

STUDENTS 300

Administrative Procedure 300

SCHOOL ATTENDANCE AGE

Background

The School Act provides direction with regard to school attendance ages for students in grades 1 to 12. In addition, Alberta Education regulations provide for the attendance of Early Childhood Services (ECS) students, where Divisions provide these programs.

The Division supports the application of a uniform school entrance age for Early Childhood Services and regular grade students.

Procedures

1. Every individual who at September 1 in a year is six (6) years of age or older and younger than nineteen (19) years of age, and who is:
 - 1.1 A Canadian citizen;
 - 1.2 Lawfully admitted to Canada for permanent residence;
 - 1.3 A child of a Canadian citizen; or
 - 1.4 A child of an individual who is lawfully admitted to Canada for permanent or temporary residence

Is entitled to have access in that year to an education program in accordance with the School Act.

2. A child may attend an ECS class offered by the Division if s/he will be five (5) years of age prior to February 28 of that school year. Students with special needs of a younger age may be accommodated based on program availability and funding eligibility.
3. A child may attend a grade or class if s/he will be six (6) years of age prior to December 31 of that school year.
4. Students who exceed the upper age limitations specified in procedure 1 may be considered for enrollment in high school programs as adult learners at the discretion of the Principal and availability of space and program. A tuition fee will be charged.

Reference: Section 3, 8, 13, 14, 15, 30, 44, 45, 60, 61, 113 School Act
Adult Programming in the Basic Learning System Policy 1.9.2

Administrative Procedure 301

RESIDENT STATUS/ADMISSIONS

Background

Divisions have an obligation to provide appropriate education programs to their resident students. In addition, the School Act requires Divisions to accept non-resident students in the school requested by the parent if there are sufficient resources and facilities available to accommodate the student.

The Division will enroll all of its resident students and direct them through designated attendance areas to one of its schools, or direct them to a school in another Division.

The Division will enroll resident students of another Division in the school requested by the parent if there are sufficient resources and facilities available to accommodate the student.

The Division will enroll a resident student of the Alberta Government in one of its schools as requested by the Minister if the student is living in the Division.

Procedures

1. Resident students for the purposes of this administrative procedure are defined in accordance with Section 44 of the School Act. Special education program requirements are outlined in Sections 45, 47, 51, 52 and 53 of the School Act.
2. The Division will not charge tuition fees with respect to the enrollment in any of its schools to resident students, resident students of any other Division or resident students of the Alberta Government. The Division may charge tuition fees, not to exceed actual cost, to any other individual who attends one of its schools. These fees will be allocated to the appropriate school-based account.
3. Residency of independent students, as defined by the School Act, Section 1, will be determined by where the student resides, rather than where his/her parent(s) reside.
4. Resident students of the Division residing in a designated attendance area for a school shall be enrolled in that school and attendance is compulsory if a program offered in that school is suitable for the student. A resident student of the Division who resides in a designated attendance area for a school shall be given priority over a student who does not reside in the designated attendance area for that school if there are insufficient resources and facilities to accommodate both students.
5. In the event that a resident student becomes a non-resident, the Division shall not assume responsibility to provide transportation for the student.

6. Once a non-resident student is enrolled into the school, they will be given the opportunity to complete the school year.
7. Requests by non-resident students to attend Division schools will be made in writing to the Principal or designate.
8. The Principal is responsible for determining if there are sufficient resources and facilities to accommodate non-resident students subject to the following criteria:
 - 8.1 A program that is suitable to the educational needs of the student must be available.
 - 8.2 Sufficient qualified staff must be available.
 - 8.3 Sufficient classroom space and learning resources must be available.
 - 8.4 The non-resident student/parent/guardian will be interviewed by the Principal or designate prior to enrollment.
9. The Superintendent and Principal(s) must ensure that sufficient resources and facilities are available so that the needs of resident students within each designated attendance area for that school are being met prior to enrolling other students.
10. In the event that the Principal refuses admission to a Division school, the decision can be appealed to the Superintendent.
11. Levels of non-resident student enrollment will be monitored on an annual basis.
12. In the event that there is some question with regard to residency, the parent/guardian or independent student will be asked to provide proof of guardianship.

Reference: Section 1, 3, 8, 13, 14, 15, 30, 44, 45, 47, 48, 49, 51, 52, 53, 60, 61, 113 School Act
Adult Programming in the Basic Learning System Policy 1.9.2

Administrative Procedure 302

NON-RESIDENT STUDENTS – FOREIGN

Background

Alberta Education does not provide funding for foreign students to attend Alberta public schools. Notwithstanding the above, Divisions may accept foreign students if they have adequate space and appropriate programs.

Procedures

1. The applicant shall have met all requirements pertaining to student visas stipulated by the Government of Canada.
2. The applicant shall have made application for registration in a Canadian school prior to entry into Canada and will have been issued a student visa or equivalent from his/her home country.
3. There are sufficient resources and facilities available to accommodate the student.
4. The Superintendent and Principal are satisfied that the student meets the following criteria:
 - 4.1 Has satisfactory language facility.
 - 4.2 Is prepared to meet attendance and conduct regulations.
5. The full cost of the tuition and transportation for the program in which the student is enrolled is paid in advance. These funds will be allocated to the appropriate school-based accounts.
6. Notwithstanding the above, the Division may accept foreign students on international exchanges without tuition fees.

Reference: Section 3, 8, 13, 14, 15, 30, 44, 45, 60, 61, 113 School Act
Adult Programming in the Basic Learning System Policy 1.9.2

Administrative Procedure 303

OUT-OF-DIVISION PROGRAM SPONSORSHIP

Background

Occasionally, special student needs require resident students to be enrolled in a program which is not available within the Division.

The Division may sponsor a student to attend an out-of-Division education program if a program that meets the educational needs of the student is not offered in the school or Division.

Procedures

1. Sponsorship will include partial or complete costs associated with tuition fees, transportation and/or boarding allowances. Tuition fees may be considered, providing a Division or private school being funded by Alberta Education does not operate the program.
2. Decisions related to sponsorship of out-of-Division programs will take into account the academic needs of the child as the primary consideration.
3. Programs eligible for sponsorship include:
 - 3.1 Special education programs.
 - 3.2 Vocational education programs.
 - 3.3 Knowledge and Employability courses.
4. Programs not eligible for sponsorship include:
 - 4.1 Sports or athletic programs.
 - 4.2 Programs already in the Division.
 - 4.3 International Baccalaureate programs.
5. Students directed to attend a school by the Superintendent and as a result is unable to live in his/her parent's residence shall be eligible for a maintenance allowance according to rates established from time to time by the Division.
6. The Superintendent is responsible for approving out-of-Division sponsorships in accordance with this administrative procedure. Costs will be allocated to the appropriate school-based account.

Reference: Section 8, 12, 44, 47, 48, 49, 55, 60, 61, School Act
Adult Programming in the Basic Learning System Policy 1.9.2

Administrative Procedure 304

ADULT EXTENSION PROGRAMS

Background

The demands of modern society accentuate the importance of all adults having a basic education. While the primary mandate of the Division is to provide education services to school aged (non-adult) students, the Division believes it has some obligation to assist adults in the acquisition of a basic education.

The Division supports the provision of courses and programs that assist adults in the acquisition of a basic education.

Procedures

1. The objectives of the adult extension program are to:
 - 1.1 Provide adults with increased opportunities to access basic education programs; and
 - 1.2 Assist adults to develop skills and/or competencies required for occupational training and/or retraining.
2. The Extension Program:
 - 2.1 Is targeted to mature students as defined in Procedure 3;
 - 2.2 Provides evening credit and summer school courses which parallel regular daytime programs; and
 - 2.3 Provides courses which meet the requirements of the regular Program of Studies.
3. Mature students are defined as students who meet one (1) of the following requirements as of September 1 of a school year:
 - 3.1 Twenty (20) years of age or older;
 - 3.2 Nineteen (19) years of age and who, since reaching the age of eighteen (18), has been out of school for at least eight (8) consecutive months; or
 - 3.3 Presently has a High School Diploma.
4. Regular high school students may, with the permission of their Principal, be accepted into evening credit Extension Program courses. Students enrolled in a school operated by the Division shall pay no fee for an Extension Program course.
5. Both mature and regular school students may register in summer courses.
6. Mature students who are unable to attend night classes may be allowed to attend day school provided:

- 6.1 Space is available;
 - 6.2 The Principal's permission to attend is granted; and
 - 6.3 The Continuing Education course and materials fees are paid.
7. The Extension Program shall not interfere with normal school operations.
 8. The Extension Program will operate on a cost recovery basis (grants and fees).
 9. Courses to be offered will be determined by level of interest (i.e. enrollment must be adequate to cover the costs associated with offering the course).
 10. Course and materials fees shall be established annually by the Board.
 11. Certificated instructors for evening and summer courses will be selected from a list of available applicants that may include interested Division teaching staff.
 12. Each year, the Superintendent will appoint an administrator or teacher to administer the Extension Program.
 13. Performance on regular high school credit courses offered by the Extension Program will be evaluated in accordance with administrative procedures on evaluations.
 14. Diploma exams shall be written at designated writing centres in January, June and August.
 15. An annual report summarizing the operation of the Extension Program shall be submitted to the Superintendent.

Reference: Section 3, 8, 13, 14, 15, 30, 44, 45, 55, 60, 61, 113 School Act
Adult Programming in the Basic Learning System Policy 1.9.2

Administrative Procedure 305

SCHOOL ATTENDANCE AREAS

Background

In order to assist in the efficient operation of the Division and the optimal utilization of school facilities, school attendance boundaries may be established. School attendance areas will also define transportation service areas.

Procedures

1. Where school attendance boundaries have been established, a student will normally be required to attend the school designated for that area.
2. In individual cases where it appears to be in the interests of the student or the school or both, the Superintendent may approve a student's transfer to another school.
3. A Principal may admit a resident student designated to another school attendance area, provided that there is space and programming in the school. In determining space availability, eligible students attending their designated school shall be accommodated first.
4. When a student is admitted into a school outside of his/her designated attendance area, the parents will be responsible for transportation at their own expense.

Reference: Section 13, 30, 44, 45, 51, 60, 61, 113 School Act

Administrative Procedure 310

STUDENT SAFETY

Background

Safety and health programs are a shared responsibility of Division, staff, parents/guardians and students. The Division accepts the responsibility for leadership of the safety program, for its effectiveness and improvement, and for provisions required to ensure safe conditions. Staff are responsible for ensuring that all operations are performed with the utmost regard for safety and health.

Every reasonable effort will be made to provide students with a safe learning environment. Students are to behave in ways that show respect for the safety and well-being of both themselves and others.

Procedures

1. Principals shall ensure that school staff members are aware of the common-law doctrine of in loco parentis, which requires that employees:
 - 1.1 Act as would a reasonable and prudent parent in the same circumstances and conditions;
 - 1.2 Does not have all of the authority that a parent would have, i.e. employees do not have the authority to provide consent for the medical treatment of a student;
 - 1.3 Recognizes the limitations of his/her ability to provide direct assistance.
2. The Principal shall ensure that the following safety procedures are followed:
 - 2.1 Appropriate and adequate supervision is provided at all school sponsored activities;
 - 2.2 Contact numbers for emergency medical response shall be included in the Crisis Response plan of each school.
3. Maintenance Supervisors shall ensure that all physical activity facilities, including playing surfaces, playgrounds and major equipment, are regularly inspected and maintained.
4. School staff are responsible to ensure that safety practices identified in various Programs of Study, as prescribed by Alberta Education, are followed.
5. The Principal is responsible for ensuring that:
 - 5.1 Staff are familiar with the contents of the document Safety Guidelines for Physical Activity in Alberta Schools, and that recommended safety practices are followed.

- 5.2 Training in certified first aid and cardiopulmonary resuscitation (CPR) is made available to school staff members on a yearly basis.
- 5.3 Students and parents/guardians are aware of safety procedures.
- 5.4 Safety guidelines are developed and annually reviewed by staff.
- 5.5 All first aid kits are approved and replenished on a regular basis.
- 5.6 A cell phone is available for staff members who are supervising students away from access to public phones.

Reference: Section 8, 12, 18, 20, 22, 24, 25, 27, 45, 60, 61 School Act
Supporting Safe, Secure and Caring School in Alberta (1999)
Safety Guidelines for Physical Activity in Alberta Schools (1999)
A Safe Place: Creating Peaceful Schools (1994)

Administrative Procedure 311

STUDENT SUPERVISION

Background

Principals are responsible for arranging appropriate supervision of students.

Procedures

1. Principals are responsible for arranging noon hour supervision and where appropriate, morning and afternoon recess supervision within the school. They are also responsible for ensuring that order and discipline in the school and on school grounds are maintained.
2. Teachers shall receive, whenever possible and mutually agreed, a daily, uninterrupted, duty free lunch break of not less than thirty (30) minutes.
 - 2.1 The lunch break time period shall be between 11:00 a.m. and 2:00 p.m.
 - 2.2 Supervisory schedules and duty free lunch periods may be varied by mutual agreement and approval of the Principal.
3. School support staff and/or adult volunteers may be used as supervisors. A teacher must remain in charge, be on duty and assume responsibility for the supervisory functions.
 - 3.1 School support staff and/or adult volunteers shall report directly to the responsible supervisory teacher.
4. These responsibilities shall not be in conflict with the Collective Agreement.

Reference: Section 8, 12, 18, 20, 22, 24, 25, 27, 45, 60, 61 School Act
Supporting Safe, Secure and Caring School in Alberta (1999)
A Safe Place: Creating Peaceful Schools (1994)

Administrative Procedure 315

STUDENT HEALTH SERVICES

Background

Medical treatment of students by Division staff is a sensitive issue and must be governed by Division procedures to ensure consistency as well as protect the rights of students and staff.

Division employees do not generally possess the expertise required to determine the need for, or the appropriate means of, administering medical treatment to students. Nevertheless a staff member may be required to administer medication or emergency first aid treatment to a student in order to preserve the life or physical well-being of that student.

Procedures

1. Doctrine of "In Loco Parentis"

In situations relating to the medical treatment of students, Division employees are subject to the responsibilities and limitations inherent in the common law doctrine of "in loco parentis". Specifically, in loco parentis requires that the employee:

- 1.1 Act as would a reasonable and prudent parent in the same circumstances and conditions.
- 1.2 Does not have all of the authority that a parent would have, i.e. employees do not have the authority to provide consent for the medical treatment of a student.
- 1.3 Recognizes the limitations of his/her ability to provide direct assistance.

2. Scope of Routine Medical Services

The level of service provided by Division staff for students requiring routine medical attention will be determined by application of the following criteria:

- 2.1 The attending physician may indicate upon the enrollment of the student and thereafter as dictated by individual needs, in writing, that:
 - 2.1.1 The service requested is of such a simplistic nature that a lay person; e.g. teacher, teacher aide; could successfully perform the function.
 - 2.1.2 The service has to be performed during regular school hours and/or approved school activities.
 - 2.1.3 The service is critical to the well-being and functioning of the student.
 - 2.1.4 No other reasonable alternative service is available; e.g. through any community agency.

- 2.2 The Principal deems that appropriate resources are available and that the services will not be disruptive to the education program.
3. Emergency Assistance
 - 3.1 The Division recognizes that its employees may, from time to time, encounter situations that necessitate taking immediate action supportive of a student's physical well-being.
 - 3.2 Staff members who render assistance to a student who is ill, injured or unconscious as a result of accident or emergency will be protected from legal action as outlined in Section 2 of the Emergency Medical Aid Act.
 - 3.3 All employees are protected by the Division's liability insurance when acting within the scope of their approved duties.
 4. Administration of Prescription Drugs to Students
 - 4.1 If a student who is incapable of self-administration must receive medication prescribed by a medical practitioner during the school day or during an extracurricular or co-curricular activity, the Principal may agree to provide a monitoring function.
 - 4.2 Where staff members are designated by the Principal to monitor the administration of medication, it is essential that medical directions be obtained and followed explicitly and that adequate records are kept.
 - 4.3 The records shall include:
 - 4.3.1 Student's name.
 - 4.3.2 Name of medication or preparation.
 - 4.3.3 Prescription number (if available).
 - 4.3.4 Physician's name.
 - 4.3.5 Prescribed dosage during school hours.
 - 4.3.6 Observed dates and times of consumption.
 - 4.3.7 Notes of any related incidents.
 - 4.3.8 Reactions.
 - 4.3.9 Breaks in routine.
 - 4.3.10 Related communication with parents, guardian or physician.
 - 4.3.11 Extenuating circumstances.
 - 4.3.12 Instructions on the use of an Epi-Pen for students with life threatening allergies. (Epinephrine: a disposable spring-loaded self-injectable syringe with a concealed needle.)

NOTE: Refer to Form 315-1 as completed for the student.

 - 4.4 Principals shall ensure that staff monitoring the administration of any medications are informed in advance concerning possible reactions that may occur and the appropriate procedures to follow. Parents/guardians are to be consulted as necessary.

5. Life-Threatening Medical Conditions

- 5.1 The Principal, through registration procedures and in consultation with parents/guardians, shall attempt to identify any students who are subject to medical conditions that may be life threatening and who, therefore, may require specific medical attention.
- 5.2 Having secured advice in such cases, the Principal shall attempt to ensure that all who may be involved with the student; e.g. school staff, volunteers, school bus drivers and substitutes; are informed concerning any required emergency procedures.
- 5.3 Specific instruction by medically qualified personnel is to be sought for staff members who may be required to apply respiratory equipment or give injections; e.g. severe allergic reactions, etc.

6. Serious Injury or Accident

In the event of serious injury or accident, the following procedures are to be followed:

- 6.1 The Principal or designate shall make every reasonable effort to assess the seriousness of an emergency medical condition in order to initiate the necessary course of action.
- 6.2 When a student requires emergency medical treatment, the Principal or designate shall ensure that parents/guardians are contacted as soon as possible.
- 6.3 An adult shall supervise the student until medical assistance is available or the parents/guardians arrive.
- 6.4 In the event of an emergency medical condition which renders a student immobile, or when the seriousness of the condition cannot be determined, the student should not be moved, unless at risk of further injury.
- 6.5 The paramedics are to be called to arrange for treatment and transportation to the nearest medical facility.
- 6.6 In the event that paramedics are not available; e.g. on camping trips, excursions, etc.; appropriate arrangements are to be made to access medical attention or transport the injured student to a medical facility.
- 6.7 First aid kits must be available:
 - 6.7.1 In all Division buildings; and
 - 6.7.2 To accompany field trips.
- 6.8 The staff member shall complete appropriate reports on the serious injury or accident.

7. Non-Prescription Drugs

Non-prescription drugs shall not be purchased on the accounts of the Division or the school nor distributed to any student enrolled in a school operated by the Division. Epi-Pens (for emergency use only) are an exception.

8. Legal Consent for Medical Treatment

- 8.1 Under no circumstances will employees of the Division give legal consent to medical treatment of students in their charge.
- 8.2 In the event medical treatment is refused by a medical practitioner because of lack of valid consent, the employee shall:
 - 8.2.1 Defer to the opinion of the medical practitioner.
 - 8.2.2 Advise the Principal or designate of the problem and the recommendation of the medical practitioner.
 - 8.2.3 Continue to attempt to contact the parents or legal guardian.
- 8.3 These provisions are not intended in any way to prevent an employee from administering Epi-Pen and/or arranging for transfer to the hospital even if a parent or guardian is not available to give consent.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Emergency Medical Aid Act
Occupational Health and Safety Act
ATA Provision of Medical Services to Medically Fragile Students
Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association

Administrative Procedure 315 – Appendix

EMERGENCY MEDICAL AID ACT CHAPTER E-9

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

Definitions

1. In this Act,
 - a) Physician means a person who is registered as a medical practitioner under the Medical Profession Act;
 - b) Registered health discipline member means a person who is registered under the Health Disciplines Act;
 - c) Registered nurse means a person who is a registered nurse under the Nursing Profession Act.

RSA 1980 cE-9 sl; RSA 1980 cH-5.1 s34; 1983 cN-14.5 s126; 1984 c53 s27

Protection From Action

2. If, in respect of a person who is ill, injured or unconscious as the result of an accident or other emergency,
 - a) A physician, registered health discipline member, or registered nurse voluntarily and without expectation of compensation or reward renders emergency medical services or first aid assistance and the services or assistance are not rendered at a hospital or other place having adequate medical facilities and equipment, or
 - b) A person other than a person mentioned in Clause (a) voluntarily renders emergency first aid assistance and that assistance is rendered at the immediate scene of the accident or emergency,

the physician, registered health discipline member, registered nurse or other person is not liable for damages for injuries to or the death of that person alleged to have been caused by an act or omission on his part in rendering the medical services or first aid assistance unless it is established that the injuries or death were caused by gross negligence on his part.

RSA 1980 cE-9 s2; RSA 1980 cH-5.1 s34; 1984 c53 s27

3. Repealed RSA 1980 c7(Supp.) sl.

Administrative Procedure 316

ANAPHYLAXIS (SEVERE ALLERGIES)

Background

Anaphylaxis is the medical term for "allergic shock" which can be very rapid and deadly. While peanut is by far the most common allergen causing anaphylaxis in school-aged children, tree nuts, dairy products, eggs, fish and shellfish are relatively common lethal allergens as well. Other foods trigger anaphylactic reactions in some individuals as well as some non-food allergens including insect venom, medications and latex. In rare cases, vigorous exercise has also triggered anaphylaxis.

An anaphylactic reaction can develop within seconds of exposure. It may begin with itching, hives or swelling of the lips or face; within moments, the throat may begin to close, choking off breathing and leading to death. Because there is no way of ensuring that schools can provide a peanut-free or allergen-free environment, this document outlines procedures for responding to an anaphylactic emergency, including the training of school personnel in the use of an epinephrine auto-injection device like EpiPen™.

The three major areas covered in this administrative procedure include the following: information and awareness; responsibilities of parents/guardians, students, Principal, teachers and supervisors and emergency response procedures in case of accidental exposure.

Every effort is to be made to be an allergy aware school and to minimize risk of exposure to potentially life threatening allergens for students with severe allergies, without depriving them of normal peer interactions, or placing unreasonable restrictions on the activities of other students in the school. Our schools are to make every effort to be free of allergens.

Definitions

Allergen means a substance that provokes an allergic response and includes bee or wasp venom, certain foods and latex and other chemicals.

Injector means a syringe and needle which contain a pre-measured dose of epinephrine or adrenaline and includes EpiPen™ and other pre-loaded auto-injectors.

Severe allergy means a severe allergic reaction or anaphylactic response to an allergen which, if left untreated, can lead to sudden death.

Procedures

1. Educating the School Community

- 1.1 The Principal must ensure that:
 - 1.1.1 All teaching and non-teaching school staff, and all playground and lunchroom supervisors receive training on a regular basis, regarding the recognition of a severe allergic reaction, the use of injectors and the emergency plan.
 - 1.1.2 Transportation personnel are aware of students with allergies and will have medical aid available.
 - 1.1.3 All members of the school community have appropriate information about severe allergies including background information on allergies, anaphylaxis and safety procedures.
 - 1.1.4 The student's classroom teacher and classmates are provided with information on severe allergies in a manner that is appropriate for the age and maturity level of the students. Strategies to reduce teasing and bullying are also to be incorporated in this information.
 - 1.1.5 A picture of the student with severe allergies may be posted, with a description of the allergy and the student's emergency plan in a central, but not a public, location at the school.

2. Responsibilities

- 2.1 Parents/guardians of students with severe allergies must:
 - 2.1.1 Advise the Principal and homeroom teacher about the student's severe allergy.
 - 2.1.2 Provide and keep emergency contact information current.
 - 2.1.3 Assist the Principal by asking the student's physician to complete the Severe Allergy Alert Form (Form 316-1).
 - 2.1.4 Provide the Principal with a recent photograph of the student.
 - 2.1.5 Provide the student with a Medic Alert bracelet or other suitable identification.
 - 2.1.6 Provide the student with a case containing at least one (1) unexpired pre-loaded injector or other medication as prescribed by a physician, and ensure that the student has the case or medication readily available while at school, on field trips or at other school events and activities.
 - 2.1.7 Check expiry dates of medication and injectors and replace them as necessary.
 - 2.1.8 Provide snacks and lunches for the student.
 - 2.1.9 Assist the Principal by supporting the provision of educational information about severe allergies to other parents/guardians and the school community.

- 2.1.10 Advise the school bus driver of the student's severe allergies.
- 2.1.11 Sign applicable consent form in accordance with this administrative procedure.
- 2.2 Students with severe allergies must:
 - 2.2.1 Eat only foods brought from home unless authorized by the parents/guardians in writing.
 - 2.2.2 Wash their hands before eating.
 - 2.2.3 Learn to recognize symptoms of a severe allergic reaction.
 - 2.2.4 Promptly inform a teacher or an adult as soon as accidental ingestion or exposure to an allergen occurs, or symptoms of a severe allergic reaction appear.
 - 2.2.5 Ensure that an EpiPen™ or other pre-loaded injector is accessible.
- 2.3 The Principal is responsible for planning the co-ordination and management of students who have life-threatening allergies and must:
 - 2.3.1 Advise the parents/guardians of the student with severe allergies of this administrative procedure.
 - 2.3.2 Consult with and advise the parents/guardians of the student with severe allergies, the School Council and the school community of any school specific procedures regarding severe allergies.
 - 2.3.3 Request that the parents/guardians sign the Authorization to Administer Medication form (Form 316-2).
 - 2.3.4 Advise all staff members of students who have potentially life threatening allergies as soon as possible.
 - 2.3.5 Request the consent of the parents/guardians to post the student's picture and display the emergency care plan.
 - 2.3.6 Ensure that an emergency plan is developed for each student with severe allergies, in co-operation with the parents/guardians and the student's physician, and see to it that the emergency plan and contact information are kept in a readily accessible location at the school.
- 2.4 The classroom teacher of a student with severe allergies must:
 - 2.4.1 Discuss anaphylaxis with the class, in age-appropriate terms.
 - 2.4.2 Facilitate communication with other parents/guardians.
 - 2.4.3 Provide information about students with severe allergies in an organized, prominent and accessible format for substitute teachers.
 - 2.4.4 Ensure that appropriate pre-loaded injector medication is taken on field trips.
 - 2.4.5 Ensure that appropriate and knowledgeable adults accompany field trips.

- 2.4.6 Be knowledgeable in the recognition of a severe allergic reaction, the use of injectors and the emergency plan for that student.
- 2.5 Staff and volunteers who supervise students in a lunchroom or playground setting must:
 - 2.5.1 Know the school's emergency response protocol.
 - 2.5.2 Encourage students not to share or trade food.
 - 2.5.3 Encourage the student with severe allergies to eat only what they bring from home.
 - 2.5.4 Reinforce hand washing before and after eating.
 - 2.5.5 Follow school procedures for reducing risk in classrooms and common areas.
 - 2.5.6 Encourage an empathetic understanding of severe allergies and the seriousness of the consequences.
- 3. Emergency Response Protocol
 - 3.1 The Principal must ensure that a separate emergency response plan for each student with severe allergies is co-operatively developed by school personnel, the child's parents/guardians and the child's physician and/or health nurse.
 - 3.2 The emergency plan shall include a rapid response procedure to:
 - 3.2.1 Administer epinephrine.
 - 3.2.2 Call 911 to contact an ambulance and respond as per their recommendation.
 - 3.2.3 Contact the health care facility.
 - 3.2.4 Contact the child's parents/guardians.
 - 3.3 Any pre-loaded injectors provided by parents/guardians and which are not in the child's possession are stored in a covered, secure and accessible location at the school. All teaching and non-teaching staff are to be aware of the location of the pre-loaded injectors.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
 Emergency Medical Aid Act
 Occupational Health and Safety Act
 ATA Provision of Medical Services to Medically Fragile Students
 Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association
 Alberta School Boards Association Policy Advisory: Anaphylaxis

Administrative Procedure 316 – Appendix A

RESOURCES

RESOURCES AVAILABLE ON-LINE:

- Allergy/Asthma Information Association
<http://www.aaia.ca>
- Anaphylaxis Canada
<http://www.anaphylaxis.org/>
- Alberta Asthma Centre
<http://asthmacentre.org/>

AVOIDANCE STRATEGIES:

- See pp 41-47 Anaphylaxis in Schools and Other Settings, Canadian Society of Allergy and Clinical Immunology, 2005.
- See the Allergy/Asthma Information Association Website:
<http://www.allergysafecommunities.ca/>
- See pp 31-35 Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association, available electronically at:
<http://www.ednsba.org/publications/anaphylaxis.php>

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Administrative Procedure 316 – Appendix B

ANAPHYLAXIS ROLES AND RESPONSIBILITIES

(from *Anaphylaxis in Schools and Other Settings (2005)*)

Anaphylaxis management is a shared responsibility that includes allergic children, their parents, caregivers and the entire school community.

Parents

Parents are to make every effort to teach their allergic children to self-protect. Good safety habits are to be established from an early age. Parents:

- Must educate the allergic child on avoidance strategies.
- Are responsible for informing the school about the child's allergies, updating the school on any changes (e.g. diagnosis of an additional allergy or outgrowing an allergy).
- Providing the child/school with an epinephrine auto-injector which is not expired.
- Are to complete an Anaphylaxis Emergency Plan, which has the child's photograph and allergy information, emergency contact numbers, emergency protocol, and signatures of the parent/guardian and physician.
- Are to provide consent, which allows school staff to use an epinephrine auto-injector when they consider it necessary in an allergic emergency.
- Are not to sign a waiver absolving the school of responsibility if epinephrine was not injected.
- For food-allergic children, are to provide non-perishable foods and safe snacks for special occasions.
- Are to communicate with school staff about field trip arrangements.
- Are to meet with foodservice staff to inquire about allergen management procedures and menu items, if their child is to eat foods prepared at school.

Children at Risk

Allergic children who have been diagnosed as being at risk of anaphylaxis must:

- Have one (1) auto-injector with the child's name on it, kept in a readily available location, which is unlocked (preferably carried on the person).
- Be encouraged to carry their own auto-injector when age appropriate.
- Be discouraged from eating if they do not have an auto-injector with them.
- Be very cautious when eating foods prepared by others.

- Wear medical identification, such as a Medic Alert bracelet (or necklace for older children) which clearly identifies their allergy, or a special badge in the case of very young children in the nursery setting.

School Community

- All school staff are to be aware of children who have an allergy that may predispose them to anaphylaxis and be prepared to treat an allergic reaction. Information about children with life-threatening allergies is to be made available. Many teachers keep a copy of their student's Anaphylaxis Emergency Plans in their day book; this is where important information is organized for substitute teachers.
- School staff are to consult with the parent before posting the child's plan. It is to be kept in areas which are accessible to staff, while respecting the privacy of the child (e.g. office, staff room, lunch room or cafeteria). Older children are often more reluctant to have their plan posted in the classroom where it is visible to all.
- The entire school population is to be educated regarding the seriousness of anaphylaxis and be taught how to help their peers. This could be achieved through general awareness sessions in an assembly or a health lesson. Peers are to be taught that bullying and teasing students at risk of anaphylaxis is unacceptable. Bullying and teasing incidents are to be dealt with immediately.

Foodservice and Bus Companies /Drivers

- Foodservice companies operating in a school setting are responsible for ensuring that their personnel are trained to reduce the risk of cross-contamination through purchasing, handling, preparation and serving of food. The contents of foods served in school cafeterias and brought in for special events are to be clearly identified.
- Bus companies are to include anaphylaxis training as part of the regular first-aid training which drivers are required to complete. Bus companies are encouraged to establish and enforce a 'no eating' rule during daily travel on buses.
- Staff at both foodservice and bus companies are to participate in the school's anaphylaxis training, which includes the identification of students at risk and how to use an epinephrine auto-injector.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
 Emergency Medical Aid Act
 Occupational Health and Safety Act
 ATA Provision of Medical Services to Medically Fragile Students
 Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association

Administrative Procedure 316 – Appendix C

How to use the EpiPen® Epinephrine Auto-Injector



Comment utiliser l'auto-injecteur d'adrénaline EpiPen®

1.



Grasp unit with black tip pointing downward and pull off grey activator cap.

Tenir l'unité avec le bout noir pointant vers le bas et enlever le bouchon activateur gris.

2.



Jab black tip firmly into outer thigh so it "clicks" AND HOLD on thigh approximately 10 seconds.

Enfoncer brusquement le bout noir dans la cuisse jusqu'à un « dé clic » ET MAINTENIR l'unité dans cette position pendant environ 10 secondes.

3.



Seek medical attention.

Obtenir des soins médicaux.

AVAILABLE THROUGH YOUR PHARMACIST
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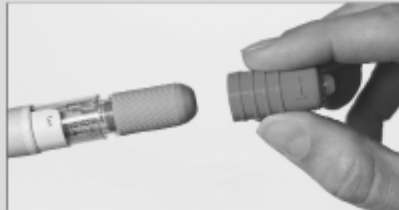


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Twinject: Easy to use, easy to carry your back-up dose.



FIRST DOSE: AUTO-INJECTED



ONE
PULL off GREEN end cap to see a GREY cap.
Never put thumb, finger or hand over the GREY cap.

TWO
PULL off RED end cap.

Numbered caps are for memory purposes only, and order is not important.



INJECT
Place GREY cap against mid-outer thigh. Press down firmly. Hold against thigh while slowly counting to ten. Injects through clothes. Remove auto-injector.

PREPARE FOR SECOND DOSE.

SEEK EMERGENCY MEDICAL HELP IMMEDIATELY.

SECOND DOSE, IF NEEDED: MANUAL



Unscrew and remove GREY cap. **Beware of exposed needle.** Holding BLUE hub at needle base, remove syringe from barrel.



Slide collar off plunger. **PAUSE. If symptoms have not improved in about 10 minutes since first dose, inject second dose.**



Insert needle into mid-thigh (at least 5 cm/2 in from first injection site) and push plunger down completely.

SEEK EMERGENCY MEDICAL HELP IMMEDIATELY.

Twinject 0.3 mg Auto-injector (0.3 mL Epinephrine Injection, USP, 1:1000) and Twinject 0.15 mg Auto-injector (0.15 mL Epinephrine Injection, USP, 1:1000) are indicated for emergency treatment of severe allergic reactions (Type 1) including anaphylaxis to: stinging insects, biting insects, allergen immunotherapy, foods, latex, other allergens, and drugs. (Please see Product Monograph for full indication.) Epinephrine can also be used in the treatment of anaphylaxis of unknown cause, exercise-induced anaphylaxis, or anaphylactoid reactions.

Epinephrine should be used with caution in patients with cardiac arrhythmias, coronary artery or organic heart disease, hypertension, or in patients who are on medications that may sensitize the heart to arrhythmias. In patients with coronary insufficiency or ischemic heart disease, epinephrine may precipitate or aggravate angina pectoris as well as produce potentially fatal ventricular arrhythmias. Epinephrine use should be avoided in patients with organic brain damage. Administer with caution to elderly or hyperthyroid individuals, pregnant women, individuals with cardiovascular disease or diabetes.

Adverse reactions include: transient, moderate anxiety; feelings of over stimulation; apprehensiveness; restlessness; tremor; weakness; shakiness; dizziness; sweating; an increase in pulse rate; the sensation of a more forceful heartbeat; palpitations; pallor; nausea and vomiting; headache, and/or respiratory difficulties.

More than 2 sequential doses of epinephrine should only be administered under direct medical supervision.



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Auto-injector
Epinephrine Injection USP 1:1000
Twice the confidence.

Administrative Procedure 317

PEDICULOSIS (LICE)

Background

The Division recognizes the concern represented by the transmission of pediculosis in schools and therefore encourages close communication between school staff, parents and public health nurses regarding the detection and resolution of instances of pediculosis. Care will be taken to protect the individual from undue invasion of privacy.

Procedures

1. School staff shall work with public health authorities and School Councils to describe and then communicate to parents both preventative and remedial procedures for dealing with instances of pediculosis. The Appendix to this procedure is recommended as a reference.
2. Students will not be permitted to return to school until they have undergone a recommended course of treatment.
3. If there are ongoing concerns about particular cases not responding or being compliant with therapy, then the Principal or designate shall inform the Public Health Authority of these concerns.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Public Health Act

Administrative Procedure 317 – Appendix

HEALTH INFORMATION: PEDICULOSIS (HEAD LICE)

What are head lice?

Head lice are small greyish insects the size of a sesame seed that can live on a person's head. They do not jump or fly, but they move quickly. Lice lay tiny grey-white eggs (nits) that stick to hair very close to the scalp. An adult louse can live for one to two (1 to 2) days away from the head.

How are head lice spread?

Lice are spread through head to head contact with someone who has lice or by sharing personal items such as hairbrushes or hats. Anyone can get lice. Lice is not a sign of being 'unclean' or having poor hygiene. Lice are very common in daycares and schools. Head lice may be annoying or embarrassing, but do not harm your health.

What are the symptoms of head lice?

Symptoms of lice may include:

- Constant itching of the head.
- Red marks on the scalp.

Nits (1mm long) can be seen firmly attached to hair (don't confuse with dandruff, which is easily brushed off). Lice are hard to see.

How are head lice prevented?

- Teach your child not to share combs, hats, headgear, etc.
- Check your child's head every week. Look carefully for nits or lice around the temples, behind the ears and at the back of the neck.
- If you think your child may have lice, but are unsure, contact a healthcare professional.
- Treat lice as quickly as possible and take time to remove nits after treatment.
- Discreetly tell all possible contacts (e.g. schoolmates, daycare workers) so they can be checked or treated.
- All family members should check their hair, but treat only those who actually have lice.

After an outbreak of lice, soak combs and brushes for one hour (1) in hot water. Bedding, hats, toys, etc. is to be washed in hot water and dried on a hot dry cycle, dry cleaned, or sealed in plastic bags for two (2) weeks. Do not use fumigant sprays because they can be harmful.

How are head lice treated?

You can buy anti-lice shampoo or lotions at a pharmacy. Read and follow directions carefully, as products can be harmful if used incorrectly or too many times.

- Apply to clean hair only. Wash hair with shampoo only (do not use conditioner or combined shampoo/conditioner) and dry well.
- Apply enough of the lice shampoo/lotion to soak the hair (long hair may need more than one (1) bottle).
- Leave the product in for the amount of time noted on bottle (usually ten (10) minutes) – not longer.
- Do not use conditioner or shampoo for two (2) days after treatment.

Remove nits from hair with a fine-tooth comb or by pulling them out with your fingernails. Put the nits in a bag and throw it out. It may take several days to remove all the nits. A child can return to school/daycare after the lice are treated with anti-lice shampoo/lotion.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Public Health Act

Administrative Procedure 320

STUDENT RECORDS

Background

The School Act requires the Division to establish and maintain student records for each student enrolled in its schools and make these available to appropriate individuals.

The Division requires that a record be maintained for each student, containing such information as is directly useful in facilitating the student's education.

Procedures

1. Types of records to be kept include:
 - 1.1 Cumulative record file containing:
 - 1.1.1 Student identification – birth date, legal name, address, phone number, etc.;
 - 1.1.2 Student status – grade, class, program;
 - 1.1.3 Record of academic progress;
 - 1.1.4 Scores obtained on standardized tests; and
 - 1.1.5 Teacher's anecdotal comments.
 - 1.2 Record of Special Services including:
 - 1.2.1 Educational assessments/tests administered;
 - 1.2.2 Individual education plans;
 - 1.2.3 Consultation/interview reports/notes;
 - 1.2.4 Case histories; and
 - 1.2.5 Other relevant documents.
 - 1.3 Report Cards – Standard Division/school format.
 - 1.4 Community Health Records - A public health record is maintained for each student in the local health unit.
2. Access to Student Records
 - 2.1 The School Act provides for unrestricted access to all student records for:
 - 2.1.1 Students sixteen (16) years of age or older;
 - 2.1.2 Parents or legal guardians; and
 - 2.1.3 Individuals with access to the student under an order made under the Divorce Act (Canada).

- 2.2 Access to a student's cumulative file without written permission of parent(s), guardians or adult students is available to:
 - 2.2.1 Professional staff members as required to meet their professional responsibilities to the student;
 - 2.2.2 Research personnel approved by the Superintendent subject to guaranteed student anonymity; and
 - 2.2.3 Officers of the Court acting on a duly executed court order.
- 2.3 Access to a student's cumulative file with the written consent of the parent/guardian or adult student is available to:
 - 2.3.1 Prospective employers;
 - 2.3.2 Post secondary educational institutions;
 - 2.3.3 Courts where a court order has not been provided;
 - 2.3.4 Social service agencies/government departments; and
 - 2.3.5 Police and probation officers.
- 2.4 Access to the record of a student's special services file is restricted to:
 - 2.4.1 Students sixteen (16) years of age or older;
 - 2.4.2 Parents or legal guardians; or
 - 2.4.3 Individuals with access to the student under an order made under the Divorce Act (Canada).
- 2.5 Access to student records by educational and other agencies
 - 2.5.1 Inquiries for assistance in locating children
 - 2.5.1.1 Information is not to be released without written consent of the parents/guardian or independent student.
 - 2.5.1.2 Inquiries for assistance for locating children are to be referred to the Superintendent.
 - 2.5.2 Student records are available only to staff and administrators who have responsibilities related to the student's education.
 - 2.5.3 To facilitate transfers, copies of student records and promotion reports may be forwarded to the receiving Principal upon request, without the written consent of the parent/guardian or independent student.
 - 2.5.4 Standardized test results and reports are to remain confidential to the Division administration and staff.
- 2.6 A parent, guardian or student may review a student record only in the presence of a staff member.
- 2.7 When parents, guardians or students request an opportunity to review a test, assessment or psychological report a qualified professional staff member must be present to interpret the information to ensure that it is clearly understood.

3. Maintenance of Student Records
 - 3.1 Student records are the property of the Division and are not to be given to the student, parent or guardian.
 - 3.2 In the event that a parent, guardian or student is of the opinion that the contents of the student record are inaccurate, a written request is to be made to the Principal to have the record rectified. If the complainant is not satisfied with the action taken, the decision may be appealed through the established appeal procedures.
4. The Principal is responsible for ensuring that accurate, complete records are kept for each student and that these records are updated annually.
5. To facilitate transfers between schools within the Division, records are to be forwarded to the receiving Principal.
6. Student records are to be retained by the school for a one (1) year period after the student becomes inactive and then forwarded to the Division Office for permanent record storage.
7. Student health records other than information which parents wish to have placed on the student's record are the responsibility of the local health unit. All requests for health related records are to be referred to the health unit.
8. Elementary and junior high school students transferring out of the Division are to be provided with:
 - 8.1 Report Cards;
 - 8.2 Alberta Education Transfer Card; and
 - 8.3 Letter to the receiving Principal regarding Information Release.

Reference: Section 15, 23, 39, 40, 41, 43, 60, 61, 113 School Act
 Student Record Regulation 225/2006
 Student Evaluation Regulation 177/2003
 Child, Youth and Family Enhancement Act
 Freedom of Information and Protection of Privacy Act
 Freedom of Information and Protection of Privacy Regulation 200/95
 Public Health Act
 Social Development Act
 Vital Statistics Act
 Youth Justice Act
 Section 23 Canadian Charter of Rights and Freedom
 Youth Criminal Justice Act

Administrative Procedure 321

YOUNG OFFENDER RECORDS

Background

The Young Offender Information Sharing Protocol developed by Alberta Education and Alberta Justice in 1996 authorized Alberta Justice to share information with respect to the identity and relevant information related to young offenders who pose a potential threat to safety or security of students or staff. It also specified procedures for sharing of information between Justice and Education to assist with preparation of disposition reports or to ensure compliance with court orders.

Divisions were charged with the responsibility of selecting a designated staff member to receive the information and ensure disclosure was limited on a "need to know" basis as breach of confidentiality carries legal and professional consequences.

The Superintendent or designate has the authority to communicate with Justice personnel about students who have been dealt with under the Young Offender's Act in accordance with the provisions outlined in the Young Offender's Information Sharing Protocol.

Procedures

1. The Superintendent or designate may receive or provide relevant information regarding a specific student to:
 - 1.1 Protect the safety of students and staff.
 - 1.2 Assist justice with the preparation of disposition/other reports.
 - 1.3 Ensure compliance with court orders.
2. Information requested may include:
 - 2.1 Any offences or a prior record of offences that result in concerns about the safety of staff and students in jeopardy.
 - 2.2 Recommendations for reducing the risk of violence and increasing the level of safety.
 - 2.3 Patterns of behaviour that may signal the onset of activity that could affect safety.
 - 2.4 Individuals or groups of persons who may be at risk from the student.
 - 2.5 The identity of other youths who were convicted along with the youth as a result of gang activity.
3. The Superintendent or designate will disclose information only on a "need to know basis" to those staff and others who may have to provide for the safety of students and staff.

4. In determining the persons to whom to release information the Superintendent or designate will bear in mind that:
 - 4.1 Inappropriate disclosure could result in a fine or imprisonment.
 - 4.2 The right of the young offender to confidentiality must be maintained.
5. The Superintendent or designate may advise school personnel who are involved with the students with young offenders status about circumstances which uphold the spirit and mandate of the Young Offenders Protocol such as:
 - 5.1 Impressing upon the student the requirement to attend school in order to comply with a probation order or conditional supervision or bail.
 - 5.2 Establishing appropriate monitoring procedures.
 - 5.3 Developing an education program to assist the student in areas such as socialization and anger management.
 - 5.4 Providing an environment in which the student could participate in an education program while ensuring the safety of other students and staff members.
 - 5.5 Training for staff in dealing with violent persons.
6. The Superintendent or designate will arrange for management of records about students and any such management procedure shall properly address the following:
 - 6.1 Storage
 - 6.1.1 Files may be kept at the school and at the Division Office but must be kept separate from other student records and shall be kept in a secure location.
 - 6.2 Access shall be:
 - 6.2.1 Restricted to those who require access in order to meet the needs of the student.
 - 6.2.2 Limited to those staff or others within the school system placed on a list affixed to the file.
 - 6.3 Destruction shall occur when the information is no longer required for the purpose for which it was disclosed and youth justice personnel:
 - 6.3.1 Notifies the Superintendent or designate in writing that no further safety risk exists.
 - 6.3.2 Advises the Superintendent or designate of the expiry of the court order relating to bail, probation, conditional supervision or temporary absence, which led to creation of the record.
 - 6.4 Notification shall be made to youth justice personnel, in writing, when the school system's record has been destroyed.
 - 6.5 Transfer of a student
 - 6.5.1 Within the Division

- 6.5.1.1 It is the responsibility of youth justice personnel to advise the Principal of the receiving school of the safety concerns, or the Court Order relative to that student, not the former Principal.
 - 6.5.1.2 The former Principal of the sending school shall destroy the record.
 - 6.5.2 Outside the jurisdiction
 - 6.5.2.1 It is the responsibility of youth justice personnel to inform the Superintendent of the receiving jurisdiction of safety concerns or the relevant Court Order.
 - 6.5.2.2 The Superintendent or designate of the sending jurisdiction shall arrange for destruction of that jurisdiction's record.
7. The Superintendent or designate, upon request from youth justice personnel to provide information for a report ordered by a youth court judge, will arrange for the release of information from the student record after first receiving the following information from youth justice personnel:
- 7.1 Name.
 - 7.2 Age.
 - 7.3 The nature of the report to be provided and the section of the Young Offenders Act under which such a report is authorized.
 - 7.4 Timelines with respect to providing information.
 - 7.5 Specific description of the Information required such as:
 - 7.5.1 Attendance of the student.
 - 7.5.2 Program or courses in which the student is enrolled.
 - 7.5.3 Performance of the student.
 - 7.5.4 Nature of incidents resulting in any disciplinary action and type of discipline imposed.
 - 7.5.5 Number of years for which the information is required (for the current school year or the student's entire career in the school).
- Before any information is released, the Superintendent or designate must obtain the written consent of the parent. If the student is sixteen (16) years of age or older, student or parental written consent must be obtained.
8. The Superintendent or designate is authorized to request from youth justice personnel additional information such as:
- 8.1 Disclosure of pertinent psychological assessments.
 - 8.2 Additional information that will assist school personnel in providing an education program for the student and creating an appropriate environment for that program.

9. The Superintendent or designate is the delegated authority to act on behalf of the Division with youth justice supervisory personnel whenever a resolution cannot be reached between a school employee and youth court justice personnel.

Reference: Section 3, 6, 8, 9, 10, 12, 13, 14, 15, 18, 20, 23, 29, 44, 45, 47, 60, 61, 113 School Act
Student Records Regulation 225/2006
Youth Justice Act
Section 125, Youth Criminal Justice Act
Youth Offender Information Sharing Protocol, December 1996
The Need to Know, A Guide for Timely and Ongoing Information Sharing Between School
Officials and Justice System Personnel (The Canadian School Boards Association, 2003)

Administrative Procedure 322

LEGAL CUSTODY OF CHILDREN

Background

Custody disputes between parents or other family members may be complicated by the fact that legal custody of the child has not been assigned. In such cases, de facto custody lies with the parent/guardian with whom the child lives.

While it is preferable to avoid becoming involved in a custody dispute, the protection and best interest of the child must be the major factor in a Principal's decision whether or not to release a student to a person claiming custody.

Students who are the subjects of custody claims are not to be released from school until the normal morning or afternoon dismissal time.

Procedures

1. All claims for the custody of students must be referred to the Principal.
2. Where there is a demand for custody of a student and legal custody is uncertain, the Principal shall:
 - 2.1 Ask the claimant to identify himself/herself and produce a legal order or a notarized statement for custody;
 - 2.2 Inform the claimant that the student will not be released from school until the normal morning or afternoon dismissal time; and that the parent/guardian with whom the student lives will be informed that the claim for custody has been made;
 - 2.3 Notify the parent/guardian with whom the student lives that the claim for custody has been made;
 - 2.4 Attempt to bring the two (2) parties to agreement as to whom the student will be released. A school social worker or RCMP officer may be called upon for assistance in the mediating role.
 - 2.5 If the parent/guardian with whom the student lives cannot be contacted and thus the two (2) parties cannot be brought together, then the parents/guardians may seek the assistance of the school social worker in making temporary arrangements for the child's care.
3. A record shall be kept in the school of any custody claims which may be received, including dates, times, names and demeanour of persons involved, and as much of their actual statements as it may be possible to record.
4. When deemed necessary, the Superintendent shall be informed by the Principal of all demands for custody which s/he may receive.

5. Any request for access to a student or information (e.g. student report cards, etc.) about a student from a parent/guardian with whom the student does not live shall be referred to the Principal. Such information may be released to an individual with parental rights. An individual who is a parent of a child and for whom there is no court documentation restricting access to the child is assumed to have parental rights.
6. Principals are to use their discretion in dealing with such requests, bearing in mind that a court order restricting the access of a parent to his/her child applies while the child is in school or on school property.
7. A social worker may be consulted for advice and assistance in dealing with such requests.

Reference: Section 1, 2, 18, 20, 23, 45, 60, 61, 113 School Act
Student Records Regulation 225/2006
Child, Youth and Family Enhancement Act
Domestic Relations Act
Canadian Charter of Rights and Freedoms
Divorce Act
Family Law Act

Administrative Procedure 325

CHILD ABUSE AND NEGLECT

Background

Because of the trust relationships cultivated between teachers and students, school personnel often become aware of suspected cases of child abuse and neglect. The Child, Youth and Family Enhancement Act requires "any person who has reasonable or probable grounds to believe that a child is in need of protective services" to report forthwith the matter to appropriate authorities.

All school personnel are to report all suspected cases of child abuse and neglect as specified in the Child, Youth and Family Enhancement Act.

Procedures

1. A child is in need of protective services if there are reasonable and probable grounds to believe that the survival, security or development of the child is endangered because of any of the following:
 - 1.1 The child has been abandoned or lost;
 - 1.2 The guardian of the child is dead and the child has no other guardian;
 - 1.3 The guardian of the child is unable or unwilling to provide the child with necessities of life, including failing to obtain for the child or to permit the child to receive essential medical, surgical or other remedial treatment that has been recommended by a physician;
 - 1.4 The child has been, or there is substantial risk that the child will be, physically injured or sexually abused by the guardian of the child;
 - 1.5 The guardian of the child is unable or unwilling to protect the child from physical injury or sexual abuse;
 - 1.6 The child has been emotionally injured by the guardian of the child;
 - 1.7 The guardian of the child is unable or unwilling to protect the child from emotional injury;
 - 1.8 The guardian of the child has subjected the child to or is unable or unwilling to protect the child from cruel and unusual treatment or punishment;
 - 1.9 The condition or behaviour of the child prevents the guardian of the child from providing the child with adequate care appropriate to meet the child's needs.
2. When a staff member suspects that a child has been abused, the staff member is to make written note of the reasons for concern and any relevant statements made by the child.

3. The staff member is to then contact Alberta Child and Family Services. A written note is to be made at this time of:
 - 3.1 The name of the person making the call.
 - 3.2 The name of the intake social worker receiving the call.
 - 3.3 The time and date the call was made.
 - 3.4 The action proposed by Alberta Child and Family Services.
4. The staff member is to then immediately inform the Principal. No investigation is to be carried out by school personnel at this or any other time.
5. The Principal or designate is to follow up on the case by contacting Alberta Child and Family Services to obtain relevant information on the disposition of the case.
6. At the end of the investigation and disposition of the case the staff member, counsellor and Principal are to meet to discuss the steps they could take to assist the abused child.

Reference: Section 18, 20, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 4/99
Student Record Regulation 225/2006
Responding to Child Abuse – A Handbook (October 2005)
Student Record Regulation Information Bulletin 3.2.7

Administrative Procedure 330

STUDENT ATTENDANCE

Background

Regular attendance by students in all of their classes enhances their performance and contributes substantially to their rate of progress. While students have a right to an education, they also have a responsibility to attend these classes regularly and pursue their studies in a diligent manner. The School Act clearly defines compulsory education and legislation regarding the enforcement of school attendance.

Students registered in education programs operated by the Division are required to attend classes on a regular basis.

Procedures

1. Excusable absences from school (class) include illness, accident, medical or dental attention and compassionate or other special circumstances recognized within the School Act.
2. Parents and students are encouraged to schedule medical, dental or other such related appointments at times that do not conflict with regular hours of instruction.
3. Students missing instructional time are responsible for the material covered in their absence.
4. Parents are encouraged to phone or send a written explanation to the school to provide the reasons for a student's absence from classes.
5. Attendance problems shall be investigated and discussed with the students concerned and their parents by the Principal or designate.
6. The Superintendent or designate has been appointed as the Division attendance officer.
7. The Principal is responsible for ensuring that an accurate record of student attendance is kept.
8. Each Principal is responsible for establishing procedures to deal with students who are inexcusably absent from school or classes. These procedures are to reflect:
 - 8.1 Efforts to work directly with the student to resolve the issue.
 - 8.2 Ongoing communication and consultation with parents concerning the attendance problem.
 - 8.3 Progressively more serious consequences for students who are persistently and inexcusably absent.

- 8.4 Referral to the Division attendance officer if a serious attendance problem cannot be resolved.
9. The Division attendance officer will review all cases submitted to his/her attention and, in consultation with the Principal and parents determine an appropriate course of action. This may include referral to the Provincial Attendance Board.

Reference: Section 1, 12, 13, 14, 15, 18, 20, 22, 60, 61, 113, 126 School Act

Administrative Procedure 331

COMPLETION OF HIGH SCHOOL COURSES

Alberta Education has changed the manner in which it funds students attending high school. The Credit Enrollment Unit is the unit of measurement used by Alberta Education to calculate funding for high schools. The Division receives funding only for those courses completed by the student as defined in the funding formula used by Alberta Education.

If a student who enrolls in high school does not meet the criteria in the funding formula during the year, the school receives no revenue for this student's education program. The Division, however, will have made provision for the student and have incurred an expenditure for which there is no compensating revenue. This has the result of diminishing the resources available for other students in the instructional block.

All high school students are expected to take school seriously, to work at all times to the best of their abilities and to complete the courses in which they register.

The underlying purpose of the administrative procedure is to place more responsibility upon the high school student, to reduce the number of students who drop courses, to encourage a more responsible attitude toward learning on the part of students, and to encourage the support of parents in efforts to hold students accountable and responsible for their actions.

Procedures

1. Generally, students are expected to enter high school with a plan to graduate within three (3) years. Exceptions such as family circumstances, illness and other unavoidable deterrents may extend the time to complete the high school program.
2. Students are expected to register for appropriate courses recommended by the school where success is indicated by previous work and work habits. Students are expected to seek assistance from school counselling staff in developing their plan for graduation.
3. Senior high schools will provide appropriate information to junior high schools, grade 9 students, and to parents/guardians of grade 9 and senior high students about the background for this administrative procedure.
4. Grade 9 students and their parents/guardians will be informed of the need for the student to present a three (3) year plan upon registration. The plan may be amended upon the completion of each year of high school.
5. Non-resident high school students registering in the Division are subject to this administrative procedure and must present the appropriate information at the time of registration.

Reference: Section 2, 12, 13, 14, 20, 45, 60, 61, 113 School Act

Administrative Procedure 332

REQUIREMENTS FOR PARTICIPATION IN HIGH SCHOOL GRADUATION ACTIVITIES

High School graduation activities are a celebration of successful completion of both provincial and locally achieved expectations. Participation in graduation activities is optional for students and considered an activity outside of instructional time and therefore is considered a privilege and not a right for students.

In meeting with our Mission and Vision of Catholic Education in Evergreen, we permeate our faith in all aspects of the educational experience including requirements for participation in graduation activities.

It is a locally based decision in regards to student participation in graduation activities but divisionally held expectations apply to all high school programs.

Procedures

1. Recognizing that all students with Evergreen Catholic Separate Regional School Division are informed of their rights under the *Alberta Human Rights Act* as stated in Administrative Procedure 201 and have signed the registration forms acknowledging the permeation of faith in our schools, there is an expectation that graduation/commencement ceremonies involve a celebration of faith.
2. That students participating in graduation activities meet the requirement for graduation as outlined by Alberta Education in the *Guide to Education* or in the opinion of the school administration have a reasonable expectation of completing the necessary requirements for a diploma certificate.
3. That students must successfully complete 3 credits in Religious Education for each year attending high school in Evergreen.
4. All school fees and charges are paid in full.
5. In addition to students meeting the requirements for graduation as outlined by Alberta Education and those listed by this administrative procedure, there may be additional local considerations and requirements for students to have met in order for them to attend and participate in graduation/commencement ceremonies and activities directly related. These requirements must be clearly communicated to students and their families in writing upon registration in a high school program.
6. Requirements may be waived by the Superintendent under extreme circumstances requiring individual consideration.

Reference: Guide to Education ECS to Grade 12
Bill 44, Human Rights, Citizenship and Multiculturalism Amendment Act
Administrative Procedure 201

Administrative Procedure 340

SERVICES FOR STUDENTS AND CHILDREN

Background

An increasing number of students and children require physical health, mental health and child welfare services, traditionally not provided by school authorities. In schools, we are all well aware of the changing nature of the student population. At the same time that the nature of the school population is changing, fewer resources are available to meet the non-educational needs of the child. Clearly, we must recognize the problems facing students and families as community problems that require community solutions. Our collective responsibility requires the cooperation, collaboration and commitment of all partners.

The achievement of the broader goals of education must be viewed as a shared responsibility of the community and school staff and administrators are encouraged to enter into collaborative arrangements with agencies in the community to improve services to students and children.

Procedures

1. The Division will include plans and strategies for the delivery of services for students and children at risk as special needs in the Three-Year Education Plan and results report.
2. The Division, and particularly Principals and counsellors, will take an active role to initiate or participate in working together with other members of the community to improve services.
3. The Division will establish interagency collaboration with the goal of improving accessibility of service, reducing fragmentation and duplication, increasing staff effectiveness, improving organizational efficiency and improving its public image.
4. The Division will ensure that its procedures will be complementary and promote collaboration and the Division will create and promote a climate in which cooperative efforts are attempted and operate successfully.
5. The Board or delegated senior administration members will serve or be the liaison between the Board and regional agencies, e.g. Regional Health Division, Regional Children's Service Authority.
6. School staff, especially Principals and counsellors, are to seek collaborative arrangements with agencies within the community.

7. Each Principal, as part of his/her annual results report, may include a report on interagency efforts, citing successes and providing recommendations for improvement with regard to people, resources and processes.
8. Principals are encouraged to use one (1) or more of the following types of interagency collaboration:
 - 8.1 Referral and follow-up;
 - 8.2 Information sharing and networking;
 - 8.3 Case consultation;
 - 8.4 Client teams;
 - 8.5 Shared location;
 - 8.6 Staff loan;
 - 8.7 Joint training;
 - 8.8 Purchase of service contracts;
 - 8.9 Joint intake and screening;
 - 8.10 Materials exchange;
 - 8.11 Joint planning;
 - 8.12 Joint program design and operation; or
 - 8.13 Joint funding.
9. The Superintendent or designate(s) will assist the schools to implement any collaborative strategy that requires Division approval, e.g. shared location, shared staff, etc.
10. The Superintendent will annually evaluate the collaborative efforts of the Division and schools with the view of improving the results for the succeeding school year.
11. Principals are to seek the support and participation of School Councils to develop interagency relationships.
12. A Principal may wish to enter into a relationship with another school or schools to jointly enter into a collaborative strategy with an external agency, e.g. client teams, joint training, etc.

Reference: Section 20, 45, 47, 60, 61, 113 School Act
Public Health Act
Services for Students and Children policy 1.8.1
Guide to Education: ECS to Grade 12
Standards for Special Education
Standards for the Provision of Early Childhood Special Education

Administrative Procedure 350

STUDENT CONDUCT

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. An important purpose for these standards is to develop in each student the capacity for self-control.

The Division strongly endorses the establishment and enforcement of standards of student conduct and behaviour that support the creation of a favourable learning environment.

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 to ensure an acceptable standard of student discipline.
3. The Principal shall involve students, staff and the School Council in the development of discipline procedures for the school.
4. The Division believes that acceptable standards of student discipline can be achieved by:
 - 4.1 Developing as far as possible in every student the capacity for intelligent self-control.
 - 4.2 Establishing clearly understood and reasonable limits to student behaviour that can be consistently respected and upheld.

- 4.3 Recognizing that the maintenance of effective student behaviour is the responsibility of students, staff and parents.
- 4.4 Establishing procedures in each school through cooperative involvement of students, staff and parents.
5. Each Principal shall develop consequences for non-compliance with established rules and regulations.
6. When dealing with situations requiring disciplinary procedures, teachers are to consider the following guidelines:
 - 6.1 The use of sufficient force to restrain a student who is about to carry out some destructive act or to prevent a student from attacking another person or injuring himself/herself is justified.
 - 6.2 Teachers may temporarily remove from their classroom a student whose conduct continues to be detrimental to the work of the class after s/he has been given reasonable warning. His/her exclusion is to be used to temporarily settle the class down and provide a cooling period if necessary, and is to be followed up with an individual conference with the offender in order to secure the desired behaviour.
 - 6.3 Penalties or consequences for misbehaviour are to be appropriate to the circumstances.
 - 6.3.1 Discipline systems involving the automatic imposition of pre-determined penalties for certain acts are generally to be avoided.
 - 6.3.2 Consequences selected are to be chosen to encourage the desired changes in student behaviour or attitude while ensuring a favourable learning environment.
 - 6.4 Teachers are to avoid getting into power struggles with students. While upholding the dignity and authority of the teacher's position is important, students will generally respond more effectively to a quietly worded request that respects their dignity than strongly voiced public reprimands.
 - 6.5 A cooling off period between the commission of the offense and the imposition of punishment is usually advisable. When either the teacher or student is angry or upset, judgement is often impaired and focusing on issues is more difficult.
 - 6.6 Teachers are to recognize that good discipline often depends on their ability to spot and check unacceptable behaviour in its early stages before it escalates into a disruptive confrontation. This requires constant monitoring of the class throughout the class period.
 - 6.7 As an educational institution, the school must provide an environment that allows children's creative talents and abilities to emerge. This implies that students will test the boundaries and make mistakes. Use of positive reinforcement for desired behaviour is a powerful tool that teachers can use to consistently encourage desired growth.
 - 6.8 Professional referrals are to be made to appropriate school and community resources (e.g. FCSS, counsellors, Alberta Mental Health).

- 6.9 Unacceptable methods of discipline will not be supported. These include:
- 6.9.1 Physical attacks by the teacher upon a student.
 - 6.9.2 Use of corporal punishment.
 - 6.9.3 Mass detentions and mass punishments imposed to punish a small number of students.
 - 6.9.4 Detaining students for disciplinary purposes in an arbitrary or inflexible fashion that prevents students from meeting other legitimate, important commitments.
 - 6.9.5 Verbal attack by a teacher upon a student including such things as name-calling, use of sarcasm, unfavourable personal references and attempts to belittle the student.

7. Detention of Students

- 7.1 The imposition of detention requires discretion to ensure that the penalty achieves the desired results. When using detention the following procedures apply:
- 7.1.1 The imposition of mass detentions on an entire group in response to the inappropriate behaviour of a small number of students in the group is unacceptable.
 - 7.1.2 The wishes of parents, expressed in writing or in person, for a student to be allowed to leave school promptly at the close of the school day must be respected.
 - 7.1.3 Elementary (grades 1-6) students will not be detained for a period longer than thirty (30) minutes; junior and senior high (grades 7-12) students will not be detained longer than sixty (60) minutes after school.
 - 7.1.4 All students detained must be under the direct supervision of a teacher for the period of the detention.
 - 7.1.5 Activities carried out by students during detention periods must be constructive and educational.
 - 7.1.6 Under normal circumstances, a teacher is not to detain a rural student and cause him/her to miss his/her bus home.
 - 7.1.7 Prior approval of parent/guardian must be obtained before a rural student can be detained at the end of the school day with alternate transportation arrangements specified.

Reference: Section 12, 14, 16, 20, 24, 25, 45, 60, 61, 113 School Act
Occupational Health and Safety Act
Prevention of Youth Tobacco Use Act
Smoke-free Places Act

Administrative Procedure 351

STUDENT DRESS CODE

Background

The Division believes there is a relationship between appropriate dress and the creation of a good learning environment.

Acceptable standards for student dress and grooming are to be established and maintained in the schools.

Procedures

1. Dress and grooming are to conform to reasonable standards of neatness, cleanliness, good taste and health.
2. The appearance of an individual while in school is not to be contrary to the sense of decency of the community.
3. School dress regulations are to be equitable, enforceable and consistent with common sense, and are to have the general support of the community.
4. Dress and grooming are to be appropriate to the occasion and weather, and regulations are to be sufficiently flexible to accommodate some variation in conditions.
5. Footwear that marks or damages the floor shall not be worn.
6. Students are required to wear proper footwear at school.
7. For vocational, industrial education and other similar classes, students must meet the requirements of the Occupational Health and Safety Regulations of Alberta Labour with particular attention to the general conduct and prevention regulations related to:
 - 7.1 Protective headgear.
 - 7.2 Eye protection.
 - 7.3 Footwear.
 - 7.4 Clothing.
 - 7.5 Head and facial hair.
 - 7.6 Dangling neckwear and jewellery.
 - 7.7 Hand protection.

8. The Principal is responsible for developing, in consultation with students, staff and the School Council, appropriate procedures for establishing acceptable standards of dress and grooming in accordance with this administrative procedure.
9. The Principal is responsible for informing students and parents regarding acceptable standards of dress and grooming.
10. The Principal has the authority to require a student not meeting acceptable standards of dress and grooming to return home and change before being re-admitted to class.

Reference: Section 18, 20, 45, 60, 61, 113, 117 School Act

Administrative Procedure 352

INTERROGATION AND SEARCHES

Background

School authorities have a responsibility to cooperate with the police and other civilian authorities. They also have a responsibility to students to function "in loco parentis" (in the place of parents) during school hours. Occasionally circumstances may develop where school officials are asked by certain authorities for permission to interrogate a student or search their locker, personal property or person.

School officials are expected to cooperate with police and other appropriate civilian authorities in the execution of their duties.

Procedures

1. The Division strongly encourages investigating officers and officials to conduct their investigation without recourse to interviews with students in school, unless they deem such interviews essential to proper investigation.
2. Interviews and searches will be conducted in a manner that ensures students' rights are protected.
3. No person except the legal guardian of the student or law enforcement officers shall be permitted to interview a student on school premises. Under some circumstances Child and Family Services authorities may interview students in school.
4. Interrogations by Law Enforcement Officers
 - 4.1 When authorized persons find it necessary to visit a school to interview a student, they shall report to the office of the Principal, provide appropriate identification of themselves and make known the purpose of their visit.
 - 4.2 When law enforcement authorities in the course of their duties find it necessary to interview a student on the school premises, the following will occur:
 - 4.2.1 Prior to the interview taking place, attempts are to be made to contact the parents, or guardians, except in cases where the investigation allegedly has to do with child abuse by the parent or guardian. If possible, parents or guardians are to be present at the interview.
 - 4.2.2 If the parent cannot be present, the Principal or designate must be present at the interview where a child is under twelve (12) years of age.

- 4.2.2.1 The Principal or designate does not automatically have the right to be present at interviews, (i.e. s/he cannot assume or state that s/he is the student's representative or advocate).
- 4.2.2.2 The student has the right to select his/her own advocate.
- 4.3 The Principal or designate will bring the student to the office where the interview will take place.
- 4.4 The interview will be conducted in the presence of the Principal or designate when the student under twelve (12) years of age; or in the presence of counsel as selected by the student when the student under eighteen (18) years of age.
- 4.5 The law enforcement officer is responsible for informing students aged twelve to seventeen (12 to 17) that:
 - 4.5.1 The student is under no obligation to give a statement;
 - 4.5.2 Any statement given by him/her may be used as evidence in proceedings against him/her;
 - 4.5.3 S/he has the right to consult with: counsel or a parent/guardian; or, in the absence of a parent or adult relative, any other appropriate adult (individual over eighteen (18) years of age) of his/her choice;
 - 4.5.4 Any statement made by him/her must be made in the presence of the person consulted unless s/he expressly waives that right in writing.
- 4.6 If the student requests the Principal or other staff member to be present during the interview, it is desirable that the individual comply "in loco parentis". However, the staff member is not obligated. If the request is refused, the student may select another adult to be present.
- 4.7 The Principal or designate can request to be present for the interview, as a silent observer. The police officer would then be responsible to inform the student of the request. If the student does not consent, the Principal or designate may then decide to:
 - 4.7.1 Allow the interview go ahead without the Principal or designate in attendance; or
 - 4.7.2 Request that the interview be removed from the school premises.
- 4.8 Before removing a student from the school, the police officer is to communicate by phone with the parent/guardian and inform them of the course of action taken.
- 4.9 Police officers will do all in their power to comply with the wishes of the Principal or designate, where such wishes are not inconsistent with this procedure or regulations of the Police Department.
- 4.10 Any breach of this procedure must be reported immediately to the Superintendent.

5. Interview by Child and Family Services Workers

- 5.1 When Child and Family Services workers find it necessary to visit a school to interview a student, they shall report to the Principal, provide appropriate identification, make known the nature of the investigation and indicate why the interview must be conducted.
- 5.2 If the matter is urgent and there is a need to conduct the interview during school hours, the Principal or designate shall facilitate access to the child.
- 5.3 Interviews are to be permitted on school premises in cases of suspected child abuse or neglect when the investigation involves suspected physical/sexual abuse.
- 5.4 The Principal is to receive assurance from the Child and Family Services worker that the parents or legal guardian will be informed about the investigation if it involves students younger than eighteen (18) years of age.
- 5.5 The responsibility for notifying parents/guardians about an investigation rests with the Child and Family Services worker or police.
- 5.6 The Principal is to clarify with the Child Welfare and Family Services or the police as to when contact with the parents/guardians will be made.
- 5.7 The Principal, following consultation with the student and the Child and Family Services worker will determine whether or not it is in the best interest of the child to have a staff member sit in on the interview.
- 5.8 Child and Family Services authorities have the power to apprehend a child where there is sufficient evidence to suggest the child is in need of protection.
- 5.9 Child and Family Services workers are not authorized to take a child from the school unless they have apprehended them or unless the child is under wardship.

6. Searches

- 6.1 Student property may be subject to unannounced searches from time to time as may be considered appropriate.
- 6.2 School officials shall attempt at all times to protect the student's right to privacy.
- 6.3 Students and their parents/guardians shall be informed at the beginning of each school year or semester, regarding any school procedures in effect, that student property is subject to periodic searches of a general administrative nature for contraband and rule violations.
- 6.4 The grounds for conducting a search shall be recorded in writing by the Principal and kept on file.
- 6.5 The student's consent to the search of property shall be sought, whenever possible.
- 6.6 The student shall be present during the search, whenever possible.
- 6.7 In addition to the searcher, at least one (1) other adult witness shall be present when the search takes place.

- 6.8 If the proposed search revolves around a suspicion of criminal activity, the Principal shall request the police to be present while the search is conducted.
- 6.9 Wherever possible, the parents or guardians of the student shall be informed of the search and the reasons for it, prior to it being undertaken.

Reference: Section 20, 45, 60, 61, 113 School Act
Child, Youth and Family Enhancement Act
Controlled Drugs and Substances Act
Youth Criminal Justice Act
Criminal Code (Canada)

Administrative Procedure 353

USE OF ALCOHOL AND RESTRICTED AND ILLICIT DRUGS

Background

The use of alcohol and the misuse of drugs and intoxicants have a negative effect on a student's capacity to learn. In addition, it can also have a negative impact on the overall school climate.

The possession and/or use of alcohol and restricted and illicit drugs in schools, on school property or during school related activities is prohibited.

Procedures

1. Principals shall ensure that education programs include components designed to increase students' knowledge of the facts relating to restricted and illicit drugs and alcohol.
2. All cases of possession and/or use of restricted and illicit drugs or alcohol on school premises, shall result in the application of standard student suspension procedures.
3. School officials will cooperate with law enforcement agencies in surveillance of the trafficking of restricted and illicit drugs on school premises.
4. Staff members/supervisors observing suspected possession or use of restricted and illicit drugs shall document the findings and report the incident to the Principal or designate.
5. After verification of the accuracy of the incident by the Principal or designate, the student(s) will be suspended and the participation of the parents/guardians requested in further discussions of the appropriate action.
6. Subsequent to meeting the student's immediate needs (medical attention, legal guidance, parental contact), remedial assistance is to be sought for the student by the family and the counsellor. The following agencies could be considered for help:
 - 6.1 A.A.D.A.C. (Alberta Alcohol and Drug Abuse Commission);
 - 6.2 Alberta Child and Family Services;
 - 6.3 Alberta Mental Health;

6.4 Alcoholics Anonymous;

6.5 Catholic Social Services.

Reference: Section 18, 20, 24, 25, 45, 60, 61, 113 School Act
Gaming and Liquor Act
Controlled Drugs and Substances Act
Criminal Code
Narcotics Act
Food and Drug Act

Administrative Procedure 355

SUSPENSION AND EXPULSION OF STUDENTS

Background

Students who do not conform to the student code of conduct may negatively affect the school's learning environment. The School Act grants Divisions and designated Division employees the authority to withdraw a student's privilege of attending a class, school or riding the bus for failure to comply with the rules established by the Division or school.

The Division accepts the use of student suspensions as a disciplinary measure designed to encourage students to demonstrate self-discipline and appropriate behaviour.

The Board accepts the use of expulsion where the continued presence of a student in a school will seriously affect the safety of staff or students or the quality of the learning environment.

Procedures

1. Suspensions

- 1.1 Student suspensions shall conform to the statutory requirements of Section 24 of the School Act.
- 1.2 Suspensions are to be used only after less severe forms of action have been taken.
- 1.3 Circumstances under which suspension may be considered include:
 - 1.3.1 Habitual neglect of duty;
 - 1.3.2 Chronic truancy;
 - 1.3.3 Open opposition to authority;
 - 1.3.4 Use of improper or profane language;
 - 1.3.5 Disruptive behaviour;
 - 1.3.6 Deliberate and wanton destruction of property;
 - 1.3.7 Violation of the Division's smoking and use of illegal drugs administrative procedure;
 - 1.3.8 Actions that are injurious to the moral tone or well-being of the school or other individuals.

2. Expulsions

- 2.1 Student expulsions shall conform to the statutory requirement of Section 24 of the School Act.
- 2.2 Expulsion will only be used when:

- 2.2.1 It is deemed that other means of corrective action including consultation with parents, counselling and suspensions have failed to achieve orderly and appropriate student behaviour; or
 - 2.2.2 The student's continued presence in the school is deemed seriously threatening or disruptive to the orderly functioning of the school or the student's presence is deemed to be a danger to persons or property.
 - 2.3 Expulsion procedures must ensure that the rules of natural justice and due process are followed including a right to appeal the Board's decision to the Minister.
 - 2.4 Notwithstanding the above, the seriousness of the misbehaviour may warrant immediate suspension or a recommendation to the Board for expulsion on the first offense.
3. Suspension From a Class
- 3.1 A teacher may suspend a student from a class period subject to the following procedures:
 - 3.1.1 The teacher confers with the Principal prior to making the suspension.
 - 3.1.2 The teacher informs the student about the suspension, its consequences and the reason the suspension is being considered.
 - 3.1.3 The student is given an opportunity to offer an explanation for his/her action.
 - 3.1.4 The teacher directs the student to the Principal to remain under the supervision of the school until the student's normal class dismissal time.
 - 3.1.5 The teacher reports all of the circumstances surrounding the suspension to the Principal, in writing.
 - 3.1.6 The teacher informs the parents/guardians of the student by telephone of the suspension and the circumstances surrounding it as soon as possible.
 - 3.1.7 The teacher recommends follow-up designed to resolve the problem that led to the suspension, e.g. counselling, etc.
 - 3.2 The Principal, in consultation with relevant teachers and parents/guardians, may follow one (1) of the following courses of action:
 - 3.2.1 Reinstatement the student;
 - 3.2.2 Conditionally reinstate the student;
 - 3.2.3 Suspend the student from school for a certain term;
 - 3.2.4 Suspend the student from one (1) or more classes for a certain term; or
 - 3.2.5 Recommend to the Board the expulsion of the student.

4. Suspension from School and School-Related Activities

- 4.1 The Principal may suspend a student from:
 - 4.1.1 One (1) or more class periods;
 - 4.1.2 One (1) or more courses or school programs;
 - 4.1.3 School;
 - 4.1.4 Riding on a school bus; or
 - 4.1.5 Participating in an activity sponsored or approved by the Division.
- 4.2 When the Principal suspends a student from school, school activities or riding the school bus, the following procedures will apply:
 - 4.2.1 The Principal will confer with affected staff to gather information about the student's misbehaviour.
 - 4.2.2 The Principal will inform the student about the proposed suspension, its consequences and the reason the suspension is being considered.
 - 4.2.3 The student will be given an opportunity to offer an explanation for his/her behaviour.
 - 4.2.4 If a suspension is warranted, the Principal will inform the student of the reason for the suspension and length of the suspension.
 - 4.2.5 The Principal shall inform the parents/guardian of the student by telephone of the suspension, including reasons and length, and shall immediately report in writing all the circumstances of the suspension to the parents/guardian with a copy to the Superintendent.
 - 4.2.6 Where a student is not to be reinstated within five (5) school days of the date of his/her suspension, the Principal shall immediately report in writing all the circumstances of the suspension to the Board, through the Superintendent, together with his/her recommendations.
 - 4.2.7 If the suspension is for an indefinite period, the student and or parents/guardians may request a hearing before the Board.
 - 4.2.8 Upon receiving a report from a Principal pursuant to Section 24(5), the Board shall within ten (10) school days from the first day of suspension, reinstate or expel the student.

5. Suspension with Recommendation for Expulsion

- 5.1 When the student's misbehaviour or history of misbehaviour is very serious, the Principal may suspend the student indefinitely and refer the matter to the Board, through the Superintendent, along with a recommendation for expulsion.
- 5.2 When a suspension is referred to the Board, the following procedures will be adhered to:

- 5.2.1 The Principal shall inform the parent/guardian of the student and the Superintendent by telephone and shall immediately report in writing all the circumstances of the suspension to the parents with a copy to the Superintendent.
- 5.2.2 The Board shall, within ten (10) school days from the first day of the suspension, conduct a hearing into the case and render a decision to either reinstate or expel the student from school.
- 5.2.3 The Principal shall present documents and statements outlining the circumstances leading to the suspension and other relevant data that may assist the Board in making a judgement. Information will include documented instances of inappropriate student behaviour as well as administrative responses to the behaviour. The Principal will also be required to make a recommendation regarding the disposition of the case.
- 5.2.4 The procedure to be followed in conducting the hearing is outlined in Board Policy 13.

Reference: Section 12, 14, 18, 20, 24, 25, 45, 60, 61, 113, 123, 124, 125 School Act
Review by the Minister – Information Bulletin 3.5.1

Administrative Procedure 357

VANDALISM

Background

Any student who willfully or irresponsibly damages or destroys school property is to be financially responsible for such damage.

Procedures

1. When school property is damaged or destroyed, the Principal shall investigate the matter and attempt to determine responsibility.
2. If, in the opinion of the Principal, school property was damaged or destroyed wilfully or irresponsibly, the Principal shall, in written form, request restitution. The restitution will include materials and labour costs.
3. Principals shall report all break-ins to the Superintendent or designate and the police.
4. The Secretary-Treasurer shall pursue collection if restitution is not received by the Principal.

Reference: Section 16, 20, 60, 61, 113 School Act

Administrative Procedure 360

STUDENT ASSESSMENT

Background

The assessment of student achievement, in both the cognitive and affective domains, is an essential component of the teaching-learning process. This includes identifying clear and reasonable expectations for student achievement, and accurate, equitable, and fair assessment of student progress in meeting these expectations. The assessment process is also to provide students with a sense of hope, affirmation and success; strengthening their confidence in their abilities and self-worth.

The School Act holds various individuals accountable for achieving results in the important area of student achievement. The Division has an obligation to ensure appropriate procedures are in place so that Alberta Education policies are met and all students in the Division have an opportunity to meet the standards of education set by the Minister. Principals have similar responsibilities for all students in the school.

The achievement of all students shall be evaluated regularly to ensure curriculum goals are being achieved.

Procedures

1. The primary purposes of the student assessment program are to:
 - 1.1 Assist students to build self-confidence and realize their full potential.
 - 1.2 Provide information relative to the degree to which intended learning outcomes have been realized.
 - 1.3 Provide a basis for student placement and promotion decisions.
 - 1.4 Provide information to assess the effectiveness of instructional programs and to provide a basis for program improvement.
 - 1.5 Communicate appropriate information to parents and students to help guide their educational decisions.
 - 1.6 Establish comparative standards for student achievement.
 - 1.7 Communicate the quality of education to the School Councils and other stakeholders.
 - 1.8 Provide students with information required by other educational institutions and prospective employees.
2. Student assessment procedures must be fair, equitable and valid, reflecting desired curricular outcomes and taking into account individual student needs and abilities.
3. The assessment of student achievement is to be based on course objectives as defined by Alberta Education and the Division that have been disclosed to students.

4. Student achievement is to be described in terms of individual, group or standards performance.
5. The assessment of student achievement shall be formative (on-going and developmental) and summative (final and judgmental).
6. Assessment shall address the cognitive and affective components of the student's experience within the curriculum.
7. Assessment shall be used to assist the student, through self-awareness and self-knowledge, to realize his/her creative, emotional, spiritual, social and physical growth, as well as his/her intellectual growth.
8. Confidentiality of information on individual student assessment shall be respected and safeguarded.
9. Assessment shall include an assessing, reporting and record management system which is designed to provide uniformity and consistency between grade levels and schools within the Division.
10. A variety of assessment procedures shall be used to assess student achievement throughout the school year.
11. Assessment procedures used shall recognize student needs and abilities.
12. Assessment procedures shall be communicated to students, parents and School Councils by teachers and administrators.

13. Roles and Responsibilities

The assessment of student achievement shall be a shared responsibility of the student, teacher, parent/guardian, Principal, Superintendent and Division.

13.1 Students are responsible for:

- 13.1.1 Actively participating in the learning process.
- 13.1.2 Cooperating with the teacher to develop appropriate work habits and a positive attitude towards education and schooling.
- 13.1.3 Developing appropriate personal characteristics and social skills.
- 13.1.4 Ultimately, their own personal achievement.

13.2 Parents are responsible for:

- 13.2.1 Actively involving themselves in their children(s)'s learning process.
- 13.2.2 Cooperating with the teacher in developing appropriate work habits and a positive attitude toward education and schooling with their child(ren).
- 13.2.3 Assisting in developing the appropriate personal characteristics and social skills of their child(ren).
- 13.2.4 Encouraging their child(ren) to achieve to their potential.

- 13.3 Teachers are responsible for:
 - 13.3.1 Working with students to develop appropriate work habits and a positive attitude towards education and schooling.
 - 13.3.2 Providing a clear statement of course or program objectives, content and assessment procedures to:
 - 13.3.2.1 The student within three (3) weeks of commencement of the course at the secondary level.
 - 13.3.2.2 The parents as requested or required at the elementary level.
 - 13.3.3 Maintaining confidential, legible and accurate records documenting the student's progress.
 - 13.3.4 Using a sufficient number and variety of formal and informal assessment mechanisms on a regular basis.
 - 13.3.5 Using both formative and summative evaluative techniques.
 - 13.3.6 Ensuring that assessment methods reflect local or provincial course objectives.
 - 13.3.7 Communicating results of evaluative procedures to parents/guardians and students on a regular, ongoing basis.
 - 13.3.8 Using assessment results to modify programs in response to student needs and abilities.
- 13.4 Principals are responsible for:
 - 13.4.1 Providing assistance to teachers as required in the following areas:
 - 13.4.1.1 Course outlines,
 - 13.4.1.2 Assessment procedures,
 - 13.4.1.3 Record keeping,
 - 13.4.1.4 Grading and reporting procedures,
 - 13.4.1.5 Appeal procedures.
 - 13.4.2 Ensuring that teachers provide a clear statement of course or program objectives, content and assessment procedures.
 - 13.4.3 Developing, designing and implementing appropriate formats and procedures to communicate student achievement to parents, students and School Councils.
 - 13.4.4 Ensuring uniform and consistent assessment standards within and across grade levels;
 - 13.4.5 Storing and filing confidential records accessible to specified personnel; e.g. legal guardians, professional school staff, probation officers and other agencies as authorized by the legal guardian.
 - 13.4.6 Ensuring that parents and guardians are accurately informed of student progress on an ongoing basis.

- 13.4.7 Ensuring that students in the school have the opportunity to meet provincial standards, together with School Council and Superintendent.
- 13.4.8 Supervising the education and advancement of students.
- 13.4.9 Reporting school achievement results to the community and the School Councils.
- 13.5 The Superintendent is responsible for:
 - 13.5.1 Establishing and maintaining appropriate student assessment procedures that address local needs and which satisfy the requirements of Alberta Education.
 - 13.5.2 Monitoring student assessment practices at the school and system level.
 - 13.5.3 Ensuring that Division students have the opportunity to meet provincial standards and report annually to the Minister of Education in this regard.
 - 13.5.4 Preparing a summary and analysis of student achievement upon the request of the Board.
 - 13.5.5 Ensuring that all stakeholders are informed of current administrative procedures.

14. Appeal Procedures

School-awarded marks may be appealed by the student, parent or legal guardian as follows:

- 14.1 The initial appeal shall be made to the teacher.
- 14.2 If the concerns of the appeal are not addressed satisfactorily through the initial contact with the classroom teacher, a further appeal, in writing, may be made to the Principal.
- 14.3 If the matter is not satisfactorily resolved at the school level, a further appeal in writing stating the facts of the case may be made to the office of the Superintendent. The Superintendent has the power to make a final and binding decision on the appeal.
- 14.4 School awarded marks during the year must be appealed within two (2) weeks of the receipt of the mark.
- 14.5 Final grades must be appealed within ninety (90) days.

15. Contact with Parents/Guardians of Students Experiencing Difficulty

Principals are to ensure that parents/guardians of students functioning below grade level are contacted as early as possible to discuss their child's program.

Reference: Section 12, 18, 20, 22, 23, 39, 47, 60, 61, 113 School Act
Ministerial Order 016/97 – Teaching Quality Standard
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 4/99
Student Record Regulation 225/2006
Student Evaluation Regulation 177/2003
Education Placement of Students with Special Needs Policy 1.6.1
Special Education Policy 1.6.2
Student Evaluation Policy 2.1.2
Use and Reporting of Results on Provincial Assessments Policy 2.1.3
Ministerial Directive 4.2.1 Teaching Quality Standards Applicable to the Provision of Basic Education in Alberta

Administrative Procedure 361

USE AND REPORTING OF RESULTS ON PROVINCIAL ASSESSMENTS

Background

The Division and the schools within the Division are responsible for ensuring that the highest possible quality of education is provided for students. Provincial assessments provide a common measure of achievement for students in the school, Division and province. It is axiomatic that many factors contribute to student achievement and that time-limited, paper and pencil tests cannot measure some important learning outcomes. Hence, the analysis, interpretation, use and communication of the results of provincial assessments need to take into account these factors.

The Division will use and report the results of provincial assessment in conjunction with other local factors of student achievement for the purposes of determining:

- Degree student achievement is meeting provincial and local standards;
- Areas of strength, areas needing improvement; and,
- Progress toward meeting improvement goals.

Procedures

1. The Division will, in collaboration with its community, use the results of provincial assessments in conjunction with other performance measures to plan improvements in performance in the Division.
2. The Board will report annually to the parents and taxpayers in the Division the results of the provincial assessments in the Division including other performance measures, the local context, and any limitations thereof and degree of achievement of the improvement plan.
3. The Principal and teachers, in collaboration with parents and the community, shall use the results on provincial assessments in conjunction with other performance measures to plan improvements in the performance of the students.
4. The Principal will report annually to the parents, School Council, and the school's community the school's results on provincial assessments including other performance measures, the local context and the limitations of the assessments.
5. The Superintendent and Principal shall provide any available additional aggregated information on provincial, Division or school results when requested by parents and members of the public.

6. In order to ensure the privacy of an individual student, results on provincial assessments for individual students and for groups of students of fewer than five (5) shall not be publicly released.
7. Results from provincial assessments shall not be used as the sole basis for evaluating student performance.
8. Local goals, context and plans are to be taken into account when comparisons are made against provincial standards and results.
9. Statistical tests of significance provided by the province are to be used to determine if differences between provincial standards and local results are educationally significant.
10. The Principal is to use the results of provincial assessments as part of an improvement plan contained in the school's education plan.
11. Teachers are to use the results of provincial assessments to develop an improvement plan for their classrooms.
12. The Superintendent and Principal may levy a reasonable charge for time and materials requested by parents and members of the public for unpublished aggregated information on provincial, Division and school results.
13. The annual reports by the Board and school shall be made available to their respective stakeholders by November 30.

Reference: Section 12, 18, 20, 22, 23, 39, 47, 48, 60, 61, 113, 123 School Act
Ministerial Order 016/97 – Teaching Quality Standard
Practice Review of Teachers Regulation 4/99
Student Record Regulation 71/99
Student Evaluation Regulation 169/98
Student Evaluation Policy 2.1.2
Use and Reporting of Results on Provincial Assessments Policy 2.1.3

Administrative Procedure 362

STUDENT PLACEMENT

Background

Student placement and promotion practices must be consistent with the mission, philosophy and goals of the Division. This requires recognition of the fact that the Division strives to provide for the education of the whole child: intellectual, creative, emotional, social, physical and spiritual. The School Act recognizes that parents have a right and responsibility to make decisions respecting the education of their children.

A student's educational interests are best served if they are placed appropriately within the school's grade/program structure.

Procedures

1. In making decisions with regard to student placement, the following criteria will be taken into account:
 - 1.1 Maturity level.
 - 1.2 Academic performance.
 - 1.3 Ability.
 - 1.4 Social factors; e.g. age, peer group, etc.
 - 1.5 Work habits, attitude.
 - 1.6 Health.
2. The placement of any student shall be determined after consultation between professional staff and parents (unless the student is an independent student). When educators and parents agree on placement decisions, the potential for student growth is greater. If there is not agreement, however, the decision of the parent/guardian is final.
3. The Principal is responsible for ensuring that parents are kept informed concerning the progress of their children and problems or concerns that could result in a recommendation for retention or special placement.

Reference: Section 12, 18, 20, 22, 23, 39, 47, 48, 60, 61, 113, 123 School Act
Ministerial Order 016/97 – Teaching Quality Standard
Practice Review of Teachers Regulation 4/99
Student Record Regulation 71/99
Student Evaluation Regulation 169/98
Student Evaluation Policy 2.1.2
Use and Reporting of Results on Provincial Assessments Policy 2.1.3

Administrative Procedure 370

STUDENT AWARDS

Background

The Division believes that student achievement should be recognized, and therefore approves of individuals and organizations such as the Knights of Columbus, the Catholic Women's League, the Parish Council, Alberta Education and other recognized businesses, organizations, services or individuals to present students with gifts, scholarships, money, plaques, medals, etc. in recognition of exemplary achievement.

Student awards will be presented on an annual basis to ensure that student achievement is recognized.

Procedures

1. The Division encourages presentations that recognize achievement in areas such as academics, good citizenship athletics, effort and attitude.
2. The Principal, in consultation with staff, shall develop criteria and procedures to govern student awards and inform the Superintendent.

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

Administrative Procedure 380

STUDENTS' COUNCIL

Background

The experience of participation in Students' Councils and Students' Council activities within schools is supportive and complementary to the education of students and can contribute to the preparation of students to become socially responsible citizens in a changing world. The Division, therefore, encourages the formation of Students' Councils in schools.

Procedures

1. The Principal has final authority over all Students' Councils activities.
2. Students' Councils will operate according to an acceptable constitution.
 - 2.1 Students' Council shall develop a constitution.
 - 2.2 The Students' Council constitution and any amendments shall be filed with and approved by the Principal.
3. Students' Councils must operate within the framework of acceptable financial practices.
 - 3.1 An annual Students' Council financial statement shall be filed with the Principal.
 - 3.2 The Principal shall report Students' Council fund activities as part of the annual report required under Administrative Procedure 520 – Fund Raising/ Canvassing.
4. Appropriate teacher guidance will be provided to Students' Councils.
 - 4.1 One (1) or more teachers shall be appointed as Students' Council advisors.

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

Administrative Procedure 390

STUDENT APPEALS

Background

The Board will hear appeals submitted according to Section 123 of the School Act, in order to make a decision in respect of the matter that is appealed.

Procedures

1. Students who are sixteen (16) years of age or older, for the purposes of these procedures, have the same rights and responsibilities as parents.
2. Decisions will be made with the student's educational interest in mind and with consideration of the impact of the decision on the total population of students served as well as the availability of resources.
3. If the parent is not satisfied with a decision made by a teacher, the parent may appeal to the Principal of the school.
4. Notwithstanding, appeals of final marks shall be made in writing to the Principal within fourteen (14) days of the last day of each semester or school term in the case of non-semestered courses.
5. It is expected that the parents (student) will have discussed the teacher's decision with the teacher prior to contacting the Principal.
6. If the parent is not satisfied with a decision made by a Principal, the parent may request that the decision be referred to the Superintendent who will review the circumstances and decide whether to uphold or change the decision.
7. The Superintendent may request that such an appeal be expressed in writing.
8. If not satisfied with the decision made by the Superintendent, the parent may appeal the decision to the Board.
9. Such an appeal must be in writing, and will be heard at a closed meeting of the Board.
10. At any of the various steps in the process, parents shall have access to reports and other information on their child which were used to make the decision, pursuant to the regulations and procedures governing student records.
11. Decisions shall be rendered without undue delay.

Reference: Section 8, 10, 12, 18, 20, 24, 25, 47, 48, 60, 61, 113, 123, 124, 125 School Act
Student Records Regulation 225/2006

Cross Reference: Policy 13 – Appeals and Hearings Regarding Student Matters