canada Customs and Revenue Agency Act
Income Tax Act (Canada)

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