

GENERAL ADMINISTRATION 100

Administrative Procedure 100

ACCOUNTABILITY FRAMEWORK

Background

Accountability is the obligation to be answerable for the execution and results of one's assigned responsibilities. Research on effective schools and school systems consistently identifies planning, evaluation, analysis and reporting as key components of a dynamic and quality school or school system. To ensure that the Division and schools are maintaining standards that will provide students with the requisite knowledge, skills and attitudes needed for successful admission to the next level of education or for entry into the world of work, Divisions are adopting the components of effective schools and school systems as an operational maxim.

Schools are directed to use planning, assessing, auditing and reporting to improve the quality of education for the students in the school's community.

Procedures

1. The Division and schools will prepare updated three-year plans so that change and improvement within the Division is directional, focused, efficient, effective and caring.
2. The Superintendent will ensure that teacher, student and program evaluations are conducted in the Division for the purpose of ascertaining strengths and weaknesses and using the information to develop system and school improvement plans.
3. The Superintendent will also ensure that an auditing program is implemented at the system and school level for the purpose of determining if implementation is consistent with the plan.
4. The Division and schools will develop an Annual Education Results Report and ensure that the content of the report is disseminated to the respective stakeholders.
5. Additional procedures on planning, assessing, auditing and reporting to further elaborate on roles, responsibilities and content of the above elements, may be developed.

Reference: Section 22, 39, 43, 60, 61, 77, 78, 113 School Act
Section 16 Government Accountability Act
School Authority Accountability Policy 2.1.1
Business Plans and Results Reports Policy 3.2.1
Accountability in Education – Policy Framework, June 1995
Guide to Education Planning and Results Reporting

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THREE-YEAR EDUCATION PLAN

Background

Planning in education is an essential part of ensuring 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 Division plan outlines priorities for student learning in the Division, guides budget development, and forms the basis for reporting on progress and achievement.

The Division is required by Alberta Education to prepare an education plan that aligns with the Alberta Education 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. System Planning Guidelines

- 1.1 The mission, vision, beliefs, philosophy of Catholic education and the goals and objectives of the Division will provide overall direction for system planning.
- 1.2 The planning process will recognize local priorities identified during the planning process.
- 1.3 The actions and endeavours of the Division and its schools must be guided by sound planning processes. The planning process must provide ample opportunity for input and meaningful involvement by persons from stakeholder groups. Formal processes for the system to develop, revise and extend its Three-Year Education Plan that identify priorities, outcomes, measures, targets, strategies and timelines for task completion will be developed each year.

2. Three-Year Education Plan

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

- 2.1 The plan will be kept current to ensure focused, efficient and effective change and improvements.
- 2.2 The plan will be updated annually.
- 2.3 The plan will be improvement focused and will identify areas/priorities for improvement each year.

- 2.3.1 The body of the plan will include the following elements:
 - 2.3.1.1 Mission and mandate;
 - 2.3.1.2 Vision and beliefs;
 - 2.3.1.3 Division profile;
 - 2.3.1.4 Environmental factors;
 - 2.3.1.5 Progress and accomplishments;
 - 2.3.1.6 Goals;
 - 2.3.1.7 Strategies;
 - 2.3.1.8 Results;
 - 2.3.1.9 Performance measures;
 - 2.3.1.10 Expenditure plans;
 - 2.3.1.11 Implementation schedule;
 - 2.3.1.12 Planning process;
 - 2.3.1.13 Communication plan; and
 - 2.3.1.14 Other elements deemed important by the Board.
- 2.3.2 The plan will include the provincially mandated priority areas with strategies and measures.
- 2.3.3 The plan may include other strategies and measures in the plan reflecting local needs.
- 2.4 The plan will outline the deployment of resources and be consistent with the provincial funding framework.
- 2.5 The Superintendent will:
 - 2.5.1 Submit the plan to the Board for approval in April of each year;
 - 2.5.2 Ensure that the Division Three-Year Plan is submitted to Alberta Education in a form and at a time that meets requirements;
 - 2.5.3 Prepare a news release advertising the initiatives to be undertaken during the upcoming school year; and
 - 2.5.4 Make provision for distribution of the Three-Year Plan and its placement on the Division website.
- 2.6 Progress reports including areas of success and areas for improvement on the Division education plan will be presented to the Board in accordance with the annual Board Work Plan and as deemed necessary.

Reference: Section 22, 39, 43, 60, 61, 77, 78, 113 School Act
 Section 16 Government Accountability Act
 School Authority Accountability Policy 2.1.1
 Business Plans and Results Reports Policy 3.2.1
 Accountability in Education – Policy Framework, June 1995
 Guide to Education Planning and Results Reporting

Administrative Procedure 102

ANNUAL EDUCATION RESULTS REPORT

Background

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward goals.

School communities and the public will be kept informed of the overall results achieved in the Division 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 policy, and submit it to the Board for approval. The Board will submit the Report to the Minister by November 30 of each year.
2. The Annual Education Results Report will contain information regarding progress toward meeting the goals and objectives established by the Division in the Three-Year Education 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 Division Annual Education Results Report will be determined by the Superintendent.
5. The Annual Education Results Report will be posted on the Division website.
6. The Division shall use the Annual Education Results Report for information in the planning and policymaking cycle and make adjustments to its goals as necessary.

Reference: Section 22, 39, 43, 60, 61, 77, 78, 113 School Act
Section 16 Government Accountability Act
School Authority Accountability Policy 2.1.1
Business Plans and Results Reports Policy 3.2.1
Accountability in Education – Policy Framework, June 1995
Guide for School Board Planning and Results Reporting

Administrative Procedure 103

SCHOOL EDUCATION PLAN

Background

Alberta Education requires school authorities to develop and implement education plans that meet provincial accountability requirements and local needs. Similarly, Alberta Education requires schools to develop education plans that will be consistent with provincial and local school authority plans and the unique needs of the school's community. Education planning will ensure that the overall directions for change and improvements to the education system are focused, efficient and effective.

Schools shall develop, keep current and implement an education plan consistent with provincial and Board requirements.

Procedures

1. The Superintendent will provide each Principal with a copy of the Division Three-Year Plan and a detailed copy of the year plan for the subsequent school year prior to the school establishing its yearly plan.
2. The Superintendent will provide each Principal with a copy of the Annual Education Results Report.
3. The Superintendent will provide assistance to any Principal requiring in-service on the preparation of an annual education plan.
4. The Superintendent will monitor the implementation of the school's education plan and may request reports during the year on the status of the plan.
5. The Principal shall provide copies of the school plan to the Superintendent and School Council in conjunction with his/her school budget.
 - 5.1 The Principal shall develop an education plan, the body of which shall be comprised of the following elements:
 - 5.1.1 School Philosophy – incorporating the beliefs and values of the Division and local community.
 - 5.1.2 Vision – outlining the desired state of the school's educational character three (3) to five (5) years from now.
 - 5.1.3 School Profile – including a brief description of the community the school serves, number of students, special programming and other contextual information.
 - 5.1.4 Environmental Factors – outlining unique issues facing the school including any trend information.

- 5.1.5 Accomplishments
 - 5.1.5.1 Progress/accomplishments of the previous year.
 - 5.1.5.2 Review of recommendations from audits of past plan.
 - 5.1.5.3 Success/failure of innovations.
- 5.1.6 Goals
 - 5.1.6.1 Priority provincial (goals 1, 2, 9) and Board goals as they apply to the school for the next year.
 - 5.1.6.2 School goals for the next year.
- 5.1.7 Strategies to be utilized to accomplish provincial, Division and school goals.
- 5.1.8 Desired outcomes for each goal.
- 5.1.9 Performance measures for each goal.
- 5.1.10 School budget to implement the education plan.
- 5.1.11 Implementation Schedule for the education plan.
- 5.1.12 Brief descriptions of
 - 5.1.12.1 Process used to prepare the plan including the involvement of parents, staff, etc.;
 - 5.1.12.2 Strategies to communicate the plan to the stakeholders in the community.
- 5.2 The school education plan shall be signed by the Principal prior to the submission to the Superintendent and School Council. The final plan must be submitted to the Superintendent on or before April 30.
- 5.3 Upon review by the Superintendent, the Principal may be required to modify the education plan.
- 5.4 The Principal will submit a report on the outcomes of the education plan on a date and form determined by the Superintendent on or before November 30. The report will include:
 - 5.4.1 Achievement test and diploma exam results;
 - 5.4.2 Percent of parents who are satisfied with the quality of information received from the school about their child's educational achievement;
 - 5.4.3 Percent of students who are satisfied with aspects of their education;
 - 5.4.4 Other results that are determined from time to time by the Superintendent; and
 - 5.4.5 Results achieved relative to the school's goals.

5.5 The content of the report will be communicated to the stakeholders in the community.

6. The Superintendent will review the annual school report on the education plan.

Reference: Section 20, 22, 39, 43, 60, 61, 77, 78, 113 School Act
Section 16 Government Accountability Act
School Authority Accountability Policy 2.1.1
Business Plans and Results Reports Policy 3.2.1
Accountability in Education – Policy Framework, June 1995
Guide to Education Planning and Results Reporting

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SCHOOL EVALUATION

Background

Division schools will be evaluated to determine their effectiveness in meeting the educational needs of students.

The periodic evaluation of schools contributes to the maintenance and improvement of the overall quality of instructional programs.

Procedures

1. Purpose

School evaluations are conducted to:

- 1.1 Measure and encourage progress toward the development of Christ-centered schools rooted in Gospel values.
- 1.2 Assist in the identification and maintenance of appropriate management, instructional and program standards that contribute to a high level of student development.
- 1.3 Enable schools to become more effective in meeting the needs of students.
- 1.4 Ensure that all programs are being offered in accordance with Alberta Education requirements.
- 1.5 Contribute to the efficiency and effectiveness of school organization and management.
- 1.6 Provide professional assistance to the staff with respect to:
 - 1.6.1 Programs of instructions.
 - 1.6.2 Delivery of programs.
 - 1.6.3 Organization and management.
 - 1.6.4 Quality of instruction.
- 1.7 Provide teachers, parents and students the opportunity to indicate their perceptions and suggestions with regards to the operation of the school.

2. Standards of School Effectiveness

Schools will be evaluated relative to the following standards:

- 2.1 Instructional Leadership – the focus on learning serves as the basis for day-to-day activities and for decision-making.
- 2.2 Purpose – the focus on learning serves as the basis for day-to-day activities and for decision-making.

- 2.3 Sense of Community – a cohesive social environment exists in the school; especially the extent of support and the feelings of belonging that individuals have for one another.
 - 2.4 High Expectations – administrators believe in the potential of staff and students in the school.
 - 2.5 Specific Feedback – immediate feedback is given to students and teachers in recognition of their performance.
 - 2.6 Appearance and Comfort – an atmosphere that is orderly, inviting and attractive and that is conducive to learning.
 - 2.7 Consistent Discipline Procedures – a set of guidelines and basic philosophy is utilized daily by the staff in their interaction with students.
 - 2.8 Students Actively Engaged In Learning – opportunities for students to be constantly involved and participating in the learning process are clearly evident within the school.
 - 2.9 Challenge and Growth for All Students – learning activities are provided that allow for personal feelings of achievement for all students in their learning experience.
 - 2.10 Instructional Strategies – varied learning environments are present for students and are responsive to the characteristics of particular learners and intended curriculum outcomes.
 - 2.11 Student Results – gathering of information on student progress, the interpreting of the information and the continued application of the information in daily planning is an attribute of the school.
3. Scope of Evaluation
- 3.1 School evaluation may involve the entire school operation or specific components of the school operation.
 - 3.2 Opportunities for staff, student and parent input into the evaluation process will be provided.
 - 3.3 School Councils may be consulted regarding school evaluations.
4. The Superintendent or designate will be responsible for specific procedures for completing the evaluations.
5. The Principal will be required to evaluate the school relative to:
- 5.1 Desired outcomes established in the Annual Blueprint for learning;
 - 5.2 Provincial and Board mandated outcomes; and
 - 5.3 Standards of effectiveness detailed in item 2 of this administrative procedure.

Reference: Section 60, 61, 113 School Act

Administrative Procedure 105

SCHOOL-BASED DECISION-MAKING

Background

School-based decision-making will enhance student achievement and increase the effectiveness and efficiency of the delivery of the school's instructional program.

School-based decision-making is defined as a process for sharing responsibility and accountability for decisions with the stakeholders at the school level. The concept of school-based decision-making is based on a strategy that those most closely connected with the education of children are capable, can be trusted and are ultimately responsible for making decisions that affect the school lives of students. The process of bringing together education, support personnel, a School Council, parents and community members has the effect of releasing the energy, dedication and creativity of those people who function closest to the implementation of the education process. The process results in better decisions and an increased effectiveness and efficiency of the education process at the school level.

Procedures

1. The following criteria are integral to the successful implementation of school-based decision-making:
 - 1.1 The primary focus must be on the learner and the learning process;
 - 1.2 The school must be the focus of improvements;
 - 1.3 The authority and the accompanying responsibility/accountability of the school must be expanded;
 - 1.4 Teacher and Principal autonomy in decision-making must be expanded; and
 - 1.5 The Division Office must serve as a service and support agency to the school as well as serving in an administrative capacity.
2. The implementation of school-based decision-making requires the schools to meet the following legal conditions:
 - 2.1 Provincial statutes and regulations must be obeyed;
 - 2.2 Board policies and Division administrative procedures must be followed;
 - 2.3 All contracts and terms of employment must be honoured; and
 - 2.4 Board resolutions setting out the parameters for the implementation of school-based decision-making that may be passed from time to time must be followed; e.g. Division priorities, decision-making constraints, etc.
3. The Principal shall be responsible and accountable to the Superintendent for the implementation of school-based decision-making at the school level.

4. The Superintendent is responsible and accountable to the Board for the implementation of school-based decision-making.
5. The Superintendent will produce a role description for the Principal that will include shared responsibilities.
6. The Board will allocate resources to the maximum amount feasible to the schools in recognition that the quantity and quality of decision-making is correlated to the resources available to the decision-maker.
7. The Principal, after consultation with staff and School Council, as a part of his/her annual report, will include a section on school-based decision-making. The report is to include strengths, weaknesses and recommendations for change.
8. The Superintendent will present an evaluation report annually to the Board on school-based decision-making. The report is to include strengths, weaknesses and recommendations for change.
9. The Principal, under school-based decision-making, will be responsible for setting objectives, allocating resources, directing actions and evaluating performance.
10. Prior to implementation and subsequently as the need expresses itself, the Division will provide in-service to the stakeholders on school-based decision-making to ensure initial and future successful implementation of the concept.

Reference: Section 20, 22, 60, 61, 113 School Act
School Councils Regulation AR 113/2007
School Authority Accountability Policy 2.1.1
School-Based Decision-Making Policy 1.8.2
School Councils Policy 1.8.3

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SCHOOL COUNCILS

Background

Section 22 of the School Act requires the formation of a School Council in each school in accordance with the regulations.

A School Council may make by-laws governing its meetings and the conduct of its affairs and, at its discretion, may:

- Advise the Principal and Board respecting any matter relating to the school; and
- Perform any duty or function delegated to it by the Board.

School Councils have the potential to serve as an effective mechanism for utilizing parental input in the operation of schools and to enhance communication among schools, the Superintendent and the community.

The Division supports the establishment of a School Council for a school in accordance with statutory requirements.

Procedures

1. Primary and Deciding Role

School Councils have a primary role in:

- 1.1 Determining their internal by-laws, finances and methods of operation;
- 1.2 Planning in-service programs for its members; and
- 1.3 Reporting to the Superintendent on the results achieved by the School Council.

2. Advisory Role

School Councils may be asked to participate in an advisory role in matters relating to the school.

NOTE: There are a number of ways to organize and operate a School Council. The General Assembly model is generally preferred because it is more inclusive. This has been the outcome wherever a collaborative process involving trustees; Division and school-based administrators, teachers and parents has been utilized.

3. Establishment of School Councils

- 3.1 When a new School Council comes into existence, the Principal will call an information meeting of the parents of students attending the school within a reasonable period of time but not later than February 15.

- 3.2 When a school is unsuccessful in establishing a School Council in any year, an information meeting must be called by the Principal within sixty (60) days of the subsequent school year.
 - 3.3 The primary purposes of the meeting will be to:
 - 3.3.1 Inform the parents about School Councils indicating the statutory parameters; and
 - 3.3.2 Elect and appoint or establish the processes for appointment of a School Council executive.
 - 3.4 If there are insufficient parents in attendance to elect the parent members of the School Council executive, the Principal shall select parents to serve on an Advisory Committee.
 - 3.5 Where a School Council or equivalent is in existence, the Chair or past Chair will call a meeting of parents not later than seventy (70) days after the start of the school year as specified in the by-laws for the purpose of:
 - 3.5.1 Informing parents about the School Council; and
 - 3.5.2 Electing and appointing or determining the process for appointing a School Council executive according to the by-laws.
 - 3.6 If there are insufficient parents in attendance to elect the parents of the new School Council executive, the Chair, past Chair (or Principal, if neither the Chair nor past Chair is available), will select the parent members to serve on the school Advisory Committee.
4. Membership (a favoured model)
- 4.1 It is recommended that the School Council executive be composed of:
 - 4.1.1 Parents/guardians of students attending the school (parents/guardians shall form the majority on the executive);
 - 4.1.2 A Chair who is a parent of a student enrolled in the school;
 - 4.1.3 A Vice-Chair, a secretary, a treasurer or combination of these executive officers deemed suitable by the membership;
 - 4.1.4 At least one (1) teacher elected by his/her colleagues;
 - 4.1.5 At least one (1) age-appropriate student;
 - 4.1.6 Other representation as determined by the membership including school support staff and/or community; and,
 - 4.1.7 The Principal, as an ex-officio member.
 - 4.2 The term of membership on the School Council executive is to be determined by the by-laws. It is recommended that it be one (1) year with re-election eligibility.
 - 4.3 All parents/guardians of students attending the school are eligible members of the School Council.
 - 4.4 All eligible members have voting rights to be exercised through attendance or in a manner determined by the by-laws.

5. Dissolution of a School Council

- 5.1 The Minister, on the request of the Board, may dissolve a School Council without notice at any time if the Minister is of the opinion that the School Council is not carrying out its responsibilities in accordance with the School Act and the regulations.
- 5.2 Prior to requesting that the Minister dissolve a School Council, the Board will provide the School Council with the opportunity to be heard on the dissolution.

6. Constitution and By-laws

- 6.1 The School Council may draft or adopt a constitution and/or by-laws containing provisions for name, membership, frequency of meetings, functions, etc., that is within statutory parameters.
- 6.2 The constitution is to be filed with the Superintendent as information.

7. Liaison with the Board

- 7.1 A trustee shall be designated to act as a liaison between the School Council and the Board.
- 7.2 The trustee shall meet with the School Council at least twice annually to discuss items of mutual interest.
- 7.3 School Council reports and/or recommendations are to be made to the Superintendent. The Superintendent shall prepare his/her recommendations considering Division policies, needs and priorities.
- 7.4 The trustee appointed as liaison shall act as the channel of communication between the Board and the School Council; however, an elected member of the Council executive and the Principal may jointly present reports and/or recommendations to the Board on behalf of the School Council.

8. Operational Procedures

Each School Council will establish its own operating procedures within statutory parameters which are to be submitted by the Principal to the Superintendent.

9. Record Keeping

Where applicable, each School Council is to establish methods of keeping records for the purpose of annually supplying the Superintendent with:

- 9.1 A report setting out the activities of the School Council;
- 9.2 A financial statement; and
- 9.3 A copy of the minutes of each meeting.

10. Conflict Resolution

The Principal or the School Council will apply the following procedures to resolve disputes on policies proposed or adopted for the school:

- 10.1 Either party may submit the dispute, not sooner than five (5) days or later than ten (10) days from the date of the dispute, to the Superintendent for mediation of the dispute;
- 10.2 The submission of the dispute shall be by letter that outlines the nature of the dispute, the issues involved and the preferred resolution;
- 10.3 A copy of the letter shall be simultaneously submitted to the other party who is to submit a defence of its position to the Superintendent within five (5) days;
- 10.4 The Superintendent shall attempt to mediate the dispute between the parties as soon as practicable;
- 10.5 If the mediation by the Superintendent is not successful, the dispute will be submitted by the Superintendent to the Board or a Committee of the Board delegated with the responsibility to settle the disputes between the parties;
- 10.6 At the next Board or Committee meeting, the disputants will be permitted to appear and state the rationale for their positions; and
- 10.7 The Board or Committee will make a decision that is final and binding on both parties.

Reference: Section 20, 22, 60, 61 School Act
School Councils Regulation 113/2007
School Councils Policy 1.8.3
School Councils Resources Manual (1995)
School Councils Handbook (1999) -
http://education.alberta.ca/media/615090/school_cou_handbook.pdf

Administrative Procedure 111

COMMUNITY SCHOOLS

Background

The importance of the school working in partnership with the community to develop and educate our youth is fundamental to the directions contemplated by the recent restructuring of education in Alberta. Historically, Alberta Education provided an initial impetus to the community education concept by providing ear-marked funding for Community Schools. While this funding is no longer available, the philosophy that underpins the Community School concept is still very relevant and valuable.

The Division supports the involvement of the community in its schools.

Procedures

1. The Community School philosophy encourages schools to:
 - 1.1 Be consciously oriented to the larger community they serve;
 - 1.2 Cooperate with community agencies in the development of programs and services;
 - 1.3 Provide school facilities for community use;
 - 1.4 Establish and maintain close communication with families in the neighbourhood;
 - 1.5 Build a sensitivity to neighbourhood problems and issues;
 - 1.6 Contribute to the development of a sense of community in their neighbourhood; and
 - 1.7 Implement (as much as possible within funding limitations) the Community School philosophy as outlined by Alberta Education.
2. Joint booking and use of school and community facilities shall be governed by the terms of the Joint Use Agreements in the respective communities within the Division.
3. The extent of the implementation of Community School projects will be subject to the availability of funds and other required resources.

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

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POLICY AND PROCEDURES DISSEMINATION

Background

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

Procedures

1. The Superintendent will ensure that the Board Policy Handbook and the Administrative Procedures Manual will be available on the Division website so that all trustees, staff members, students, parents/guardians and the general public have ready access to all Board Policies and Administrative Procedures.
2. It shall be the responsibility of the Principal and Division Office supervisors to convey to and interpret policy and administrative procedures to their respective staffs.

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

Administrative Procedure 121

DEVELOPMENT AND REVIEW OF ADMINISTRATIVE PROCEDURES

Background

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

Procedures

1. A review of all administrative procedures will be carried out through the Office of the Superintendent on an annual basis.
 - 1.1 A general call will be provided by May 30 in any year.
 - 1.2 Any forthcoming revisions will be discussed at the August administrators' meeting.
2. The annual review of administrative procedures shall solicit input from teachers, support staff, Division Office personnel, School Councils and administrators.
3. Development or review of a specific administrative procedure may be initiated at any time by a formal request from the Board, a School Council or a staff member who is personally affected by that procedure. The request for development or review shall detail the issues and concerns associated with the administrative procedure and, if possible in the case of review, offer suggestions for revision.
4. The Superintendent will determine an appropriate process for reviewing a specific administrative procedure when requested to ensure that fair and reasonable consideration is given to the request. It is expected that, in most instances, such a review will be carried out by the Superintendent, a Division Office administrator with direct responsibility in that area, and a school-based administrator selected by the Superintendent.
5. Any decisions arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders.

Reference: Section 60, 61, 113 School Act

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INSTRUCTIONAL YEAR

Background

Subject to the provisions of the School Act, the Board is responsible for establishing the school instructional year for the Division.

The Board will, prior to May 31 in each year, establish the next school instructional year.

Procedures

1. The school instructional year will specify:
 - 1.1 School opening date.
 - 1.2 Number of operational days.
 - 1.3 Length of school day.
 - 1.4 Number of minutes of instruction and of school operations each day.
 - 1.5 Number of and length of recesses.
 - 1.6 Vacation periods including:
 - 1.6.1 A winter vacation that extends at least from December 24 to January 2.
 - 1.6.2 A summer vacation of at least four (4) consecutive weeks duration.
2. A holiday declared by a municipality does not apply unless the Board declares it to be applicable.
3. The Superintendent, in consultation with school administrators, School Councils and the Policy Advisory Committee, shall recommend a school year for Board consideration.
4. The Superintendent shall notify the Minister prior to May 31 of each year with regard to the Board-approved opening and closing days and vacation periods for the next school year.

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

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INCLEMENT WEATHER

Background

Adverse weather conditions occasionally result in the need to adjust school and bus operating schedules in the interests of student and staff safety.

Weather conditions may result in school closures, early dismissals and adjustments in regular bus schedules.

Procedures

1. The Superintendent or designate, will suspend school bus service and/or close schools in the system when weather conditions constitute a hazard to the safety of students and staff.
2. Parents and school bus operators shall be advised annually of the procedures used when the suspension of bus services, early dismissal or school closure is necessary.
3. The Superintendent or designate will take into account the advice of the bus supervisors for each school Division when making a decision regarding the suspension of school bus service as a result of weather or road conditions.
4. The Superintendent or designate shall make a decision regarding school bus service suspension before 6:00 a.m., or the previous night if conditions make it obvious that bus service will be suspended the following day.
5. When weather or road conditions deteriorate during the school day, a decision regarding early return home of bus students will be made:
 - 5.1 By the Parkland School Division for students riding Parkland buses and Pembina Hills School Division for students riding Pembina Hills buses,
 - 5.2 By the Superintendent/designate for all other students; and
 - 5.3 Radio announcements shall be used to notify the communities promptly.
6. The Principal and staff will make every effort reasonable to ensure that both bus and non-bus students are able to arrive home safely when they are dismissed earlier than the regular school closing time.
7. Administration and teaching staff are normally required to maintain regular working hours in the school for the purpose of receiving students, talking with parents and other related activities.
8. In extreme weather conditions, the final decision to send a child to school or to the bus stop rests with the parents, even though buses and schools may be operating.

9. Early Dismissal

- 9.1 The bus supervisor is responsible for contacting the Superintendent or designate and the Principal(s) of the schools concerned to advise on adverse road conditions which could require early dismissal.
- 9.2 The Superintendent or designate will make a decision on whether to have buses return students early.
- 9.3 The Principal(s) shall communicate directly with the bus supervisor to make arrangements required to convey students home early.
- 9.4 The Superintendent or designate shall arrange for an announcement to be made over designated radio stations.

10. Decision Made Before School Opening

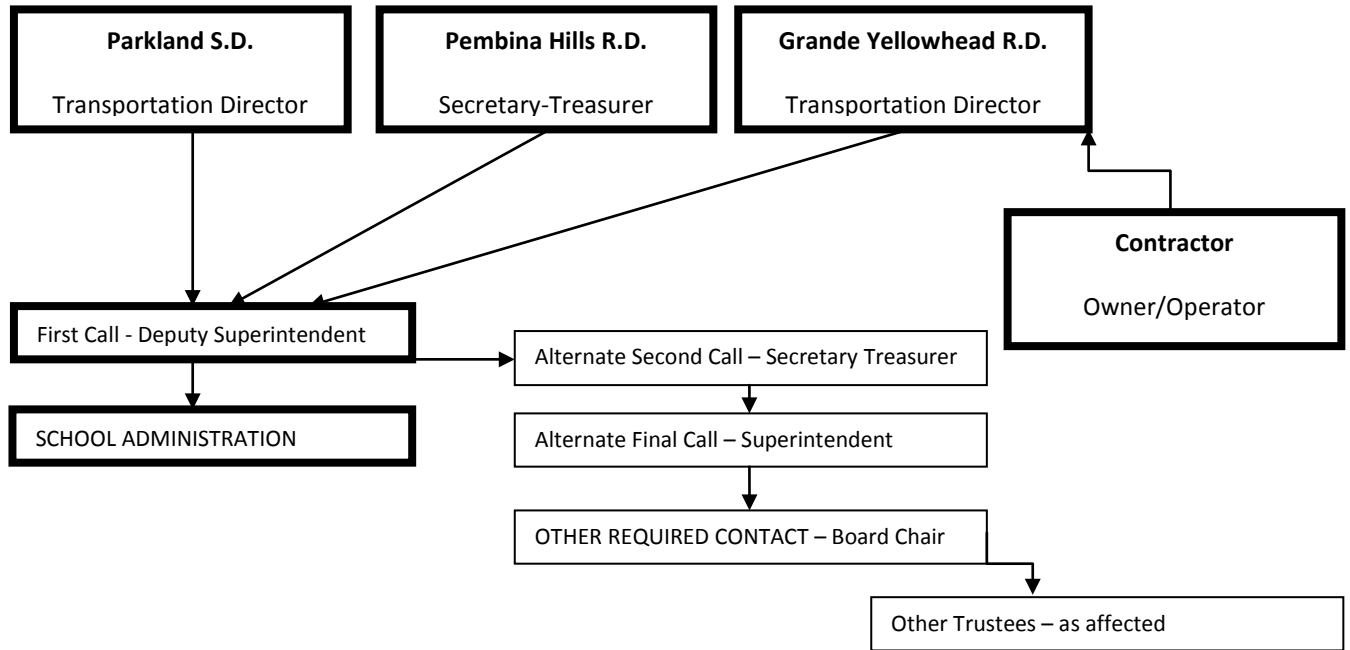
- 10.1 The Bus Supervisor is responsible for advising the Superintendent with regard to pending adverse road and/or weather conditions.
- 10.2 The Superintendent will render a decision on school closure or suspension of bus service as per the preceding procedures.
- 10.3 An official announcement shall be made by the Superintendent with regards to school closure or suspension of bus service over designated radio stations.
- 10.4 The Superintendent will inform Principals regarding the decision.

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

Administrative Procedure 131 Appendix

EMERGENCY SCHOOL CLOSURE/INCLEMENT WEATHER COMMUNICATION PROTOCOL

The Transportation Providers will advise the designated contact of any cancellation or changes of bus service.



MEDIA NOTICES: sent out by each *Transportation Provider*

The media notices sent out by all PROVIDERS will be consistent with their inclement weather protocol.

Provider	Messaging – to include schools open (unless otherwise directed by Superintendent or designate)
Spruce Grove, Stony Plain, Devon	“those student residing in Parkland County, buses are not running but schools are open” for Spruce Grove, Stony Plain and Devon.
Westlock	“those students attending St. Mary in Westlock, buses are not running but schools are open”
Hinton	“those students attending Gerard Redmond and St. Gregory, buses are not running but schools are open”

If area specific and not a total cancelation, media notice will clearly state area and in Westlock and Hinton, students will be notified by the bus drivers.

***School Closures/Bus Service Announcements are posted on the division website: www.ecsrd.ca

***Staff are expected to make reasonable efforts to be at work – unless they are advised of school closure. They must also inform their administration if they are not able to be at work.

Amended: September 9, 2011

Administrative Procedure 140

APPROPRIATE USE OF DIGITAL MEDIA

Background

Alberta Education recommends that Divisions establish procedures regarding the use of digital media, computer technology and internet services for students in the classroom and for staff for instructional purposes.

The Division wishes to allow its students to be able to access curriculum based information resources. To this end, the Division permits its students to access the Internet. The responsible use of digital media, computer technology and internet services is the overriding goal of this administrative procedure. This interconnected worldwide web of computers can provide the students with access to the most recent research, statistics and opinions. However, digital media, computer technology and internet services can also provide the students with access to less than desirable material.

Students and staff will have access to digital media, computer technology and internet services to provide the educational opportunities within the Division.

The Division expects appropriate use of digital media, computer technology and internet services.

Procedures

1. Roles and Responsibilities

1.1 Division

- 1.1.1 Have and communicate an administrative procedure on the student use of digital media, computer technology and internet services.
- 1.1.2 Provide schools with an applicable consent form to be completed by parents and students.

1.2 Principal

- 1.2.1 Communicate the administrative procedure to staff, students and parents.
- 1.2.2 Communicate both the educational benefits and the potential dangers of digital media, computer technology and internet services access to staff, students and parents.
- 1.2.3 Ensure all parents and students sign an applicable consent form prior to access to digital media, computer technology and internet services.

1.3 Teacher/Staff

It is expected that teachers/staff will conduct themselves according to the social and cultural norms of their community.

- 1.3.1 Review Administrative Procedure 140 – Appropriate Use of Digital Media.
- 1.3.2 Review student responsibilities with students before they are granted digital media, computer technology and internet services access.
- 1.3.3 Provide students with digital media, computer technology and internet services access but also provide an appropriate level of supervision to ensure that the Division procedures are followed.

1.4 Parent/Guardian

- 1.4.1 Be aware of the consequences set out by the Division for unacceptable and inappropriate use.
- 1.4.2 Read and sign an applicable consent form.
- 1.4.3 Report misuse of Division digital media, computer technology and internet services use to the teacher and/or administrator.

1.5 Student

- 1.5.1 It is expected that students will conduct themselves according to the administrative procedures.
- 1.5.2 Sign an applicable consent form and understand that compliance with this is a condition of independent access to Division owned computers.
- 1.5.3 Report misuse of Division digital media, computer technology and internet services use to the teacher and/or administrator.

2. General

- 2.1 The Principal is responsible to ensure that appropriate use of digital media, computer technology and internet services access is maintained by staff and students by:
 - 2.1.1 Reviewing digital media procedures.
 - 2.1.2 Implementing appropriate use agreements.
 - 2.1.3 Communicating to staff, parents and students the nature of the appropriate use agreement.
- 2.2 In the event of student inappropriate use the Principal may implement the following:
 - 2.2.1 Conference with student/parent/teacher;
 - 2.2.2 Detention;
 - 2.2.3 Limitation or suspension of access to independent digital media, computer technology and internet services;

- 2.2.4 Suspension or expulsion determined at the school level and consistent with the School Act, Board policies and Division administrative procedures on student behaviour;
 - 2.2.5 Referral to civil law enforcement agencies; and/or
 - 2.2.6 Fines that would include down time and cost for repairs.
- 2.3 In the event of staff inappropriate use, the Superintendent may take action according to the School Act and Regulations.

Reference: Section 12, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act
ATA Code of Professional Conduct

Administrative Procedure 140 – Appendix

APPROPRIATE USE EXPECTATIONS

Educational Objective

Internet access and other computer and network resources are available to students and staff of Evergreen C.S.R.D. No. 2. We are very pleased to provide this access and believe that the Internet offers vast, diverse and unique resources to both students and teachers and have endorsed the use of technology to support teaching and learning. Our goal in providing this service is to promote education excellence in schools by facilitating resource sharing, innovation and communication. With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The Division has taken reasonable precautions to monitor access to controversial materials. However, in an environment where internet access is ubiquitous it is impossible to control all access points available to users. We firmly **believe that the valuable information** and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of Evergreen Catholic Schools. We also believe that computer security cannot be achieved by specialists and security software alone. Computer security is an individual responsibility that requires commitment, responsibility and involvement of everyone dealing with information.

The use of the Internet and the computer and network resources of the Division is a privilege, not a right, and inappropriate use will result in revocation of those privileges. We expect students and staff to adhere to the expectations set out below.

Definition

In this Appendix, "Division resources" means Evergreen C.S.R.D. No. 2's entire computer and digital media network, including but not limited to: computers, file servers, application servers, communications server, mail servers, fax servers, Web servers, work stations, stand-alone computers, laptops, smartphones, web/video conferencing equipment, software, data files, Wi-Fi, and all internal and external computer and communications networks (for example, Internet, value-added networks, e-mail systems) whether connected using Division computers, personal computers or personal communication devices.

Expectations

1. **Users will use Division resources to review and download only information or images which are classroom related, have educational value and are consistent with the Division's educational goals.**

2. **Users will use Division resources for legal purposes only. Any illegal activity on Division resources, including but not limited to matters listed below, may be reported to law enforcement.**
3. **Users will not use Division resources to access, download, save, display, send or receive any inappropriate material.**

Inappropriate material includes anything which is:

- sexually explicit,
- hateful or discriminatory based on sex, race, religion, origin, sexual orientation, etc.
- offensive
- profane or using profane language
- harassing or intimidating,
- illegal
- otherwise not appropriate for school.

4. **Users will not use Division resources for personal or commercial gain, or to sell anything, except if it is for a school project.**

5. **Users will not use Division resources to bully or harass any person.**
Bullying is more than just physical – it includes personal attacks, intimidation, gossiping, humiliating, negative comments, threats, harassment, foul and abusive language, attempts to “fill” electronic mailboxes, the posting of obscene messages or texts, and other unkind online activity. These types of behaviours by students may lead to much more severe discipline under our schools’ discipline policy.

6. **Users will not vandalize any Division resources, or try to break security.**
This includes damaging or infecting any computer hardware, software, network, or information on them, including creating computer viruses. Users will not attempt to access any users’ information, or any other “hacking” activity, or attempt to access any material from which they are blocked.

7. **Users are not authorized to download or install software on hard drives or the network.** No unauthorized software may be installed, downloaded or used on **Division resources**. Any software found in a user's home directory may be removed and will be considered a breach of the user's Acceptable Use Agreement.
8. **Users will not download music, video, games or any software on Division resources, unless specifically allowed for a school project.**
9. **Users will not use Division resources to play games, including Internet games, or access Internet gambling sites.**
10. **Users will respect the copyright on all material accessed by the Internet, and will not illegally download material.** Users will not illegally copy material protected under copyright law, or make that material available to others for copying, including software, music or video files, or software obtained in violation of the appropriate vendor's licence agreement. All materials from the Internet should be cited, just as you would cite other materials.
11. **Users may not waste, monopolize or disrupt Division resources.** This may include excessive printing, excessive amounts of time on the internet, playing games, streaming of video and music, VoIP, or many other internet activities.
12. **Users will follow accepted rules of "netiquette".** These include (but are not limited to) the following:
 - Users will be polite. Do not be abusive in your messages to others.
 - Users must use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Substituting symbols (i.e. \$, #, %, *) in place of letters as part of such words, or other attempts to mimic inappropriate language, is also inappropriate.
 - Users must not reveal personal information about themselves or others over the Internet, such as your name, phone number or address.
 - Users will use digital devices only designated areas identified by school administration.

13. Security Expectations

- 13.1 Appropriate password guidelines are to be followed:
- 13.1.1 No passwords may be given out to anyone. Staff members, teachers or Technical Services will not request your password for any reason.
 - 13.1.2 Technical Services does not retain a list containing passwords. No username and password lists may be maintained anywhere in the Division.
 - 13.1.3 If a password is forgotten, the password will be reset to the Division password default and the user will be required to change his/her password on next login.
 - 13.1.4 Email passwords for new accounts will be set to the Division password default and the user will be required to change his/her password by logging on to a work station and using the windows password change function or by visiting <https://exchange.ecsrd.ca/owa> and logging in with their user name and division default password, selecting options change password.
 - 13.1.5 Forgotten email passwords will be reset to the Division default password by Technical Services.
 - 13.1.6 All passwords must meet minimum password length requirements of six (5) characters.
 - 13.1.7 Kindergarten students will have network access through a global username and password combination which cannot be modified.
 - 13.1.8 Grade 1 through grade 4 students will have network access through a unique username with a global password and will not be required to change their password. Only students in Grades 1 through 4 can use the password combination. The password combination will be four digits for the year followed by two digits for the day.
 - 13.1.9 Grades 5 to 12 will have network access through a unique username and password combination and will be required to select a password that meets the password length requirement.
 - 13.1.10 Evergreen staff will have network access through a unique username and password combination but will not be required to change their password, but and will be required to select a password that meets the password length requirement.

- 13.2 Network accounts are to be used only by the authorized owner of the account for authorized purposes. The user's login password must be kept private. Do not reveal passwords, personal addresses or phone numbers of yourself or others. Users are responsible for any traffic through their account as well as any data found in their home directory.
- 13.3 Each user must have their own login credentials sharing of account information is not permitted.
14. **It is the responsibility of each user to make good decisions as to what information is retrieved and what is done with that information.** No liability will be assumed by the Division or any Division employee for any user's use or misuse of the system.
15. **Users agree to report any observed violation to the Network Administrator immediately.** If a user feels s/he can identify a security problem or vulnerability in the computer system, s/he agrees to notify a staff member immediately. The user agrees not to demonstrate the problem to others.

Reference: Section 12, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act
ATA Code of Professional Conduct

Amended: September 7, 2011

Administrative Procedure 141

PORTABLE TECHNOLOGY SECURITY

Background

All staff using Division information at a Division 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 Superintendent or designate 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 digital storage.
5. All security measures adopted for other technology use within the Division apply to portable technology.

Reference: Section 60, 61, 113 School Act

Administrative Procedure 145

APPROPRIATE USE OF PERSONAL COMMUNICATION DEVICES (PCD) IN SCHOOLS

Background

Students will not use personal communication devices (PCD) in schools at anytime during the school day. Staff will use personal communication devices (PCD) only at appropriate times during the school day. School administration will determine, with staff, the definition of 'appropriate'.

Procedures

1. Roles and Responsibilities

1.1 Division

- 1.1.1 Have and communicate an administrative procedure on the student and staff use of personal communication devices (PCD).

1.2 Principal

- 1.2.1 Communicate the administrative procedure to staff, students and parents.
- 1.2.2 Provide students with the consequences of using personal communication devices (PCD) during the school day.
- 1.2.3 Staff members may approve appropriate use of personal communication devices (PCD) during extra and co-curricular activities.

1.3 Parent/Guardian

- 1.3.1 Be aware of the administrative procedure regarding appropriate use of personal communication devices (PCD) in school.
- 1.3.2 Report misuse of personal communication devices (PCD) to teacher and/or administrator.

1.4 Student

- 1.4.1 It is expected that students will conduct themselves according to the guidelines as set out by administrative procedures.
 - 1.4.1.1 Students will leave their personal communication devices (PCD) in regular school lockers (not gymnasium lockers).
 - 1.4.1.2 Students are prohibited from using personal communication devices (PCD) in bathrooms, change rooms or classrooms.
- 1.4.2 Report misuse of personal communication devices (PCD) to the teacher and/or administrator.

2. General

- 2.1 The Principal is responsible to ensure that the appropriate use of cell phones is maintained by staff and students by reviewing use of personal communication devices (PCD) procedures with staff, students and parents.
- 2.2 In the event of student inappropriate use the Principal may implement the following:
 - 2.2.1 Conference with student/parent/teacher;
 - 2.2.2 Limit access to personal communication devices (PCD) in school;
 - 2.2.3 Suspension or expulsion determined at the school level and consistent with the School Act and Division policy on student behaviour; and/or
 - 2.2.4 Referral to civil law enforcement agencies.
- 2.3 In the event of staff inappropriate use, the Superintendent may take action according to the School Act and Regulations.

Reference: Section 18, 20, 60, 61, 113 School Act

Administrative Procedure 150

MEDIA RELATIONS

Background

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

Procedures

1. Information releases, which accurately communicate the Board's business to the public, may only be issued by persons authorized by the Board as per Policy 5 – Role of the Board Chair.
2. The Superintendent shall approve all other information released to the media. All media requests received at the school shall be directed to the Superintendent.
3. The Superintendent may contact local media to issue press releases or provide for coverage of special events.
4. The Principal may contact local media to provide for coverage of special school events.
5. Media representatives shall not be allowed to disrupt the normal operation of a school or a class for the sole purpose of information gathering. This includes the interviewing of Division employees and/or students during regular class times.
6. Media representatives may be asked by the Principal or Division staff to leave the premises or grounds where it is deemed to be in the best interests of the students and staff to do so.

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

Administrative Procedure 151

COMMUNICATIONS

Background

A school system functions best when there is a continuous exchange of ideas and pertinent information among groups within the system. Positive attitudes and morale among the staff are enhanced when each employee is assured that their voice is willingly heard by those in positions of authority. Similarly, providing opportunities for community input into the decision-making process can enhance the quality of decisions made.

The Division supports the establishment of channels of communication to facilitate the receipt of employee and community input into the decision-making process.

Procedures

1. Staff is encouraged to express their ideas and concerns about the operation of the Division through the established communication channels of: staff member to Principal or Supervisor to Superintendent to Board.
2. Division parents and community members are encouraged to express their ideas, concerns and judgment about the school through such means as:
 - 2.1 Written suggestion(s) or proposal(s).
 - 2.2 Responses to surveys made through interviews, questionnaires or other means.
 - 2.3 Participation through School Councils and local advisory committee(s).
 - 2.4 Direct contact with Division staff and administration.
 - 2.5 Presentations to the Board in accordance with Board Policy 7, section 10.
3. Input from the public and staff will be taken into consideration by administration and the Board. In evaluating such advice, the first concern will be for the educational program as it affects students. The Board's final decision may depart from this advice when, in the judgment of the staff and the Board, such advice is not consistent with goals adopted by the Board, good educational practice or within available financial resources.
4. School Councils, individually or collectively, are encouraged to provide input and feedback on Board policies and decisions.

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

Administrative Procedure 152

PARENT/GUARDIAN AND PUBLIC INQUIRIES

Background

The Division supports the right of parents/guardians and members of the public to make inquiries into the conduct of operations of the Division. In the interests of open communication, the Superintendent believes that inquiries must first be directed to the staff members most directly involved in the operations in question. If the parent/guardian or member of the public is not satisfied with the response at that level, s/he is to be encouraged to follow the lines of authority as appropriate.

Procedures

1. In making a formal inquiry, the individual must be prepared to address his/her concern in person or in writing to the person or persons involved.
2. Normally complaints concerning operations can be resolved with the parties involved. On occasion the Superintendent or a trustee may receive a request to intervene in school or department affairs. In this event the complaint will be resolved according to the following:
 - 2.1 The Superintendent or designate will, as appropriate in the circumstance, refer a complaint or request for intervention to the school or department, engage in mediation, or conduct an inquiry.
 - 2.2 The Superintendent or designate will ensure, in cooperation with schools and departments, that parents/guardians or members of the public are provided with the opportunity to express their complaints and be heard fairly by school-based administrators and/or by Division administrators.
 - 2.3 The trustee, upon receiving an inquiry, will inform the Superintendent of the complaint. The complaint will then be dealt with as outlined above.
3. Upon receiving an inquiry, the Superintendent or designate will ascertain if all local avenues for resolution have been considered. If not, the individual will be advised to do so as the first means of achieving resolution.
4. If the individual feels his/her concern has not been adequately addressed by the person against whom the complaint has been lodged, the concerns are to be taken to that person's immediate supervisor.
5. If all local avenues have been exhausted, the Superintendent or designate will meet with the individual and school-based administrators in an attempt to resolve the issue.

6. If resolution of the issue is not achieved at the Superintendent level, the individual shall be advised of his/her right to an appeal to the Board if the matter significantly affects the education of a student.

Reference: Section 20, 48, 60, 61, 113, 123, 124 School Act

Administrative Procedure 153

ADVERTISING IN SCHOOLS

Background

It is acceptable to provide limited opportunities for commercial advertising on Division buildings, grounds and in other circumstances and locations.

The purpose of this administrative procedure is:

- To explore new areas of revenue generation in keeping with Administrative Procedure 520 – Fund Raising/Canvassing;
- To address the limits to commercial and social advertising;
- To ensure that all advertising is truthful, tasteful and consistent with the mission statement of the Division and with the learning environments expected of a school jurisdiction.

Many private businesses produce materials of considerable value for school use. The production of materials is designed to create general goodwill for the producer rather than to encourage directly the sale of a specific product or service.

Procedures

1. Advertising may be accepted if:
 - 1.1 The materials are judged by the Principal to have sufficient educational or other value to justify their being used in school.
 - 1.2 The advertising is non-intrusive and is in keeping with the values and beliefs of the Division.
 - 1.3 The conditions of their use within the schools are determined by the Principal and are not imposed by any outside organization.
2. Commercial and/or social advertisements may be placed on outdoor school signage, on gymnasium score clocks, on web pages, and in other circumstances and locations approved by the school-based administration, on a year to year basis and to a maximum cost of five thousand dollars (\$5,000.00) for any single project. Long-term placements and costs over five thousand dollars (\$5,000.00) shall be approved by the Superintendent.
3. Commercial advertising represents a product(s) or firm that sells to Division. Commercial advertisements must meet the following guidelines. Failure to meet these expectations means that the advertisement will not be accepted on any Division advertising venue.
 - 3.1 Misrepresentation
Advertisements must use methods that do not distort, exaggerate or over-glamorize the characteristics or performance of the products or services advertised.

3.2 Community Sensibilities

Advertising must not belittle or discriminate against any group and must comply with the Charter of Rights.

3.3 Relative Advertising

Relative advertising may not distort or exaggerate differences between competitive products or services or otherwise create a false, deceptive or misleading impression.

3.4 Controversial Issues

Advertising which takes a position on a controversial issue of public importance is unacceptable. A controversial issue of public importance is defined as one that involves matters having a significant impact on society or its institutions and as to one where there is a current public debate with substantial portions of the community taking opposing positions.

3.5 Unlawful Activity

Advertising which encourages or accepts violence, crime or obscenity is unacceptable. Advertising may not contain the portrayal of specific or detailed methods involved in the commission of crimes, the use of weapons, the avoidance of detection, nor any other form of anti-social behaviour.

3.6 Endorsements

Advertisements must reflect the honest opinions, beliefs, findings or experiences of the endorser. Advertisements cannot contain any false claims.

4. Social advertising is specific, non-controversial advertisements that deliver a positive social message. Listed below are examples:

4.1 Reading

4.2 Non-profit municipal/provincial attractions

4.3 Block parents

4.4 Value of education

4.5 Physical fitness

4.6 Street proofing

4.7 Recycling

4.8 Energy Conservation

4.9 Anti-racism, Anti-drugs, Anti-smoking, Anti-violence.

5. Installations for purposes of advertising must meet applicable safety codes and guidelines, with on-going maintenance generally the responsibility of the advertiser.

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

Administrative Procedure 155

EVENT 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 events organized by the Division or its schools.

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. When organizing a public event at which dignitaries are present, introduce the most senior dignitaries first:
 - 1.1 The Bishop
 - 1.2 Members of the Senate representing Alberta
 - 1.3 MPs (cabinet members first)
 - 1.4 MLAs (cabinet members first)
 - 1.5 Board Chair
 - 1.6 Trustees
 - 1.7 Mayors and Reeves
 - 1.8 Councillors
 - 1.9 Parish Priest
 - 1.10 Elders and Tribal Council members
 - 1.11 Senior bureaucrats and heads of other organizations
 - 1.12 Prominent community members.

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

3. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.
4. Seating is to be arranged so that the most senior dignitary is closest to the podium at all times.
5. Trustees are to be introduced at all times.
6. Provision is to be made for trustees and other important guests to be greeted by staff or students.
7. As audience members, dignitaries are to be provided with reserved seating in the front row.
8. Invitations to trustees are to be issued by an individual invitation to the Division Office. The role and expectation is to be defined in the invitation.
9. Trustees are to be notified at least two (2) weeks prior to the event.
10. The Superintendent is to be contacted if a speaker is required from the Board or Division level.
11. The trustee invitation and Division Office notice is to indicate who will serve as the Master of Ceremonies (MC).
12. When no trustee is available to attend, the MC will be advised to express regrets on behalf of the Board.
13. For assistance, contact the Office of the Superintendent.

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

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

2. Special Visits

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

3. General Visits

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

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

Administrative Procedure 157

FLAG PROTOCOL

Background

Principals and appropriate Division Office personnel shall ensure that the Canadian flag and the Alberta flag are displayed at schools and other Division facilities.

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 each school on every instructional day.
 - 1.3 The Canadian and Alberta flags shall be displayed at all public functions held in the schools.
 - 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 maintenance department for proper disposal.
 - 1.5 Flags shall be flown at half-mast in response to the death of persons associated with the Division 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, within the school.
 - 2.2 Display the Canadian and Alberta Flags in accordance with this procedure.Principals 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 all Division/school sites upon the death of a current student, staff member, or trustee;
 - 4.2 At the local school site upon the death of someone who is an integral part of the school community (this could include retired staff);
 - 4.3 At the direction of the Superintendent upon the death of a prominent citizen not associated with the Division;

- 4.4 For a period commencing at notification of the death, up to and including the day of the funeral, at the site(s) where the deceased was closely associated or connected; and
 - 4.5 On the day of the funeral for cases other than those described in 4.4.
5. Current 'Rules for Flying the Flag' can be found at:
<http://www.patrimoinecanadien.gc.ca/progs/cpsc%2Dccsp/etiquette>

Reference: Section 26, 50, 60, 61, 113 School Act
Ministerial Order 004/98

Administrative Procedure 160

SAFE AND CARING SCHOOLS

Background

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

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

Procedures

1. The Division shall:
 - 1.1 Ensure the best educational interests of the student are the paramount consideration in the exercise of their authority;
 - 1.2 Ensure all schools are safe and caring;
 - 1.3 Develop, implement and continually evaluate procedures, programs and practices to prevent and respond to incidents that disrupt teaching and learning;
 - 1.4 Act in a manner that is legally, professionally and educationally sound.
2. The Principal shall:
 - 2.1 Ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
 - 2.2 Develop an action plan in consultation with students, staff, School Council, police, community representatives and parents, that:
 - 2.2.1 Provides data management and internal/external communications system;
 - 2.2.2 Clarifies roles and responsibilities of students, school staff, parents/guardians and community agencies to support safe and caring schools;

- 2.2.3 Establishes procedures for developing, implementing and evaluating violence prevention;
 - 2.2.4 Provides crisis management and school disaster plans;
 - 2.2.5 Provides staff with professional development on safe and caring schools.
- 2.3 Ensure a system of monitoring student attendance is in place.
- 2.3.1 Follow-up phone calls shall be made for unaccounted student absences.
 - 2.3.2 Unaccounted morning absences shall be followed up as soon as possible but no later than noon (12:00 p.m.). Unaccounted afternoon absences shall be followed up as soon as possible but not later than the end of the school day.
3. Teachers shall:
- 3.1 Create and maintain environments that are conducive to student learning;
 - 3.2 Establish learning environments wherein students feel physically, psychologically, socially and culturally secure;
 - 3.3 Be respectful of students' human dignity;
 - 3.4 Establish a positive, professional relationship with a student that is characterized by mutual respect, trust and harmony;
 - 3.5 Model beliefs, principles, values and intellectual characteristics outlined in the Guide to Education, ECS to grade 12.
4. School Council members and/or parents/guardians shall:
- 4.1 Have a right and responsibility to make decisions respecting the education of their children;
 - 4.2 Consult with the Principal to ensure students in the school have the opportunity to meet the standards of education set by the Minister;
 - 4.3 Advise and consult with the Principal on matters related to student conduct, discipline and consequences.
5. Students shall:
- 5.1 Demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals;
 - 5.2 Conduct themselves so as to reasonably comply with the following code of conduct:
 - 5.2.1 Be diligent in pursuing their studies;
 - 5.2.2 Attend school regularly and punctually;
 - 5.2.3 Comply fully with everyone authorized by the Division to provide education programs and other services;

- 5.2.4 Comply with rules of the school;
 - 5.2.5 Account to their teachers for their conduct;
 - 5.2.6 Respect the rights of others.
6. Students will be afforded the following:
- 6.1 Information on the code of conduct they are expected to comply to, with possible consequences for noncompliance;
 - 6.2 Opportunities to explain and present evidence on incidents;
 - 6.3 Decisions made as objectively as possible and based on all the facts presented.
7. Consequences will be determined, in accordance with Division procedures, by each school staff to fit the unique circumstances of the school and student, in response to inappropriate behaviours. Appropriate consequences will be based on what the student can learn from the misbehaviour.
- 7.1 Consequences for noncompliance may include:
 - 7.1.1 Verbal warning and/or reprimand;
 - 7.1.2 Removal of privileges;
 - 7.1.3 Formal removal from class;
 - 7.1.4 Minor and/or major detention;
 - 7.1.5 Interview and/or contract with student;
 - 7.1.6 Parent/guardian communication and/or meeting;
 - 7.1.7 Temporary removal from class and/or restitution;
 - 7.1.8 Counselling and/or referral for services;
 - 7.1.9 Suspension and/or expulsion to alternative education program.

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

Administrative Procedure 161

HEALTH AND SAFETY OF STUDENTS AND STAFF

Background

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

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 Division administrators, staff and contractors shall comply with Health and Safety legislation.
 - 1.2 All Division personnel and contractors shall comply with WHMIS (Workplace Hazardous Materials Information System) standards.
 - 1.3 All Division personnel and contractors who, as a part of their duties, either use or may be exposed to hazardous chemicals shall take a WHMIS and a TDG training session.
 - 1.4 All students in laboratory courses shall have a safety training session.
2. The establishment and maintenance of safe learning and working conditions is to be a primary consideration for supervisors and staff.
 - 2.1 Each Principal shall develop procedures and guidelines that prescribe the rules of safe operation of all laboratories within the school. Such procedures shall address:
 - 2.1.1 Safe and secure storage, annual checking and disposal, where needed, of chemicals;
 - 2.1.2 WHMIS labelling of all chemicals;
 - 2.1.3 Safe and secure storage and use of laboratory equipment;
 - 2.1.4 Safe use of natural gas and security when gas is not in use;
 - 2.1.5 Appropriate teacher supervision of students in all laboratory activities;
 - 2.1.6 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;
 - 2.1.7 The training of students in any safety procedures relevant to the work they are doing; and
 - 2.1.8 Any other measures required to ensure the safety of students and staff in any school laboratory.

3. 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.
4. 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.
 - 4.1 In order to ensure that there are staff members proficient in administering First Aid, the Division encourages staff members to take a standard First Aid course.
 - 4.2 Upon approval and the successful completion of a standard First Aid Course, the school/site will reimburse the staff member's registration fee.
 - 4.3 Any staff member covered by worker's compensation who is injured while carrying out his/her duties to the Division shall, within the specified time, fill out any forms required under Worker's Compensation.
 - 4.4 Any staff member not covered under Worker's Compensation shall report to their immediate supervisor any injury caused by an accident while carrying out their duties to the Division. The supervisor shall report such accident injury to the Superintendent.
 - 4.5 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.
 - 4.6 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.
 - 4.7 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 micro-organisms to others or environments.
 - 4.8 The Principal or Division Office administrator 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.
 - 4.9 Principals shall ensure that procedures are developed for the application of Universal Precautions in the school environment.

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

Administrative Procedure 161 – Appendix

UNIVERSAL PRECAUTIONS

Background

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

Procedures

1. Use dressings and tissues to minimize direct contact with blood, other body fluids and wounds.
2. When cleaning up body fluids, protective gloves are to be used.
3. If any part of the skin comes in contact with body fluids, it is to be immediately washed with a disinfectant or hot soapy water.
4. Appropriate disinfectants (e.g. 1:9 dilution of household bleach in water) shall be used in cleaning body fluids from floors, walls and clothing. Alberta Health Services can be contacted if there is doubt as to which disinfectants or cleansers are to be used.
5. The person doing the cleaning is to use disposable materials such as paper towels, if at all possible. If a mop is used it is to be rinsed in disinfectant before being used again.
6. All disposable articles soiled with body fluids (e.g. paper towels) are to be placed in a plastic container.
7. Non-disposable articles such as clothing and linens visibly soiled with blood or other body fluids are to be bagged or rinsed in cold water and then washed. The person who is rinsing the clothes is to wear necessary protective coverings.

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

Administrative Procedure 162

COMMUNICABLE DISEASES

Background

The existence of numerous communicable diseases, including Acquired Immune Deficiency (AIDS) requires Divisions 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 Division 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 Acquired Immune Deficiency Syndrome (AIDS), shall be allowed to attend school programs in an unrestricted setting unless, in the opinion of the local Medical Health Officer, special circumstances dictate otherwise.
3. The right of infected students to privacy will be respected by staff, including the confidentiality of records.
4. Information about communicable diseases will be provided to students as part of the regular instructional program as specified within the Alberta Program of Studies and related Curriculum Guides.
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 collective agreements and benefit plans.
8. Procedures for dealing with employees who may be exposed to HIV (AIDS Virus) will be consistent with Occupational Health and Safety requirements as outlined in Appendix A.
9. In the event that an employee indicates that they have been infected with a communicable disease, the supervisor shall immediately contact the Superintendent to review procedures to be followed.
10. If, in the opinion of the attending physician, an infected employee is no longer capable of working, the matter will be dealt with in the same way as other illnesses that impair an employee's capacity to work.

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

Administrative Procedure 162 – Appendix A

COMMUNICABLE DISEASES PRECAUTIONS

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

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

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

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

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

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

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

Administrative Procedure 162 – Appendix B

LIST OF COMMUNICABLE DISEASES

Acute Flaccid Paralysis (AFP)	Measles/Rubeola
Amoebiasis	Meningococcal Disease, Invasive (IMD)
Anthrax	Mumps
Botulism	Neonatal Herpes Simplex Infection
Brucellosis	Paratyphoid Fever
Campylobacteriosis	Pertussis
Cholera (01 and 0139)	Plague
Congenital Cytomegalovirus (CMV)	Pneumococcal Disease, Invasive (IPD)
Congenital Rubella Infection	Poliomyelitis
Congenital Rubella Syndrome (CRS)	Powassan Encephalitis
Congenital Toxoplasmosis	Psittacosis
Creutzfeldt-Jakob Disease - Classic (CJD)	Q Fever
Creutzfeldt-Jakob Disease - Variant (vCJD)	Rabies
Crimean Congo Haemorrhagic Fever	Rocky Mountain Spotted Fever
Cryptosporidiosis	Rubella
Cyclosporiasis	St. Louis Encephalitis
Dengue Fever	Salmonellosis
Diphtheria	Severe Acute Respiratory Syndrome (SARS)
Eastern Equine Encephalitis (EEE)	Shigellosis
Ebola Haemorrhagic Fever	Smallpox
<i>E. coli</i> O157:H7	Subacute Sclerosing Panencephalitis (SSPE)
Giardiasis	Tetanus
Group A Streptococcal Disease, Invasive (iGAS)	Toxic Shock Syndrome (non-group A strep)
<i>Haemophilus Influenzae</i> , Invasive - type b (HIB)	Trichinosis
Haemolytic Uremic Syndrome (HUS)	Tularemia
Hantavirus Pulmonary Syndrome (HPS)	Typhoid Fever
Hepatitis A (HAV)	Typhus – Louseborne
Hepatitis B (HBV)	Typhus – Murine
Hepatitis C (HCV)	Typhus – Scrub
Hepatitis (other, viral)	Varicella Zoster, Shingles
Lassa Fever	Vibrio Parahaemolyticus
Legionellosis	Vibrio Cholerae, non O1, non O139
Leprosy	Western Equine Encephalitis
Leptospirosis	West Nile Virus Asymptomatic Infections
Listeriosis	West Nile Virus Neurological Syndrome
Lyme Disease	West Nile Virus Non-Neurological Syndrome
Malaria	Yellow Fever
Marburg Haemorrhagic Fever	Yersiniosis

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

Administrative Procedure 163

TOBACCO FREE ENVIRONMENT

Background

The Division is concerned about the potential health hazards associated with smoking. It is also recognized that as students mature they have increasing rights and responsibilities for their personal choices.

The Division supports the creation of a tobacco free environment in its schools and facilities and on all school and Division property.

Definition

Tobacco – is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, and spit tobacco, also known as smokeless, dip, chew and snuff, in any form.

Procedures

1. Smoking and use of tobacco products shall be prohibited in all Division facilities and on all Division properties.
 - 1.1 No student or staff member is permitted to use tobacco products at any time, including non-school hours:
 - 1.1.1 In any building, facility, or vehicle owned, leased, rented or chartered by the Division/school;
 - 1.1.2 On school grounds, athletic grounds or parking lots.
 - 1.2 Students are not allowed to use tobacco products at any school-sponsored event off campus.
 - 1.3 Staff/supervisors are not allowed to use tobacco products while in direct supervision of students.
2. Appropriate signs will be placed in conspicuous places in all Division facilities and properties, and suitable notification will be made in all student handbooks.
3. Community groups utilizing Division facilities shall be advised of the use of tobacco products prohibition and usage shall be subject to cancellation for contravention.
4. New employees shall be advised of the prohibition at the time of hiring.
5. Principals are encouraged to implement educational programs for students and staff designed to inform participants about the health risks associated with the use of tobacco products.

6. Principals are responsible for:
 - 6.1 Implementing and monitoring education programs designed to discourage the use of tobacco products.
 - 6.2 Ensuring that students under the age of eighteen (18) do not possess or smoke tobacco products.
 - 6.3 Ensuring that staff and adult students do not smoke tobacco products in school facilities or on school property.
 - 6.4 Advising adult user group participants that school facilities and school property are smoke free.

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

Administrative Procedure 164

ALCOHOL CONSUMPTION ON SCHOOL PREMISES

Background

Since school facilities are often used for Division-wide or community social functions, it is necessary to establish procedures relating to the consumption of alcoholic beverages on school premises and/or during school or Division activities. This administrative procedure must reflect societal values as well as ensure that the school's primary mandate of providing quality education to students is not compromised.

The consumption of alcohol on Division property or on school field trips or excursions is not permitted other than for sacramental purposes.

Procedures

1. No alcoholic beverages may be served, sold or consumed on Division property.
2. Students, staff, parents or adult volunteers cannot consume alcohol during school related field trips or excursions.
3. Students, staff, parents or adult volunteers involved with the entertainment activity may participate in functions for entertainment purposes where alcohol is being served as long as the students, staff, parents and adult volunteers are not consuming alcohol.
4. Division staff may be permitted to consume alcohol during Division related activities taking place off Division premises subject to the consumption of alcohol meeting all Alberta Gaming and Liquor Commission (AGLC) guidelines.
5. The Principal for each school is responsible for ensuring that no alcoholic beverages are brought into the school or onto school property, or to any field trips or student excursions, pursuant to the preceding procedures.
6. The Board is responsible for approving all Division related functions where alcohol may be consumed.
7. The Superintendent will ensure that these functions follow Alberta Gaming and Liquor Commission (AGLC) guidelines.

Reference: Section 60, 61, 113 School Act

Amended: September 9, 2011

Administrative Procedure 165

EMERGENCY/DISASTER PLANS

Background

The Division recognizes its responsibility to take reasonable measures to ensure the safety and welfare of students in the event of emergency situations. For purposes of this administrative procedure, internal emergencies are those that originate within the confines of the school and may include fire, structural collapse, bomb threat and dangerous chemical spills inside the building that may endanger occupants. External emergencies originate outside the school structure and may include tornadoes, dangerous chemical spills outside the building, riots, severe weather conditions or other emergency situations that endanger the school's occupants.

Each school must provide for the safety of students and staff in the event of an emergency situation.

Procedures

1. In the case of internal emergencies, the Principal has the authority to make the final decision regarding school evacuations.
2. When the municipality declares a state of local emergency, the municipal Disaster Plan will be implemented and emergency operations coordinated through the Town/City manager or designate.
3. When external emergencies have been declared, the responsibility for evacuating schools will rest with the Superintendent and/or appropriate civil authorities.
4. During emergency situations involving the school, all communications with the media shall be coordinated by the Superintendent or designate.
5. Each Principal is responsible for establishing, in accordance with legislative and code requirements and in consultation with the local Fire Department, a program and procedures to ensure prompt and orderly evacuation/lockdown of the school in the event of an emergency. Schools will cooperate fully with local fire authorities to ensure that Fire Department requirements and inspection recommendations are implemented in a forthright manner.
 - 5.1 This program will include as a minimum:
 - 5.1.1 The development of written school evacuation/lockdown procedures;
 - 5.1.2 The posting of primary and secondary evacuation routes for each room;
 - 5.1.3 Periodic drills to train staff and students on evacuation/lockdown procedures;

- 5.1.4 Periodic reviews with staff and students of the procedure; and
- 5.1.5 A detailed record of all evacuation/lockdown drills held including:
 - 5.1.5.1 Dates,
 - 5.1.5.2 Evacuation/lockdown times,
 - 5.1.5.3 Problems experienced and
 - 5.1.5.4 Follow up action taken.

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

Administrative Procedure 165 – Appendix

CRISIS INTERVENTION

The purpose of this appendix is to provide site administrators with adequate tools to deal with crisis situations during a school term. Experience has shown that emergency preparedness is one of the most effective means of mitigating the effects of crisis or disaster.

Managing the information needs of a crisis is an extremely demanding and stressful responsibility. Being properly trained and prepared for handling a crisis and transmitting effective information to the public demonstrates good management at the site level.

Crisis Intervention Components

1. School Office Crisis Kit
2. Critical Response Plan
 - 2.1 Fire
 - 2.2 Bomb threat
 - 2.3 Violent intruder
 - 2.4 Death of a student/staff member/relative
3. Crisis Response Team
4. Crisis Communication Plan

School Crisis Kit

Each school is to have a school Crisis Kit accessible to the school secretary, clerical personnel or administration. This kit must be portable and include all information that is required at the crisis command post.

Each Crisis Kit is to include the following:

1. Emergency cellular phone – inform Division Office about number
2. School critical response community contacts:
 - 2.1 RCMP
 - 2.2 Ambulance
 - 2.3 Fire department
 - 2.4 Transportation Officer – Parkland/Pembina Hills
 - 2.5 Provincial Disaster Services – (780) 422-9000

3. Student and staff attendance information
 - 3.1 Emergency contact information
4. School floor plans
5. Loud hailer
6. Most recent yearbook

Procedures

1. Fire

- 1.1 Activate fire alarm and evacuate building.
- 1.2 Secretary/administrator set up command post (take Crisis Kit).
- 1.3 Verify attendance of staff/students.
- 1.4 Move to evacuation site.
- 1.5 Contact Division Office and implement call forward.
- 1.6 Implement crisis communication procedures.

2. Bomb Threat

Ensure that support staff are aware of Call Trace procedures that applies to the school's phone system.

Procedures can be taped to the underside of the telephone. Ensure that all office phones have a copy of the "Bomb Threat Telephone Procedures" booklet.

- 2.1 When a bomb threat is received, the person receiving the call is to follow the procedures listed including initiating call trace.
- 2.2 Call police and notify Division Office administrators.
- 2.3 School administration will initiate evacuation procedures as previously planned.
- 2.4 After considering all factors the Principal or designate is responsible for deciding when it is safe to have students and staff enter the school

3. Evacuation Procedures for Bomb Threat

School administration will initiate evacuation procedures as previously planned.

- 3.1 During evacuation, if staff members notice or observe suspicious packages or items, they must reroute students and staff to other exits. Staff are not to touch the object(s). Authorities are to be notified at the command post.
- 3.2 Pull fire alarm and evacuate using regular fire procedures.
- 3.3 When evacuating administrators are to bring the Crisis Kit.
- 3.4 Once attendance is verified, evacuation to alternate site is to proceed

- 3.5 School administrators must ensure that no one moves back into the school until authorities have indicated it is safe.
 - 3.6 School administration shall notify Division Office; initiate call forward; implement crisis communication plan.
 - 3.7 After considering all factors the Principal or designate is responsible for deciding when it is safe to have students and staff enter the school.
 - 3.8 Publicity of the bomb threat is to be minimized. No releases are to be given to the press.
4. Violent Intruder
- 4.1 Broadcast code message for lock down. Do NOT employ the fire alarm. Teachers and students are to barricade themselves in classrooms. Close blinds, shut lights off, and stay away from windows and doors. The doors are to be pre-locked so that it just requires closing them.
 - 4.2 A designated administrator will exit the school to leave with police, give them information from Crisis Kit.
 - 4.3 Administrator ensures that police know the all clear code word.
 - 4.4 Police will deal with building security and with the threat. They will call required resources.
 - 4.5 When threat is neutralized, administrators open classrooms with code word.
 - 4.6 School initiates call forward and implements crisis communication plan.
5. Death or Injury of Student, Staff or Relative
- 5.1 Follow critical intervention procedures as outlined in the Crisis Response Manual, the Critical Response Team booklet, Critical Response Protocol, and/or the Crisis Intervention Services and Information bulletin.
 - 5.2 Notify Division Office and initiate crisis communication in conjunction with Division Office. The Emergency Public Information Officer will be appointed by Division Office.
 - 5.3 Follow communication plan as outlined in the Division crisis communication manual.
6. Response to a Tornado Warning
- 6.1 Move occupants from windows, doors, outside walls or spaces with a large unsupported roof area.
 - 6.2 Move occupants to interior hallways, washrooms or lowest floors if possible.
 - 6.3 Protect the heads of the occupants to the greatest extent possible, e.g. cover head with towel to protect from blowing debris.
 - 6.4 Listen for information over public emergency information systems.
 - 6.5 Do not vacate the building until notified by the Fire Department or RCMP.
 - 6.6 Following evacuation, account for all occupants.

7. Response to Toxic Chemical Spill

- 7.1 Occupants are to stay inside and move away from windows and doors.
- 7.2 Keep all doors and windows closed.
- 7.3 Turn off air exchange systems.
- 7.4 Do not operate light switches.
- 7.5 Listen for information over public emergency information system.
- 7.6 Do not vacate the building until notified by the Fire Department or RCMP.
- 7.7 Following evacuation, account for all occupants.

8. Response to Fire, Structural Collapse or Other Internal Emergency

- 8.1 Implement guidelines and procedures as outlined in Crisis Intervention Response procedure 3.

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

Administrative Procedure 166

PANDEMIC RESPONSE

Background

The Division, 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 Division. The Superintendent or designate is expected to ensure the most effective and efficient use of resources for the maximum benefit and protection of students, staff and facilities.

Procedures

1. In the event that Alberta Health Services identifies evidence of a significant influenza outbreak in the region, the Superintendent or designate has the authority to make final decisions regarding crisis response, as guided by the Emergency Response Manual. When a state of emergency is declared by a Ministry of the Alberta Government, the particular ministry will have such authority.
2. The Superintendent or designate will communicate a standard set of response protocols for dealing with a pandemic to ensure that members of administration and staffs are familiar with roles and processes in the event of an outbreak.
3. In accordance with directives emanating from federal and provincial authorities and the consequent circumstances that may prevail, the Superintendent or designate may temporarily suspend the Division's current practices and operating guidelines. Such action shall be reported to the Board as soon as practicable, along with a recommendation should a change in procedures be warranted.
4. Strategic Action

ECSR Strategic action	Goal
Level 1 Reduce human exposure to virus	Reduce opportunities for human infection and, in doing so, reduce opportunities for a pandemic virus to spread. Schools will review preventative protocols: <ul style="list-style-type: none"> • Cover your cough by coughing into your elbow or sleeve or use a tissue to cover your nose and mouth when coughing or sneezing. Discard the tissue. • Wash your hands often with soap and water, especially after coughing or sneezing. Hand sanitizers are also effective. • Reduce the spread of germs by limiting the touching of eyes, nose or mouth and by washing your hands frequently. Schools display and distribute posters and pamphlets that promote good hygiene and influenza self care, etc.

<p>Level 2 Strengthen the early warning system</p>	<p>Ensure that schools and the community have all the information needed for awareness and accurate risk assessment. District posts updates/warnings/alerts/resources from AB ED, AB Health or WHO. Schools inform parents of updates/warnings/alerts/resources through letters or newsletters. Attendance on school sites is monitored.</p>
<p>Level 3 Intensify containment</p>	<p>There exists evidence of increased human exposure and transmission (where it has been confirmed). Direct exposure refers to significant interaction with an affected person. Absentee rate exceeds 10% which requires direct involvement with Alberta Health Services, Public Health to further investigate and implement measures to limit transmission of illness. As recommended by Public Health, the schools will:</p> <ul style="list-style-type: none"> • Promote and remind students and staff of basic infection control practices such as respiratory etiquette, and frequent hand cleaning. • Notify parents if students become ill while at school. Ill students are kept separated from others until picked up by parents. • Advise ill students/staff to stay home. • Carry out frequent environmental cleaning especially in high touch areas. • Monitor student and staff absentee rates due to illness. • Distribute a letter from the Superintendent informing parents of increased absenteeism due to influenza-like illness) ILI and district protocol. <p>If a child exhibits flu-like symptoms including fever, coughing, sore throat, fatigue, lack of appetite, nausea, diarrhea, vomiting and muscle aches, they will be sent home from school for at least seven days after symptoms start or until 24 hours after they resolve, whichever is longer. This is the time when the illness can spread to others. Staff exhibiting ILI symptoms will be sent home.</p> <p>Sites will be expected to establish isolation rooms to contain the virus. In consultation with site based administrators, travel of individuals experiencing flu symptoms or directly exposed to the H1N1 flu, will be suspended in an attempt to contain the virus. Daily monitoring of attendance.</p> <p><i>In the event site absenteeism exceeds 10% the following protocol will be in place:</i></p> <ul style="list-style-type: none"> • Contact the Superintendent who will advise AB ED of percentage absenteeism at specific schools. • The Principal will be directed to contact Public Health in their area and report absenteeism and

	<p>take direction from Public Health. Alberta Health website has the numbers of community Public Health contacts:</p> <p>www.albertahealthservices.ca/facilities.asp</p> <ul style="list-style-type: none"> • The school principal may be directed by Public Health to identify and provide contact numbers for 4-6 students who have severe flu. Public Health will then contact the parents to arrange for specimen samples (swabs). • A letter will go to all parents in the school community from the Superintendent.
<p>Level 4 Build capacity to cope with pandemic</p>	<p>Localized outbreaks of the flu are confirmed. Absenteeism is noticeable (25%-50%). Daily monitoring of attendance. Schools have formulated and tested pandemic response plans to ensure that sites are able to operate during a pandemic with significant reduction in staff. At 25% absenteeism, schools will be asked to postpone any unnecessary travel (ie. field trips, meetings) to prevent further transmission of the virus. When absenteeism exceeds 50% for two consecutive days, in consultation with Public Health and Alberta Education, the Board may suspend all school-wide travel (include school trips, off site meetings, sporting activities, extracurricular events). Absent students will have access to learning resources through teacher, print, outreach, online sources.</p>
<p>Level 5 District sites non operational</p>	<p>Flu is widespread. Absenteeism, in particular among staff, is too great to ensure safe and effective school operation. In consultation with Alberta Health, Alberta Education, and the Board of Trustees, schools may be closed. Students will access learning resources through print, outreach, online, web-based sources.</p>

Under the leadership of Alberta Health and Wellness, the Alberta Health Services Schools Pandemic Influenza Planning Committee has been struck for the purpose of providing provincial oversight and guidance to school authorities during the pandemic. The specific role of the committee is to co-ordinate roles and responsibilities and to identify risks and mitigation strategies for schools during the H1N1 pandemic event. This committee is comprised of representatives from Education, Health and Wellness, Alberta Health Services, the Alberta School Boards Association and the College of Alberta School Superintendents. Education will post advice, recommendations and provincial guidelines arising from this committee on its website at www.education.alberta.ca/admin/healthandsafety/h1n1.aspx. School authorities are encouraged to visit the website regularly in order to access the latest pandemic information and messages. Local decisions regarding issues such as field trips, programming and consideration of facility closures will be made in consultation with local health officials. ECSRD will communicate closely with our respective Education Field Services Manager about how the pandemic influenza is impacting our school authority.

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

Administrative Procedure 170

HARASSMENT

Background

Every student, employee, parent, volunteer and community member has the right to fair and equitable treatment regardless of race, gender or religious beliefs.

The Division is committed to providing a safe working environment for students, employees, parents, volunteers and community members.

Definitions

Harassment is any verbal or non-verbal behaviour that in effect or intent disparages, humiliates or harms another person. It is behaviour that denies individuals dignity and respect, and is demeaning and/or humiliating to another person. Harassment may include, but is not limited to, references related to age, national or ethnic origin, religion, gender, sexual orientation, disability or race.

Sexual harassment is any unwelcome or inappropriate behaviour, which is sexual in nature, directed towards another individual or group. It can include, but is not limited to, unwanted or inappropriate physical contact, unwelcome or inappropriate remarks or compromising invitations, verbal abuse, display of sexually suggestive pictures, leering, whistling, innuendoes or jokes, gestures of a sexual nature, or demands for sexual favours.

Procedures

1. Students, employees, parents, volunteers and community members who subject a student, employee, parent, volunteer or community member to harassment, may be subject to disciplinary action as is deemed to be appropriate, including dismissal from employment or expulsion from school.
2. Appropriate action may be taken against others whose conduct has resulted in harassment of Division students, employees or representatives of the Board.
3. All students and staff have a responsibility in the prevention of harassment.
4. All cases of harassment will be taken seriously and complaints must be lodged in good faith. A false complaint may result in repercussions to the complainant.
5. The complainant is to keep a record of specific incidents, dates and any witnesses.
6. Individuals are encouraged to attempt to stop harassment by informing the alleged offender that his/her behaviour is unwelcome and must stop. This is not mandatory and is not a requirement prior to lodging an official complaint.

7. In the event of a complaint, the individual may pursue either a formal or informal process.
8. Complaints are to be filed within a reasonable amount of time from when the alleged harassment occurred.
9. Informal Process
 - 9.1 The complainant may submit, in verbal or written form, the particulars of the harassment complaint to a teacher, school counsellor or Principal, hereinafter referred to as the mediator.
 - 9.2 Under usual circumstances the mediator has thirty (30) calendar days in which to mediate and/or resolve the complaint. The mediator may also choose to recommend an alternate mediator if his/her own involvement is considered inappropriate.
 - 9.3 If either the respondent or the complainant does not wish to proceed with the informal process, or if the mediator is unable to satisfactorily resolve the issue, the mediator will advise the parties to pursue a more formal process.
10. Formal Process
 - 10.1 Formal complaints are to be submitted, in writing, to the Superintendent or designate.
 - 10.2 Within ten (10) school days from receiving the formal complaint, an investigation committee will be constituted.
 - 10.3 Under usual circumstances, the committee shall report to the Superintendent, within thirty (30) calendar days, its findings and recommendations.
 - 10.4 Based on the recommendations and evidence contained in the committee's report, the Superintendent will take appropriate action.
 - 10.5 Appeals of the Superintendent's action must be made, in writing to the Board, within thirty (30) days of notification of the action taken.
 - 10.6 The Board will review the investigation and either:
 - 10.6.1 Confirm the recommendations and action taken; or
 - 10.6.2 Prescribe a new course of action.

Reference: Section 20, 45, 60, 61, 96, 113 School Act
 Occupational Health and Safety Code Explanation Guide
 Canadian Charter of Rights and Freedoms
 Canadian Human Rights Act
 Child Youth and Family Enhancement Act
 Criminal Code
 Individual's Rights Protection Act

Administrative Procedure 171

BULLYING AND THREATENING BEHAVIOUR

Background

Bullying or threatening behaviour directed towards students, employees, parents, volunteers and community members will have an adverse effect on the learning environment.

The Division is committed to providing a safe working environment for students, employees, parents, volunteers and community members. Schools will intervene effectively to reduce bullying and threatening behaviour by developing a safe and supportive school climate.

Definitions

A safe school is:

- Orderly and purposeful.
- Free of physical and psychological harm.
- Respectful and sensitive to diversity.
- An environment of non-violence.

A threat is a declaration of intention to punish or hurt. It indicates a menace of physical or psychological harm or injury to reputation or property. The threat may be delivered to a person directly or indirectly.

Bullying can be defined as repeated and systematic harassment and attacks on others. Bullying can be perpetrated by individuals or groups. Bullying takes many forms and can include many different behaviours, such as:

- Physical violence and attacks, froshing/hazing.
- Verbal taunts, name-calling and put-downs.
- Threats and intimidation.
- Extortion or stealing of money and possessions.
- Exclusion from the peer group.

Procedures

1. Principals shall:

- 1.1 Inform students, parents and staff of the Division's and school's expectations for appropriate behaviour.

- 1.2 Encourage parents to communicate to school personnel any concerns they may have about bullying or a bullying incident.
2. Principals shall educate students, parents and staff in the following areas:
 - 2.1 Promoting among students communication, friendship, problem-solving and assertive skills.
 - 2.2 Improving communication among school administrators, teachers, parents and students.
 - 2.3 Listening respectfully to bullying concerns raised by students, parents and school staff.
 - 2.4 Avoiding sex-role stereotyping.
 - 2.5 Enlisting classmates to help alleviate the plight of victims and include them in group activities.
3. When dealing with situations involving bullying, school staff are to:
 - 3.1 Intervene quickly to enforce this administrative procedure.
 - 3.2 Enforce the procedure consistently.
 - 3.3 Develop protocols for investigating incidents.
 - 3.4 Find positive ways to channel the bullying behaviour.
4. Threats of immediate physical danger are to be reported directly to the RCMP and as soon as possible thereafter to the Superintendent or designate.
5. Although there may be no threat of physical danger, threats of a psychological nature or those suggesting injury to reputation are quite serious and require a sensitive reaction.
6. Students, employees, parents and community members:
 - 6.1 Shall be treated with dignity, respect and fairness by other students and staff.
 - 6.2 Shall be provided with a learning environment that is free from discrimination, harassment and abuse of any kind.
 - 6.3 Who witness bullying have a responsibility to seek help or stop it.

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

Administrative Procedure 172

NON-VIOLENT CRISIS INTERVENTION IN THE CLASSROOM

Background

The School Act stipulates expectations for students with regard to their general conduct and deportment. The Division fully subscribes to this code of conduct and believes that it has a responsibility to maintain an acceptable standard of student behaviour and decorum in the school to create an environment where teachers can teach and students can learn and where the safety of all is promoted. An important purpose for these standards is to develop in each student the capacity for self-control. However, in exceptional cases, in the event when the safety of an individual is in question, there are times when the techniques of the Non-Violent Crisis Intervention must be adhered to.

The Division strongly endorses the establishment and implementation of the techniques of the Non-Violent Crisis Intervention program and procedures to ensure the safety of the learning environment. For the protection of staff and students in the Division and to prevent potentially violent behaviours, school staff may, in specific circumstances, be required to use reasonable measures to manage or subdue a student who is out of control or unresponsive to direction.

Procedures

1. Students shall conduct themselves in accordance with the code of conduct established in the School Act. This requires reasonable compliance with the following:
 - 1.1 Diligence in pursuing studies.
 - 1.2 Regular and punctual school attendance.
 - 1.3 Full cooperation with those authorized by the Division to provide education programs and other services.
 - 1.4 Compliance with the rules of the school.
 - 1.5 Accountability to teachers for conduct.
 - 1.6 Respect for the rights of others.
2. The Principal or designate has the responsibility for and authority to establish and maintain appropriate procedures for the Non-Violent Crisis Intervention program.
3. The Principal or designate has the responsibility to develop the Restrictive Procedures Guidelines for each individual case where the use of restrictive procedures can be predicted.
4. The Division will ensure that some individuals (including all those in specialized programs where students with severe emotional or behavioural needs are served) in all school sites have access to ongoing training in Non-Violent Crisis Intervention.

5. Certain identified students may require IPPs that incorporate the use of physical restraint. With such students, planned physical restraint shall be used only in the best interests of the student and with appropriate communication between the student, their parent(s)/guardian(s) or school staff.
6. Non-Violent Crisis Intervention techniques and procedures are only used in the event of an emergency. The use of these techniques is limited to situations where the child is in danger of hurting themselves or others, or to cause major destruction of property. Techniques may be used only in the following circumstances or situations:
 - 6.1 After all other available forms of non-physical intervention have been attempted.
 - 6.2 There is immediate danger of harming oneself or others in their immediate environment or to cause major property damage.
 - 6.3 When the parent/guardian and the school agree to the developed Restrictive Procedures Guidelines to address at-risk behaviours.
 - 6.4 All uses of restrictive procedures are documented on a Critical Incident Report and a copy forwarded to the parent/guardian the following working day.
7. For students who pose an ongoing risk of physically aggressive behaviour, and cases where procedures may be predictable, parent/guardians and the Principal must sign both the Restrictive Procedures Guidelines as well as the Non-Violent Crisis Intervention Parent Consent Form (Form 168-1).

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

Administrative Procedure 180

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Background

The Division recognizes that all procedures for the collection and storing of information by Division 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 Division administrative procedures are to:

- Allow any person a right of access to the records in the custody or under the control of the Division 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 Division may make of that information and to control the disclosure by the Division 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 Division;
- Allow individuals a right to request corrections to personal information about themselves that is held by the Division; and
- Provide for independent reviews of decisions made by the Division under the Act and the resolution of complaints under the Act.

Procedures

1. The Superintendent has been named the Head of the Local Public Body for the purposes of the Freedom of Information and Protection of Privacy Act and is responsible for ensuring the Division complies with the provisions of the Act.
2. The Secretary-Treasurer shall act in the capacity of FOIP Coordinator for the Division and is responsible for overall management of the freedom of information and protection of privacy function.
3. The Principal of each school shall be the site coordinator for the purposes of the Act. Site coordinators are responsible to ensure the protection of personal information at their schools and to direct inquiries about disclosure of information to the FOIP Coordinator.
4. Fee schedules as they pertain to FOIP requests will be set from time to time by the Board.

5. All persons making requests for the release of information shall be notified as to appeal provisions under this Act.
6. Personal Information
 - 6.1 No personal information may be collected unless collection is specifically authorized by the School Act or the information relates directly to and is necessary for an operating program or activity of the Division.
 - 6.2 The Division may use or disclose personal information only for the purpose for which it was collected or compiled or for a use consistent with that purpose, or if the individual the information is about has identified the information and consented to the use, or for purposes referred to in sections 40 or 41 of the Freedom of Information and Protection of Privacy Act.
 - 6.3 The Division has a duty to maintain accurate and complete personal information that is used to make decisions about the individual. Under the Act an individual has the right to request a correction when the applicant believes an error or omission has been made.
7. Publications and Databases
 - 7.1 All publications, following release, will be available in the Division Office, for review by members of the public.
 - 7.2 Databases and data files are records.
8. Public Access
 - 8.1 The Division provides access to Division publications.
 - 8.2 Persons requesting information must first contact either the school or Division Office, whichever is responsible for creating or maintaining the information in question.
 - 8.3 Access to information through the Freedom of Information and Protection of Privacy Act is intended as a last resort-if other attempts to acquire information have failed.
 - 8.4 If the requested information is not available from the school, then the person requesting the information may apply to the designated Coordinator with his/her request (Form 180-1).

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

Administrative Procedure 181

VIDEO SURVEILLANCE

Background

Maintenance of the health, welfare and safety of the students and staff while on Division property and the protection of Division property is an important function of the Division. 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 Division property. This Division recognizes the value of video surveillance systems and monitoring activity on school property or on school grounds, and its use in the maintenance of order and discipline within the school setting.

The Division authorizes the use of video surveillance practices in accordance with the procedures established herein.

Procedures

1. Camera Location, Operation and Control
 - 1.1 Division buildings and grounds may be equipped with video monitoring devices.
 - 1.2 Video surveillance may be placed in areas where surveillance has proven to be necessary as a result of prior property damages or related security incidents, and in areas where, upon reasonable grounds, the surveillance will be deemed to be a viable deterrent.
 - 1.3 Cameras may be positioned in areas outside of school buildings where it is necessary to protect external assets or to provide for the personal safety of individuals on school grounds or premises.
 - 1.4 Surveillance cameras located internally may be directed to look through windows to areas outside the building, when necessary, to protect external assets or to ensure for the personal safety of patrons or employees. Cameras shall in no event be directed to look through the windows of adjacent non-Division buildings.
 - 1.5 Cameras shall not be used to monitor areas where the public has a reasonable expectation of privacy, including change rooms and washrooms.
 - 1.6 Only individuals authorized by the Principal, in accordance with this administrative procedure, shall have access to video monitors, or be permitted to operate the controls.
 - 1.7 The Superintendent shall be responsible (or alternatively, the Principal shall appoint an internal review officer) to audit the use and security of surveillance cameras, including monitors and tapes.

2. Notification

- 2.1 Signs, (including Evergreen logo and Division Office telephone number) advising users on the premises of video surveillance practices are to notify individuals that: 'This area is under video surveillance 24 hours a day for security purposes'.
- 2.2 Students shall be informed at the beginning of each school year and as necessary during the school year, that the Division 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 Division's video surveillance guidelines and practices.

3. Use of Video Recordings

- 3.1 The Division may use a video recording of actions by students as evidence in any disciplinary action brought against any student arising out of the student's conduct in or about Division property.
- 3.2 Video recordings of students, staff, contractors or others may be reviewed or audited for the purposes of determining adherence to Board policies, Division administrative procedures and school rules.
- 3.3 Video recordings may be monitored by Division personnel on a random and non-random basis as is deemed necessary and prudent in order to ensure the safety and security of students, staff, visitors and Division property, and adherence to school rules.
- 3.4 The Division may use video surveillance to detect or deter criminal offences that occur in view of the cameras.
- 3.5 Video recordings may be released to third parties or applicants in confidence with the provisions contained in the Freedom of Information and Protection of Privacy Act of Alberta, and any rules or regulations there under.
- 3.6 The Division may use video surveillance and the resulting recordings for:
 - 3.6.1 Inquiries and proceedings relating to law enforcement;
 - 3.6.2 Deterrence; and
 - 3.6.3 Student discipline.
- 3.7 The Division shall not use video surveillance for any other purposes than those listed in procedure 3.6.

4. Protection of Information and Disclosure

- 4.1 Security and Retention of Tapes
 - 4.1.1 All tapes not in use shall be securely stored by administration in a locked receptacle.
 - 4.1.2 All tapes that have been used for the purpose of this administrative procedure shall be numbered, dated and retained according to camera site.

- 4.1.3 The individual responsible for enforcement of video monitoring practices must authorize access to all tapes or video records.
- 4.1.4 A log shall be maintained of all episodes of access to or use of recorded material.
- 4.1.5 Reproduction of surveillance tapes is not allowed unless authorized by the Superintendent.
- 4.1.6 Any and all records containing personal information, which have been used to make a decision that directly affects an individual, shall be retained for a minimum of one (1) year. All other records shall be destroyed at the end of each school year.
- 4.1.7 The individual designated responsible for administration of this administrative procedure shall ensure that a tape release form is completed before disclosing tapes to appropriate authorities or third parties. Any such disclosure shall only be made in accordance with applicable legislation.
- 4.1.8 A Tape Release Form (Form 181-1) is to indicate the individual or organization who took the tape, the date of the occurrence or when and if the tape will be returned or destroyed by the authority or individual after use.

5. Disposal and Destruction of Recordings

- 5.1 All retained recordings shall be disposed of in a secure manner.
- 5.2 Tapes shall be shredded, burned or taped over.

6. Video Monitors and Viewing

- 6.1 Only the controlling officer or individuals authorized by that officer, and members of the police shall have access to video monitors while they are in operation.
- 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.

7. Disclosure

- 7.1 Recordings shall not be disclosed except in accordance with this administrative procedure.
- 7.2 Disclosure of video records shall be on a need-to-know basis, in order to comply with the Division's policy objectives, including the promotion of the safety and security of students, the protection of Division property, deterrence and 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.

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

9. Consultation

The effectiveness of the video surveillance operations shall be reviewed on an annual basis by the Superintendent or designate, with a report being prepared and presented to the Board by the Superintendent or designate.

10. Non-Application

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

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

Administrative Procedure 185

RECORDS MANAGEMENT

Background

Divisions are required to maintain records of all proceedings of Board meetings including agenda and minutes. In addition, the approved budget, by-laws, legal agreements, accounts and financial statements are subject to ratepayer inspection.

Procedures

1. Records to be retained until any such time that the Division ceases operations include:

ITEM	LOCATION
• Trustee oaths of office	Division Office – vault
• Original Board minutes and by-laws	Division Office
• Architectural design reports, 'as built' facility drawings, facility construction contracts and construction progress reports	Division Office
• Division budgets and audited financial statements	Division Office – vault
• Duplicate certificates of title, easements and leases	Division Office – vault
• Teacher Retirement Fund and Local Authorities Pension Plan annual reports	Division Office

2. Records to be retained until seven (7) years after termination, retirement or death include:

ITEM	LOCATION
• Personnel files	Division Office
• Payroll registers and pay histories including benefits	Division Office
• Records of employment; absence, history and medical	Division Office

3. Records to be retained for varying lengths of time include:

ITEM	LOCATION
TEN (10) YEARS	
• Capital purchasing/payable records including purchase requisitions and orders, invoice vouchers and cheque copies	Division Office
• Legal claims and actions upon completion	Division Office
• Facility and land appraisals	Division Office

ITEM	LOCATION
SEVEN (7) YEARS	
• Capital and operating general accounting ledgers; related journal entries; fixed assets; debentures; capital loan and funds invested years ledgers	Division Office
• Contracts and agreements	Division Office
• T-4 income tax slips	Division Office
• Tenders for new facilities	Division Office
• Operating purchasing, payable and accounting records including purchase requisitions and orders, invoice vouchers, cheque copies, bank statements and deposit slips	Division Office
• Government grant applications and approvals	Division Office
• Tuition and other invoices	Division Office
• Collective salary agreements upon expiry	Division Office
• Summary of student enrolments	School Level
• Student records	
o Active	School Level
o Inactive seven (7) years after the year the student is presumed to graduate from grade 12)	Division Office
• School accounting records and audit reports	School Level
THREE (3) YEARS	
• General administration files	Division Office
TWO (2) YEARS	
• Board meeting agendas	Division Office
• ABL manuals	Division Office
ONE (1) YEAR	
• Supply tenders	Division Office
• Solicited applications	Division Office
CURRENT YEAR	
• Bus pass applications	Division Office
• Insurance policies	Division Office
• Employment applications	Division Office

4. Destruction of Records

4.1 Each school or office is responsible for properly packaging and labelling the records if stored at the Division Office and for advising the Division Office annually of records to be shredded.

4.2 Digital data records on disc shall be formatted to be deleted.

5. The Secretary-Treasurer is responsible for the maintenance of required minutes and records.

6. The Secretary-Treasurer is responsible for establishing and implementing procedures to respond to requests from electors for public documents and records.
7. An appropriate per page photocopying charge will be levied to any elector requesting copies of the above noted documents.

Reference: Section 23, 60, 61, 75 School Act
Student Record Regulation 71/99
Information Bulletin 3.2.5 – Access to Information
Information Bulletin 3.2.7 – Student Record Regulation Information
Freedom of Information and Protection of Privacy Act
FOIP Regulation 200/95

Administrative Procedure 190

COPYRIGHT

Background

The Division acknowledges that it has a statutory and ethical responsibility to respect the legitimate copyright claims of creative contributors and their publisher/distributors. The Division also recognizes the need for students to have access to a wide range of resources within the limits of the Copyright Act. Accordingly, there exists a need to clarify both the creator's and the user's rights with respect to use of copyright material.

Staff members shall not duplicate, without the permission of copyright holders, print materials, computer software programs, video or audio materials that are protected by copyright; nor shall schools store or use duplicated materials that are in violation of copyright laws.

In the event of litigation resulting from copyright violation, the Division will not assume responsibility for actions of an employee who has contravened the Division copyright procedures.

Definitions

Copyright means the legal protection of a creator's original work. Copyright law does not protect ideas, only the form in which they are expressed.

Copyright Infringement means publishing, adapting, exhibiting, translating, editing, performing in public, communicating by telecommunication, copying or converting to another medium without permission of the creator.

Works Covered by Copyright mean all original literary, dramatic, musical and artistic works.

Examples include: books, writings, encyclopedias, photographs, films, dictionaries, statistical data, newspapers, reviews, magazines, translations, tables, compilations, examination questions, speeches set down in writing, any piece that can be recited, choreographs, harmony, melody, lyrics, paintings, drawings, sculptures, works of artistic craftsmanship, engravings, architectural works of art, maps, plans, charts, records, cassettes, tapes, sound recordings, television programs and digital resources such as computer software, online programs, CD-ROM's, laser disks and computer programs stored on any media.

Dubbed Off-Air means making a copy of any television program during broadcast.

Procedures

1. Works covered by copyright may only be reproduced for Division Office, class or school use with oral or written permission from the copyright owner or if they are covered by the agreement entered into with Access Copyright on behalf of the Division by Alberta Education.
2. Print Resources
 - 2.1 An individual may reproduce, for personal study only, a single copy of an article, poem, or of a work for private study, research, criticism, review or newspaper summary.
 - 2.2 If a staff member wishes to photocopy one (1) copy for school library use, the staff member shall obtain copyright permission.
 - 2.3 If a staff member wishes to make multiple photocopies of an item, the staff member shall ascertain whether copying privileges have been granted by the author and/or publisher; or whether the author and/or publisher are participants in the Access Copyright agreement; or whether permission (verbal and written) is required from the author and/or publisher.
 - 2.4 If it is necessary for staff members to make multiple photocopies of an item:
 - 2.4.1 Check the back of the title page in books and the table of contents page in magazines to determine what copying privileges the publisher may grant.

Some creators of print material give permission to copy for educational purposes and on a non-profit basis. Some newspapers have given Alberta teachers permission to copy from their publications. The Government of Alberta also has many publications which permit copying.
 - 2.4.2 Check the Access Copyright list of what is permitted or what is excluded.
 - 2.4.3 If the item is included in the exclusions list or is out of print, contact the copyright owner by phone first, then follow up with a letter for permission to photocopy. Forms are included in the Forms Manual which may be faxed to the appropriate parties.
 - 2.5 If verbal permission to photocopy copyrighted material is granted, please indicate grantor, time and date on your copy of the letter of request. If verbal permission is granted, materials may be used immediately or before the form is returned; and
 - 2.6 If a fee to reproduce materials is required, please confirm arrangements with the Principal before proceeding with duplication.
3. Video Resources

Television programs may only be dubbed off-air with permission from the copyright owner.

 - 3.1 Staff members are to check the ACCESS NETWORK catalogue for titles of videos that may be dubbed off-air.

- 3.1.1 A single copy of a news program or a news commentary program may be dubbed off-air for exclusive use by students and teachers in the course of teaching for a period of one (1) year without obtaining permission from the copyright owner.
- 3.1.2 A single copy of all other types of broadcast programs may be dubbed off-air and a teacher may examine the copy for a period of up to thirty (30) days. If the copy is shown on school premises, including within the thirty (30) day evaluation period, payment must be made.
- 3.2 Cable in the Classroom is a programming service providing access, free of charge, to a limited number of television programs for use on school premises. A monthly schedule of available programming is available on their Internet site www.cableeducation.ca
- 3.3 Only video programs and feature film rentals with public performance rights may be shown in schools or at Division functions.
Videos purchased or rented from video stores and American companies may be shown in schools or at Division functions if a site license that covers these titles has been obtained from the Canadian distributor.
- 3.3.1 Alberta Education purchases provincial duplication rights, which include a public performance license, for certain video programs available through ACCESS NETWORK.

4. Digital Resources

- 4.1 Digital resources such as computer software, CD-ROM's, on-line programs, digital bulletin boards, freeware, shareware and computer programs stored on any media may only be used according to conditions specified on the site or Division license.
- 4.2 The Division will make every effort to purchase multiple copies of digital resources or to purchase site or Division licenses for digital resources.
- 4.3 One (1) back-up copy, adaptation or translation of a computer program is permitted by law and does not require special permission from the copyright owner.
Schools (school libraries) may only lend the original program, not the back-up copy.
- 4.4 Where a work has been placed on the Internet with the message that it can be freely copied, there is an actual license to copy the work. Sometimes the terms of the license are subject to conditions.

5. Music Resources

- 5.1 A record or audio cassette may be placed on sound equipment in school, if the public performance rights were purchased.
Sound recordings obtained from Canadian distributors always include public performance rights in the purchase price.

- 5.2 A musical work may be performed by students and teachers in the course of teaching without obtaining permission from the copyright owner.
- 5.3 Where a work has been placed on the Internet with the message that it can be freely copied, there is an actual license to copy the work. Sometimes the terms of the license are subject to conditions.

6. "Public Domain" Resources

Staff members may reproduce works that are in the "Public Domain".

If a work is in the "public domain" it means that reproduction is allowed without requesting permission. Fifty (50) years after the death of a creator, a work becomes part of the "public domain", except when rights are passed to others. If the work is reprinted in a new edition, only the original text is in the "public domain".

7. Ownership of Copyright

- 7.1 Staff members own the copyright on works they develop on their own initiative and on their own time even though the materials may be the result of ideas generated by the employee's work.
- 7.2 The Division owns the copyright on work developed by a staff member on the Division's time or as part of their duties with the Division.
- 7.3 The Division may copyright any works produced at the direction of the Division.
 - 7.3.1 The Superintendent may grant others the right to reproduce work copyrighted by the Division under such terms as may be appropriate. The reproduction must include the copyright and give acknowledgement to the authors;
 - 7.3.2 The Superintendent may enter into an agreement with others to produce, in part or in whole, a work for the Division. This agreement shall specifically address copyright of the work produced;
 - 7.3.3 The Division may market Division material at a cost that shall cover printing, mailing, and royalty;
 - 7.3.4 The Division may enter into an agreement with a private publisher to publish Division material for sale and distribution; and
 - 7.3.5 If the Division markets a resource profitably, it may compensate the creative employee.
- 7.4 Students own the copyright on anything that they create and parental permission to reproduce their work is to be obtained if the student is under sixteen (16). Student permission is required if the student is sixteen (16) or over. Permission is not required to display student work within the school.
 - 7.4.1 Each school will request and file permissions from parents/guardians at the beginning of each school year to record and/or tape their child(ren) for possible performance.
 - 7.4.2 Parental approval shall be obtained to display any student work outside the school at such sites as teachers' conventions, conferences, public libraries, Division Office or shopping centres.

- 7.4.3 The copyright in photographs taken by students for school publications with equipment and supplies provided by the school is usually the property of the school.

8. Adherence to Copyright Law

Staff members will not be required by their supervisors to perform any service that is a violation of the copyright administrative procedure.

- 9. Each site-based administrator shall ensure that labels and warnings about reproduction equipment (photocopiers, computers, and records) are labelled with warnings that reproduction is not permitted without permission from the copyright owner.
 - 9.1 All videocassette players, photocopiers, and computers shall be labeled to identify clearly that copyright infringement is not condoned.
 - 9.2 Copyright in-service shall be offered to all staff members, to ensure they are made aware of Copyright Law, the Access Copyright agreement, and this administrative procedure.
 - 9.3 The Superintendent may appoint a committee to review copyright procedures periodically and will continue to provide updated information to all schools. This administrative procedure will be reviewed as necessary and rewritten when amendments to the current Copyright Act are passed.

Reference: Section 60, 61, 113 School Act
Copyright Act
Copyright Regulations
Access Copyright Agreement

Administrative Procedure 190 – Appendix

SAMPLE COPYRIGHT INFORMATION LABELS**Photocopiers**

Employees and students shall not photocopy copyrighted materials without permission from the copyright owner.

Computers

Employees and students shall not copy computer software without permission from the copyright owner.

Videocassette Recorders

No off-air dubs of television programs or videos without public performance rights may be used without permission from the copyright owner.

Reference: Section 60, 61, 113 School Act
Copyright Act
Copyright Regulations
Access Copyright Agreement

Administrative Procedure 191

SOFTWARE LICENSES

Background

The Division recognizes the need to ensure that all software applications on Division owned computers are legally licensed.

Procedures

1. No software shall be copied onto or used on Division computers unless the specific license for the application has been purchased or it can be proved that the purchase of a license for the application at that site has been initiated.
2. The responsibility to ensure that only legally licensed software applications are in use lies with the Principal or site manager. The Division computer technology department will be responsible for administering Division licenses.
3. Any fines levied against the Division for use of unlicensed software applications shall be applied directly against the budget of the site being fined.
4. Any software packages that do not require specific licenses (such as Shareware, Freeware, etc.) must be accompanied by supporting documentation certifying the same.
5. Service and support personnel employed by the Division shall not service equipment that includes illegally acquired software.
6. Copies of all software licenses must be kept on file at the site and included on the site inventory listing.
7. Software licensed to the Division shall not be used for personal use or on equipment not owned by the Division unless the license specifically permits such use.

Reference: Section 20, 60, 61, 113 School Act
Copyright Act
Copyright Regulations
Access Copyright Agreement